PROCESSES AND TECHNIQUES. THE ASSESSMENT PROCESS: AN INTRODUCTION pdf

1: The assessment process | Vocational qualifications | Open University

Introduction to Assessment and Overview An assessment in special education is the process used to determine a child's specific learning strengths and needs, and to determine whether or not a child is eligible for special education.

This chapter discusses the importance of risk mitigation planning and describes approaches to reducing or mitigating project risks. Risk management includes front-end planning of how major risks will be mitigated and managed once identified. Therefore, risk mitigation strategies and specific action plans should be incorporated in the project execution plan, or risk analyses are just so much wallpaper. Risk mitigation plans should Characterize the root causes of risks that have been identified and quantified in earlier phases of the risk management process. Evaluate risk interactions and common causes. Identify alternative mitigation strategies, methods, and tools for each major risk. Assess and prioritize mitigation alternatives. Select and commit the resources required for specific risk mitigation alternatives. Page 42 Share Cite Suggested Citation: The National Academies Press. This should be done prior to completing the project design or allocating funds for construction. Risk mitigation planning should continue beyond the end of the project by capturing data and lessons learned that can benefit future projects. However, most risks are much more difficult to mitigate, particularly high-impact, low-probability risks. Therefore, risk mitigation and management need to be long-term efforts by project directors throughout the project. Responding to the Level of Uncertainty If a project is determined to have a low level of uncertainty, then the optimal policy is to proceed expediently in order to increase the present value of the project by completing it as soon as possible and thereby obtaining its benefits sooner. Fixed-price contracts, perhaps with schedule performance incentives, are appropriate for this type of project. Everything else being equal, projects that take longer generally cost more and deliver less value to the owner. Many projects take longer than they should, in part due to dilatory decision-making processes and the lack of a sense of urgency. However, when a project has some uncertainty, a full-speed-ahead approach may not be optimal. In such projects, scope changes and iterative recycling of the design are the norm, not the exception. Regulatory issues also provide a fertile source of uncertainty that can cause conceptual project planning and design to recycle many times. For projects with a high degree of uncertainty, fixed-price contracts may be inappropriate, but performance-based incentive contracts can be used. Failure to recognize and anticipate changes, uncertainty, and iteration in preparing schedules and budgets can lead to unfortunate results. The techniques and skills that are appropriate to conventional projects often give poor results when applied to projects with great potential for Page 43 Share Cite Suggested Citation: For these projects, a flexible decision-making approach may be more successful. Often this approach may seem contrary to experience with conventional projects. The use of unconventional methods to manage uncertainty requires the active support of senior managers. In these cases, the computation of the expected loss for an event as the product of the loss if the event occurs times the probability of the event is largely meaningless. If the probability of the event is estimated as 0. High-impact, low-probability events must be mitigated by reducing the impact or the likelihood, or both. But risk mitigation and management certainly are not cost-free. In determining the budget allocation needed to mitigate high-impact, low-likelihood risks, it is necessary to identify specific risk mitigation activities. These activities should then be included in the project budget and schedule, and tracked and managed just as other critical project activities are managed. However, risk mitigation activities may differ from other project activities in that there may be some uncertainty about whether the selected risk mitigation strategies will workâ€”that is, the activities may be contingent on whether the risk mitigation strategies are effective. This has led to the development of a special kind of network diagram for risk mitigation activities, known as the waterfall diagram, which is described in Chapter 7. Risk Transfer and Contracting There is a common adage about risk managementâ€”namely, that the owner should allocate risks to the parties best able to manage them. Page 44 Share Cite Suggested Citation: It is impossible, for example, to assign risks when there is no quantitative measurement of them. Risk allocation without

