

# Before assessment

## Assessor guidelines

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## Assessor guidelines

### IN GENERAL

1. An ECVET exam has 3 parts: **written, practical and oral** exams. It is useful to hold the written exam first.
2. The written exam tests **knowledge**. The practical exam tests **skills and competence**, the oral exam tests **knowledge, skills and competence**.
3. An exam can be organised **independently of a course**. The trainees can participate in an exam independently of a course.
4. The organiser of the exam has to **inform the candidates** about the criteria and conditions of the different levels. The organiser **agrees** with the participants at which **level** they will be assessed.
5. The level a candidate is assessed to must be decided **before** the exam.
6. It is possible to examine **different levels** in the same exam (for different candidates), but in this case there should be different assessors for each level (with different tasks/questions for the written, practical and oral exams).
7. It is advisable to have **two assessors**, especially in exams at level 3 and 4. If there are two assessors, at least one should be external, the other one can be the trainer.
8. The **external assessors** should have sound knowledge of clay plaster and should know the ECVET criteria and indicators and the difference between the levels.
9. It is good to clarify the **financial situation** of the examination.
10. Assessors should read the **pre-exam questionnaires** of examinees, and also the results of the written exam, so they are prepared..
11. At the beginning of the exam, the assessors should be **introduced** to the trainees, and the trainees introduced to the assessors. Everybody should wear their **name**.
12. Try to have a time together with organisers and assessors **before** the exams.
13. **After** the exam, the assessors should have time for a talk together to decide the final results.
14. After the exam, the assessors give proper **feedback to examinees** – they should present marks and results and give advice on which knowledge, skills and competence could be improved.
15. After the assessment, the assessor **signs** the evaluation sheet and the certificate.

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### WRITTEN EXAM

16. The assessor and organiser agree on **who is responsible for questions** for the written exam, to be chosen from the pool of questions or developed by the organiser or the assessor. Trainers can suggest specific questions related to the course.

17. Avoid **photos** in the written exam, use sketches and drawings instead (there may be problems with the quality of photocopied photos, or problems of interpretation with photos you do not know).

18. The written part can be carried out and assessed one day **before the practical**.

19. During the written exam: **let people read** all the questions first, and **ask if they have any problems**, before the test starts.

20. Avoid questions that refer too directly to theory given in a **course**, so as not to disadvantage external candidates or those on mobility. If the questions are directly linked to the theory content of the CD "Clay plaster", then the candidates must be told about this in the pre-requests.

21. Offer **translated** questions to mobility candidates or assessors.

22. Decide the number of **points and correct answers** for each question before the assessment.

### PRACTICAL EXAM

23. When the practical exam starts, give the examinees **time to think** about tasks and ask questions in case anything is unclear.

24. During the practical exam assessors should **not disturb** examinees with too many questions.

25. The **name** of the examinee should be marked on the test wall and on the samples.

26. For the skill test, **continuous assessment by day-to-day observation** can be used as well as a final exam. If a Partner uses continuous assessment, they are invited to share their experience with the other Partners.

27. All the criteria must be marked and all the indicators must be used for skills assessment during the practical exam, or during the oral exam if the practical task doesn't cover all the indicators.

### ORAL EXAM

28. Recommended **character of oral exam** :

- 1st part: questions in connection with the written test (to clarify any critical **knowledge** answers)
- 2nd part: questions to clarify their work in the practical test, and to assess any **skills** criteria that were not tested by the practical exam,
- 3rd part: questions concerning **competence** - this is **the main purpose of the oral exam**.

29. Relate the questions to the **level** being tested.

30. **The time** spent with each examinee should be about 20 minutes for questions and a few minutes to give them feedback about their work.