Sample Assessment Ideas

It is preferable that assessment be integrated with training delivery.

The performance criteria to be assessed by the sample tasks will depend on the trainer’s interpretation, development and delivery of each task.

Work placement activities and journal

Students complete a number of activities during work placement and document their work placement experiences.

Option: encourage the students to document any industry visits and general learning and activities undertaken during class.

Items to document could include:
- workplace policy and/or procedures for:
  - code of conduct
  - risk management in the workplace
  - reporting tool and equipment faults
  - OHS monitoring and reporting
  - dealing with emergencies
  - prevention of discrimination and harassment in the workplace
  - quality assurance
- site employment conditions
- on-site meeting(s)
- workplace flow chart (hierarchical structure)
- emerging/current technology
- ‘setting out’ of construction materials and building components
- clean-up procedures (work area, tools and equipment)
- interview of an employee about general aspects of working in the industry and their career path to date, as well as future ambitions
- current issues of concern to the construction industry
- how a workplace plans and prepares for different workplace activities
- opportunities to:
  - use tools and equipment
  - plan for routine tasks
  - read and interpret construction documentation
  - work with others
  - undertake workplace tasks.

Newspaper scrapbook

Each student is assigned one week in the school term. During that week they are required to purchase a major city newspaper (daily) as well as obtain their local paper and locate articles identifying information and/or issues for the construction industry. Students may also choose to use the internet to source information. Each student provides a summary of discovery at the conclusion of their week.
OHS written test
Students undertake a written assessment to test their ‘required knowledge’ (ie the theory underpinning OHS).

OHS induction
Develop an OHS induction package for a new employee.
Students to obtain Construction Induction Certificate (CIC card) through completion of CPCCOHS1001A Work effectively in the construction industry.

Workplace inspection – risk assessment
Using school-developed workplace inspection procedures, students work in pairs or small groups to carry out a workplace inspection in one area of the school.
The inspection must follow a risk management approach including:
• identify hazards
• assess associated risks
• control measures to eliminate or minimise risks
• monitor and review control measures.
In consultation with their teacher, students are to assess using a risk assessment matrix, apply hierarchy of control and establish monitoring procedures.
Alternatively (or in addition), this task could be undertaken on work placement in consultation with the student’s supervisor.

Scenario – dealing with an emergency
Students are to demonstrate their ability to follow emergency procedures for a given scenario. The scenario should be appropriate to a construction work environment, for example, a fire on a construction site.
This includes:
• developing an evacuation map for the workplace
• designing a chart identifying responsibilities of key personnel
• displaying appropriate behaviour to take in an emergency situation
• contacting appropriate personnel and emergency services and reporting the emergency situation
• evacuating the site through simulated response to an emergency complying with workplace/organisation procedures.

Industry presentation
Students should present a written report and verbal presentation to the class. Each student is to be allocated a different sub-sector of the construction industry as the focus of their discussion. It should include an explanation of scope, employment and economic importance of the construction industry, as well as the main role and service/s.
Research project
With a focus on the required knowledge and skills of CPCCCM1002A *Work effectively and sustainably in the construction industry*, students will research the construction job roles, occupations and trade callings of the construction industry and the direct and indirect employment opportunities in relation to such job roles, occupations and callings.

Extended response– legislation
Written task – students will give an extended response to a question (preparation and practice for HSC examination) to cover the impact of legislation on the construction employee and their work in the industry.

Extended response – training and environment
Written task – extended response question (preparation and practice for HSC examination) to cover:
- strategies for the minimisation of potential negative environmental impacts
- importance of training in safe work practices and emergency procedures to meet occupational health and safety (OHS) and environmental requirements.

Role-plays and case studies
For example:
- communicating effectively with colleagues, including those with special needs, across a range of contexts
- establishing contact with colleagues
- processing supervisor feedback
- handling complaints and resolving conflict
- cross-cultural communication and dealing with misunderstandings
- communicating using commonly used hand signals and two-way radios
- understanding of reciprocal rights and responsibilities of employers and employees in relation to antidiscrimination and EEO.