quantitative risk assessment can lead to attempts by all project participants to shift the responsibility for risks to others, instead of searching for an optimal allocation based on mutually recognized risks. Contractors generally agree to take risks only in exchange for adequate rewards. To determine a fair and equitable price that the owner should pay a contractor to bear the risks associated with specific uncertainties, it is necessary to quantify the risks. In order to use a market-based approach to allocate risks, and to avoid unpleasant surprises and subsequent litigation, it is necessary that all parties to the agreements have full knowledge of the magnitude of the risks and who is to bear them. Risk transfer can be entirely appropriate when both sides fully understand the risks compared to the rewards. This strategy may be applied to contractors, sureties, or insurance firms. The party that assumes the risk does so because it has knowledge, skills, or other attributes that will reduce the risk. It is then equitable and economically efficient to transfer the risks, as each party believes itself to be better off after the exchange than before and the net project value is increased by the risk transfer. Risk Buffering Risk buffering or risk hedging is the establishment of some reserve or buffer that can absorb the effects of many risks without jeopardizing the project. A contingency is one example of a buffer; a large contingency reduces the risk of the project running out of money before the project is complete. Buffering can also include the allocation of additional time, manpower, machines, or other resources used by the project. It can mean oversizing equipment or buildings to allow for uncertainties in future requirements. Risk buffering is often applied by project contractors as well as by owners. Overestimating project quantities, man-hours, or other costs is a form of buffering used by many project participants. Contractors and sub-contractors may compensate by overestimating project or activity durations. Schedule buffers allow contractors to adjust their workforce and resource allocations within projects and across multiple projects. If the bidding pool is small, or if the owner is not knowledgeable, there may be inadequate controls on scope creep, cost creep, and schedule creep. Risk Avoidance Risk avoidance is the elimination or avoidance of some risk, or class of risks, by changing the parameters of the project. It seeks to reconfigure the project such that the risk in question disappears or is reduced to an acceptable value. The nature of the solution may be engineering, technical, financial, political, or whatever else addresses the cause of the risk. However, care should be taken so that avoiding one known risk does not lead to taking on unknown risks of even greater consequence. Risk avoidance is an area in which quantitative, even if approximate, risk assessments are needed. For example, the project designers may have chosen solution A over alternative B because the cost of A is estimated to be less than the cost of B on a deterministic, single-point basis. However, quantitative risk analysis might show that A is much riskier than the alternative approach B. The function of quantitative risk assessment is to determine if the predicted reduction in risk by changing from alternative A to alternative B is worth the cost differential. Risk avoidance is probably underutilized as a strategy for risk mitigation, whereas risk transfer is overutilizedâ€”owners are more likely to think first of how they can pass the risk to someone else rather than how they can restructure the project to avoid the risk. Nevertheless, risk avoidance is a strategy that can be employed by knowledgeable owners to their advantage. Risk Control Risk control refers to assuming a risk but taking steps to reduce, mitigate, or otherwise manage its impact or likelihood. Risk control can take the form of installing data-gathering or early warning systems that provide information to assess more accurately the impact, likelihood, or timing of a risk. If warning of a risk can be obtained early enough to take action against it, then information gathering may be preferable to more tangible and possibly more expensive actions. Risk control, like risk avoidance, is not necessarily inexpensive. If the project is about developing a new product, and competition presents a risk, then one solution might be to accelerate the project, even at some Page 46 Share Cite Suggested Citation: An example of a risk control method is to monitor technological development on highly technical one-of-a-kind projects. The risk is that the promised scientific development will not occur, requiring use of a less desirable backup technology or cancellation of the project. Organizational Flexibility Many projects experience high levels of uncertainty in many critical components. Some of these important risks cannot be adequately characterized, so optimal risk mitigation actions cannot be determined during project planning. This is common when uncertainties will be reduced

