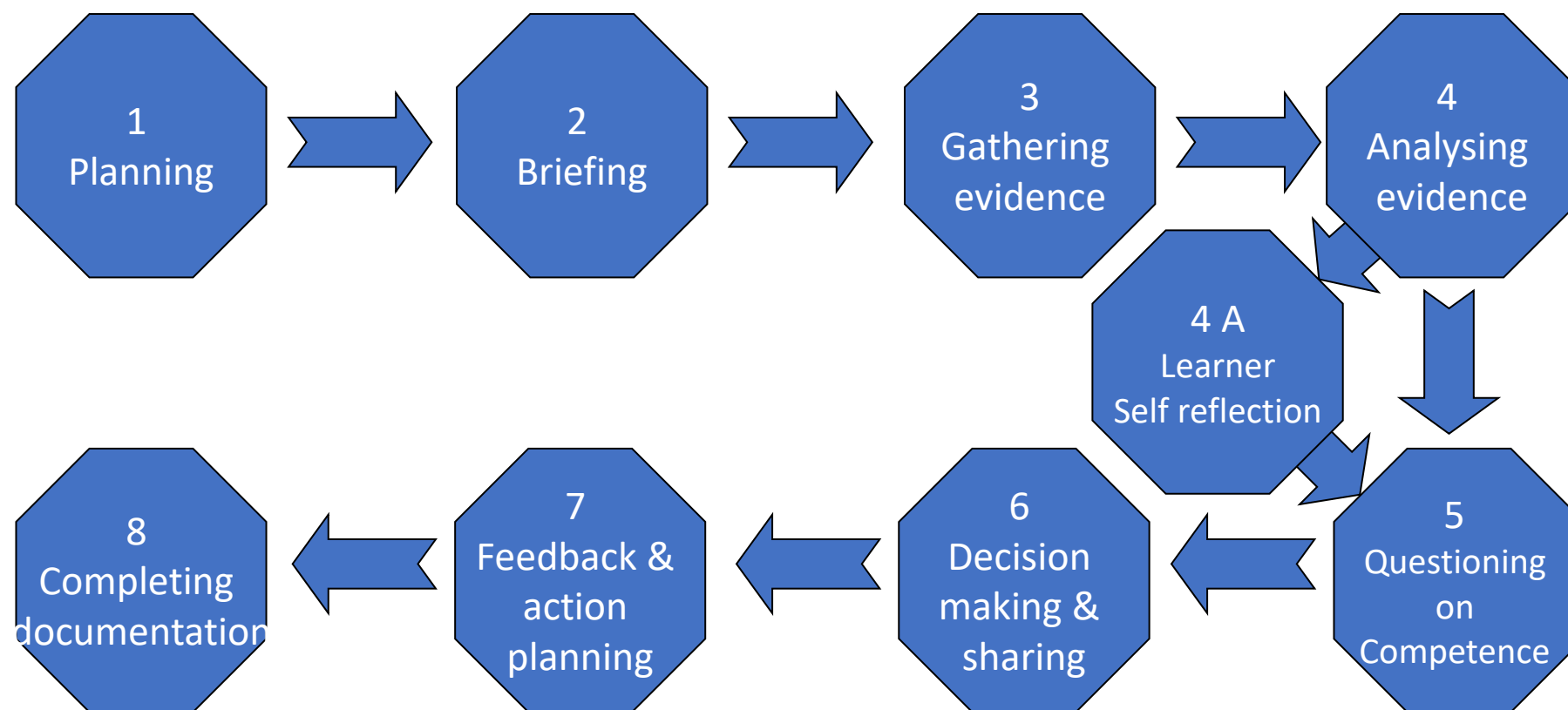# Assessment process

To support learning in Sport Structures tutor, assessor and verifier training

Assessment process

When planning an assessment schedule, the five P's model is useful to ensure that you have considered all relevant factors:

- Person
  - Who is the session aimed at
- People
  - What is the client group you are delivering to
- Place
  - Where is it and what are the facilities
- Programme
  - What are you delivering and is it part of a broader programme
- Philosophy
  - What is the approach you will take in delivering

- 2 assessors with 12 learners needing to deliver a 20 minute practical delivery – total time allowed is 4 hours

- Learners have been given task on previous day
- Briefing has been done on previous day
- Group briefing at start of the day
- Breaks built in when suitable
- Assessor with one group
  - 1 coach
  - 1-4 coaches acting as players
  - 1 carrying our self-evaluation

Time (total)	Assessor 1			Assessor 2		
Briefing 5 (5)	Delivery	Self-reflection	Questions/ feedback/ action plan	Delivery	Self-reflection	Questions/ feedback/ action plan
20 (25)	1 (learner)			2		
20 (45)	3	1		4	2	
15 (60)		3	1		4	2
20 (80)	5			6		
15 (95)		5	3		6	4
20 (115)	7			8		
15 (130)		7	5		8	6
20 (150)	9			10		
15 (165)		9	7		10	8
20 (185)	11			12		
15 (200)		11	9		12	10
15 (215)			11			12
25 (240) minutes to allow for break						

- Set the Scene
- Share logistics
- Agree the assessment plan
- Explain appeals process

- Well done
- Do you think you met your outcome?
- What went well? or Tell me two great things about the session?
- Questions testing gaps in competence only taking self-evaluation into account
- **DECISION**
- Feedback on what you saw as an assessor
- What will you do differently next time?
- Agree Action plan

Action planning

- Benchmarking
- Next learning point?
  - Informal
  - Formal
- Experience – how can they practice to improve?
- Mentor/buddy – who will help them with their development?

How did that feel?

What went well?

What could you of done differently?

What are you going to focus on to improve that further?

- SELF-REFLECTION:
  - Allow time for learner to self-reflect
- Warm-up question: Do you think you met your outcome?
  - allows assessor to gauge learners ability to self-reflect
- QUESTIONS:
  - about gaps in competence ONLY
- DECISION:
  - If NYC identify competences not met and why
- FEEDBACK:
  - What went well? or Tell me two great things about the session?
  - What could you have done better?
- ACTION PLANNING:
  - What will you do differently next time?
  - Learner led agreement of Actions
- COMPLETE PAPERWORK
  - nothing additional to folder

sport™ structures

- **Formative Assessment:** are assessments during the programme. They may be informal assessments of learners from the start of the programme through to practical assessments on course on an ongoing basis or at periodic times. Formative assessments are used for the purpose of learner practicing competences to receive immediate feedback and input in order to know how things are going and what improvements and/or additions might be needed.
- **Summative assessments** are assessments are used at or after completion of the programme (or a phase of the programme). They are used largely for the purpose of deciding if the course has been passed, needed to extended or in exceptionally rare occasions termination of a programme.
- NB: You can be not yet competent in a formative assessment and pass the course but you CANNOT be NOT YET competent at a summative assessment and pass.

- Only assess against the criteria
- Write the "story" of the assessment describing what they did against each criteria so verifier can see what went well and not so well
- Use "C" for competent and number the question against the criteria not seen
- Apply "Baseball" assessment practice
- three strikes (have I seen it, ask a question about it, try another way of them demonstrating/describing competence then NYC)
- Technical questions test break-down of the skill
- Record the answer as the question MUST have the competence in
- e.g. "can you tell me how you demonstrated this competence…?"
- Some competences **MUST** be seen practically
- Driving test majors