Signage test
Students undertake a written assessment to test their knowledge of meaning and use of signage, symbols, gestures and signals common to the construction industry.

On-site meeting(s)
‘On-site’ meetings can be held for all practical workshop activities and class projects. Students can be allocated different roles so they experience a range of responsibilities. Students must:
- participate in meetings
- ask questions
- convey information to others.
Job safety analysis (JSA)/safe work method statement

Using the JSA/safe work method statement proforma provided, students develop a JSA for a construction task/project.

Work schedule – individual and team task

Each student is to develop a work/job plan for one of their individual workshop projects. This is a structured outline of how the job/project will be undertaken to maximise efficiency and quality.

Each student is also required to work in a team to develop a work/job plan for a group or class workshop project.

Each job plan should:
- be clear and logically presented
- ensure tasks are ordered in an efficient sequence
- contain required measurements and calculations
- identify material, tools and equipment requirements
- include sketches if required
- indicate a completion timeframe
- incorporate quality assurance checks.

The job plan is typically written with reference to relevant drawings and/or work order and must be checked by teacher/supervisor prior to beginning work.

Material Safety Data Sheet (MSDS)

Allocate to each student one material that will typically be used in a construction environment. They are to contact the supplier/manufacturer (by telephone, letter or website) to obtain the MSDS. Each student will provide the class with a copy of the MSDS and brief the other students on the main points and safe use.

Written documentation

Students correctly and accurately complete a range of construction workplace documentation such as a job application, a work order, a first aid register entry, a worker’s compensation claim form or meeting minutes.

Self and peer evaluation

At regular intervals during a project, or as team members finish working in a designated role, complete a peer and self-evaluation sheet on their performance and how their performance has impacted on the production of the project. The self-evaluation sheet could address:
- time management
- work sequencing
- meeting quality requirements
- OHS concerns/issues
- tools, equipment and techniques used
- skills developed or improved
- teamwork.
Emerging technology
Allocate a current/emerging technology to each student. Using at least two sources of current information, students prepare a brief written and verbal summary outlining what it is and does and the effect (advantages/disadvantages/impact) on current work practices/productivity, employment, market conditions/new markets and cost effectiveness.

Personal development needs
Each student is required to:
• develop a curriculum vitae
• locate and ‘apply’ for an entry level position in the construction industry (from the newspaper, internet or alternative)
• identify a position to which they aspire and conduct a knowledge/skills gap analysis
• develop a personal development needs plan to help achieve career aspirations
• begin compiling evidence of learning (portfolio of learning).

Job application
Students are to ‘apply’ for an advertised position in a construction industry environment. Students are required to:
• write a letter of application
• develop a curriculum vitae
• prepare for and undertake a simulated job interview.

The interviews could be conducted by a number of personnel including the teacher themselves and/or other school staff, a parent or employer.

It should be a formal process that includes:
• communication via the telephone to arrange interview times
• appropriate dress standards
• prepared interview questions
• the opportunity for feedback to each student as well as general comments to the class.

Measurements and calculations exercises
A range of measurement and calculation exercises (incorporating calculation factors – as listed in CPCCCM1005A – Carry out measurements and calculations – and appropriate methods) typical to a construction environment.

Measurements, calculations and determination of material quantities (estimates within enterprise tolerances) for a range of projects of varying complexity (minimum of three projects).

Complete a simple quotation for a project based on specifications and estimation of materials.

Written task – clean-up and OHS and environment
Written task – extended response question (preparation and practice for HSC examination) to cover clean-up procedures with due consideration to:
• the environment
• OHS.
Cement float
Each student constructs a basic wooden cement float using appropriate tools and equipment.