only over time or through the execution of particular project tasks. For example, the uncertainty about the presence of specific chemical pollutants in a water supply may be reduced only after project initiation and partial completion. Under these circumstances commitment to specific risk management actions during planning makes project success a gamble that the uncertainty will be resolved as assumed in planning. The following are examples of flexible decision making that can help mitigate risks under conditions of uncertainty: Defer some decisions until more data are obtained in order to make better decisions based on better information. Good decisions later may be preferable to bad decisions sooner, particularly if these decisions constrain future options. It may be argued that deferring decisions is never desirable because to do so might delay the project, but this is a fallacy of deterministic thinking. When uncertainty is high, poor decisions made too early will delay the project much more, or even cause it to be canceled due to resulting budget and schedule overruns. In these circumstances, deliberately deferring decisions may be good management practice, but it is essential that the project be scheduled such that deferred decisions reduce rather than increase the risks of delays. A flexible policy of delaying decisions should not be equated with simple procrastination or wishful thinking. Decisions should be delayed only when, based on analysis, there are solid reasons to believe that new information will be forthcoming that will affect the decision one way or another. If there is no such expectation, then the project manager should consider whether it might be cost-effective to acquire more information even at additional cost. For example, an expanded boring program to identify subsurface conditions, an expanded testing program to characterize wastes, or Page 47 Share Cite Suggested Citation: Restructure the project such that the impact of early decisions on downstream conditions is minimized. Decisions that constrain future decisions and eliminate options should be reconsidered. Safety factors may be added to buffer the effect of decisions. For example, something may be oversized to provide a safety factor against high uncertainty in requirements, just as safety factors are used in engineering design to provide a margin against uncertainty in loads; the higher the uncertainty, the greater the contingency in the load factor. If a building must be built before the contents are known precisely, then oversizing the building may well be prudent. These safety factors typically increase project costs, but they may increase them far less than the alternative strategies for mitigating risk or the consequences of an undersized building. Stage the project such that it is reviewed for go or no-go decisions at identifiable, discrete points. These decision points should be built into the front-end plan. Based on updated information available at these future times, the project may be modified, continued, or terminated. Termination of the project at a future time will be costly, but it may be far less costly than continuing it in the hope that something good will happen. Change the scope of the project, either up or down, at some future decision points. Changing scope is generally a bad practice in conventional projects, but in high-uncertainty projects midcourse corrections may be necessary responses to changed conditions or improved information, if the scope change is made in accordance with a preplanned review and decision process defined in the frontend plan i.

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2: 5 Risk Mitigation | The Owner's Role in Project Risk Management | The National Academies Press

The Initiate Quality Assessment process kicks off an assessment engagement. One or more stakeholders may request a quality assessment of a project. This request will commence planning activities that will result in written approach on how and when to proceed with the assessment.

The assessment process The route to assessment Assessment is the key to achieving a VQ. However, unlike other forms of assessment with which you may be familiar, VQ assessment relies on a joint agreement between the assessor and learner concerning how and when assessment will take place and includes a number of stages. The stages in the assessment process explainedâ€¦ 1 You decide which qualification you want to do It is vital that you, in conjunction with VQAC, select both the appropriate level, qualification and, if required, relevant optional unit s. If not you will find it very difficult to gather the required evidence. This is done by completing initial assessment questions on the registration agreement form. Once this has been done you will be registered for your chosen qualification and your details will be held by us and the awarding organisation. We will be able to process information on your behalf to ensure our records are kept up-to-date at all times. Your records will be securely stored, both by us and by the awarding organisation. We have to provide the awarding organisation with details of our information systems so that they can approve our means of ensuring confidentiality on behalf of all learners. An assessment plan may cover one or more units. When following each assessment plan, you and your assessor will probably identify the kinds of support, training and development opportunities you will need to have access to in order to complete work activities and gather the evidence you will need to be ready for formal assessment. It will also enable you and your assessor to work out where and how you are going to go about the process of collecting your evidence. In terms of timescales, it is also useful to see if you and your assessor can incorporate the assessment plans into your current organisational development plans, appraisal requirements and continuing professional development activities. Evidence is anything that you can use to demonstrate your competence against the qualification you are seeking to achieve. Evidence is usually collected within a e-portfolio. This allows ease of reference by yourself and your assessor. There will often be the need for more than one assessment to assess different parts of the qualification or unit s you are working towards. All your written evidence is presented on the e-portfolio and you can upload attachments such as samples of records, screen shots, photographs, video and audio recordings and witness testimonies. We will contact you to check on your progress and to offer support if some time has elapsed since you last submitted work. If they judge the activity as competent they will map it to the units you are working towards and sign off the activity. They review examples of assessment decisions. We will let you know when we have written to the awarding organisation asking them to issue your certificate. External quality assurers The external quality assurer effectively audits the whole assessment process including the input from the internal quality assurer. In some instances the external quality assurer will make a request to review your portfolio. In such cases, this could delay the certification process by up to a maximum of six months. Please contact us if you do not receive your certificate within four weeks of being notified that the claim for your certificate has been sent to the awarding organisation.

