

SECTION B – FORMATIVE ASSESSMENTS

1. Strengths and Weaknesses of Assessment Tools
2. Knowledge Test

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B1: FORMATIVE 1: STRENGTHS AND WEAKNESSES OF ASSESSMENT TOOLS

Assessment Methods	Description	Examples
a. Observation		
<i>Strengths</i>	<i>Weaknesses</i>	<i>Precautions</i>
b. Written Test Questionnaire		
<i>Strengths</i>	<i>Weaknesses</i>	<i>Precautions</i>
c. Oral Test Questionnaire		
<i>Strengths</i>	<i>Weaknesses</i>	<i>Precautions</i>

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d. Assignments/Projects		
<i>Strengths</i>	<i>Weaknesses</i>	<i>Precautions</i>
e. Document analyses		
<i>Strengths</i>	<i>Weaknesses</i>	<i>Precautions</i>
f. RPL		
<i>Strengths</i>	<i>Weaknesses</i>	<i>Precautions</i>
g. Simulation		
<i>Strengths</i>	<i>Weaknesses</i>	<i>Precautions</i>

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h. Rating Scale		
<i>Strengths</i>	<i>Weaknesses</i>	<i>Precautions</i>

B2: FORMATIVE 2: KNOWLEDGE QUESTIONNAIRE

Question	Answer
1. What is the role of the Moderator?	
2. What support should the Moderator provide the Assessor with during the planning of moderation?	
3. How can Moderators ensure fairness of the assessment?	
4. How does the Moderator assess authenticity of the assessment documentation?	
5. What is the minimum type of learner evidence required to ensure an integrative assessment?	

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6. How does a Moderator establish that sufficient evidence has been presented to declare learner competent?	
7. What 3 types of competence should be assessed?	
8. How can we establish that the Assessor gave effective feedback to the learner?	
9. How would you check compliance of the assessment principles validity, reliability and manageability during the assessment?	
10. How can we ensure the relevance of the unit standard used in the assessment	
11. How should the Moderator contribute to your organisation's quality assurance process?	
12. What constitutes the Moderator's documents?	

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

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