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3: As-Is Assessment (Summary)

This book is about the Rapid Assessment Process (RAP). The author defines RAP as:Ã´intensive, team based qualitative inquiry using triangulation, iterative data analysis and additional data collection to quickly develop a preliminary understanding of a situation from the insiders perspectiveÃ¶ The primary goal of the book is to encourage new users to experiment with RAP.

Consistency of performance is also established through repeated observations. Data-collection methods can take many forms. Each has advantages and disadvantages. The choice among them is usually The choice of assessment form should be consistent with what one wants to measure and to infer. However, to serve the intended purpose, the choice of assessment form should be consistent with what one wants to measure and to infer. It is critical that the data and their method of collection yield information with confidence levels consistent with the consequences of its use. Public confidence in educational data and their use is related to technical quality. This public confidence is influenced by the extent to which technical quality has been considered by educators and policy makers and the skill with which they communicate with the public about it. Assessment Standard D Assessment practices must be fair. Assessment tasks must be reviewed for the use of stereotypes, for assumptions that reflect the perspectives or experiences of a particular group, for language that might be offensive to a particular group, and for other features that might distract students from the intended task. Large-scale assessments must use statistical techniques to identify potential bias among subgroups. Assessment tasks must be appropriately modified to accommodate the needs of students with physical disabilities, learning disabilities, or limited English proficiency. Assessment tasks must be set in a variety of contexts, be engaging to students with different interests and experiences, and must not assume the perspective or experience of a particular gender, racial, or ethnic group. It follows that the processes used to assess student achievement must be fair to all students. This is not only an ethical requirement but also a measurement requirement. If assessment results are more closely related to gender or ethnicity than to the preparation received or the science understanding and ability being assessed, the validity of the assessment process is questionable. Those who plan and implement science assessments must pay deliberate attention to issues of fairness. Page 86 Share Cite Suggested Citation: National Science Education Standards. The National Academies Press. Statistical techniques require that both sexes and different racial and ethnic backgrounds be included in the development of large-scale assessments. Bias can be determined with some certainty through the combination of statistical evidence and expert judgment. For instance, if an exercise to assess understanding of inertia using a flywheel results in differential performance between females and males, a judgment that the exercise is biased might be plausible based on the assumption that males and females have different experiences with flywheels. Whether assessments are large scale or teacher conducted, the principle of fairness requires that data-collection methods allow students with physical disabilities, learning disabilities, or limited English proficiency to demonstrate the full extent of their science knowledge and skills. The requirement that assessment exercises be authentic and thus in context increases the likelihood that all tasks have some degree of bias for some population of students. Some contexts will have more appeal to males and others to females. If, however, assessments employ a variety of tasks, the collection will be "equally unfair" to all. This is one way in which the deleterious effects of bias can be avoided. Assessment Standard E The inferences made from assessments about student achievement and opportunity to learn must be sound. When making inferences from assessment data about student achievement and opportunity to learn science, explicit reference needs to be made to the assumptions on which the inferences are based. Even when assessments are well planned and the quality of the resulting data high, the interpretations of the empirical evidence can result in quite different conclusions. Making inferences involves looking at empirical data through the lenses of theory, personal beliefs, and personal experience. Making objective inferences is extremely difficult, partly because individuals are not always aware of their assumptions. Consequently, confidence in the validity of

inferences requires explicit reference to the assumptions on which those inferences are based. For example, if the science achievement on a large-scale assessment of a sample of students from a certain population is high, several conclusions are possible. Little confidence can be placed in any of these conclusions without clear statements about the assumptions and a developed line of reasoning from the evidence to the conclusion. The level of confidence in conclusions is raised when those conducting assessments have been well trained in the process of making inferences from educational assessment data. Even then, the general public, as well as professionals, should demand open and understandable descriptions of how the inferences were made. Assessments Conducted by Classroom Teachers Teachers are in the best position to put assessment data to powerful use. In the vision of science education described by the Standards, teachers use the assessment data in many ways. Some of the ways teachers might use these data are presented in this section. Planning Curricula Teachers use assessment data to plan curricula. Some data teachers have collected themselves; other data come from external sources. The data are used to select content, activities, and examples that will be incorporated into a course of study, a module, a unit, or a lesson. Teachers use the assessment data to make judgments about The developmental appropriateness of the science content. Student interest in the content. The effectiveness of activities in producing the desired learning outcomes. The effectiveness of the selected examples. The understanding and abilities students must have to benefit from the selected activities and examples. Planning for assessment is integral to instruction. Assessments embedded in the curriculum serve at least three purposes: Page 88 Share Cite Suggested Citation: Before students can do this, they need to understand the goals for learning science. The ability to self-assess understanding is an essential tool for self-directed learning. Through self-reflection, students clarify ideas of what they are supposed to learn. They When teachers treat students as serious learners and serve as coaches rather than judges, students come to understand and apply standards of good scientific practice. By developing these skills, students become able to take responsibility for their own learning. Teachers have communicated their assessment practices, their standards for performance, and criteria for evaluation to students when students are able to Select a piece of their own work to provide evidence of understanding of a scientific concept, principle, or lawâ€”or their ability to conduct scientific inquiry. Explain orally, in writing, or through illustration how a work sample provides evidence of understanding. Critique the work of other students in constructive ways. Involving students in the assessment process increases the responsibilities of the teacher. Teachers of science are the representatives of the scientific community in their classrooms; they represent a culture and a way of thinking that might be quite unfamiliar to students. The standards for judging the significance, soundness, and creativity of work in professional scientific work are complex, but they are not arbitrary. In the work of classroom learning and investigation, teachers represent the standards of practice of the scientific community. When teachers treat students as serious learners and serve as coaches rather than judges, students come to understand and apply standards of good scientific practice.

4: Business Process Assessment Tools | Office of Internal Audit | Nebraska

The process of assessment, as it is understood in this guide, recommends that academic units: undertake activities to clarify the needs of their students and faculty, relevant administrators, community persons, and others involved with the outcomes of student learning.

5: Four Step Assessment Process - Assessment - Baruch College

An objective model-independent method to assess the capability of an organization to meet the process goals Assessment Method Assessment Stages Key Players Initiation Preparation Assessment Analysis and Reporting Closure Assessment Stages The Key Players Initiation (stage 1) Preparation (stage 2) Assessment (stage 3) Analysis & Reporting (stage 4) Closure (stage 5) Process Assessment Method An.

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6: Rapid assessment process: an introduction | Participatory Methods

Observation and assessment processes can also be used to identify the effec- tiveness of the setting, specific areas of the setting, specific activities and the practitioner.

7: Therapeutic Recreation Processes and Techniques, 8th Ed. | Sagamore Venture Publishing

An Introduction to Organizational Maturity Assessment: and effective processes Implement the OMM through an assessment or consulting process 5. Develop.

8: An Introduction to Group Work Practice - Ronald W. Toseland, Robert F. Rivas - Google Books

Screening, assessment, and treatment planning (see Table 1, Key Definitions) constitute three interrelated components of a process that, when properly executed, informs and guides the provision of appropriate, client-centered services to.

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