Tool carryall
Provide students with a scale drawing for the tool box. Students make a modification to the
drawing personalising the tool box for their intended purpose. Each student constructs their tool
box using appropriate materials, tools and equipment.

‘Storeperson’
On a rotational basis each month, allocate the responsibility of ‘assistant storeperson’ to a team
of four students. These students are to assist the teacher receive and store all materials for the
school workshop. Students should display an understanding of the importance of checking the
items delivered with the order or delivery docket; correct manual handling while lifting and
moving stock; stacking appropriate to the material; consideration of any special storage
requirements and ease of retrieval; and good housekeeping.

Saw horse/scale model garage/child’s cubby house
Each student is required to:
• take measurements from a sample saw horse or scale model garage or child’s cubby house
• select appropriate formulas/calculations to determine material quantities for one saw horse or
scale model garage or child’s cubby house
• calculate material quantities for a class set of saw horses or scale model garages or child’s
cubby houses (allowing for an appropriate amount of wastage due to defects, cutting, etc).

The teacher provides the class with scale drawings and an accurate working to compare and
check their workings. Each student constructs their saw horse or scale model garage or child’s
cubby house using appropriate materials, tools and equipment.

If undertaking the scale model garage project or child’s cubby house, it is recommended the
following background research is completed:
• search through magazines, newspapers, books and the internet to find examples of different
roof types (eg gable, skillion, hipped and ‘A’ frame)
• highlight and describe the characteristics of each roof type
• draw and label a typical wall frame with a window opening
• draw and label a typical truss
• list the types of local council and building regulations that would apply to the construction of
frames and trusses
• complete a site visit to a plant specialising in pre-fabricated frames and trusses and, where
possible, a local residential building site where a garage is undergoing construction.

‘Site foreman’
On a rotational basis each week or fortnight, allocate the responsibility of ‘site foreman’ (in
partnership with the teacher) to a student. This student is responsible for ensuring the workshop
and/or site clean-up procedures occur. This includes allocation of cleaning duties to each student
in the class as well as safe storage of student jobs; return of materials, tools and equipment to the
correct location; and reporting of any tools and equipment requiring maintenance or repair.
Tools, plant and equipment

Each student is allocated a different hand and power/pneumatic tool and piece of plant/equipment commonly used in the construction industry (see CPCCCM2005A – Use construction tools and equipment in Part B of the syllabus for tools and equipment that must be addressed).

Students produce a computer-generated:
• information sheet (maximum one A4 page) with the following information:
  - name
  - sketch/diagram/photo
  - characteristics
  - purpose (use and limitations)
  - OHS requirements (hazard controls and PPE and, for plant/equipment only, responsibilities of the supplier/hire firm and operator)
  - training/qualifications required (school and industry expectations)
• pre-operational checklist.

Each student ‘delivers’ an induction course to the other students (in partnership with the teacher) for their allocated hand and power/pneumatic tool and plant/equipment.

Students are to be given several opportunities throughout the construction course to safely use and maintain a range of tools and equipment (see CPCCCM2005A Use construction tools and equipment in Part B of the syllabus for tools and equipment that must be addressed) as well as to check for serviceability and rectify or report any faults. These opportunities can arise during workshop and class projects and/or may be demonstrated during work placement, or ‘workstations’ could be set up in the school workshop with different tools, with students visiting each station to demonstrate safe use and maintenance of each tool.

Read and interpret plans

Individual activity:
• for a minimum of two different projects, read and interpret plans including:
  - confirmation of amendment status and drawings confirmed ‘for construction’
  - orientation of plans to the ground
  - six key features on both the plan and the site
  - confirmation of six items of information from the title block of the project plans
  - six construction dimensions, levels and locations from the project plans
  - six ancillary works dimensions, levels and locations from the project plans
• for a minimum of two formal specifications, identify the dimensions, material requirements and processes to be followed.

Class project

All class members are required to participate in the class project – landscape a particular area of the school or community including the construction of:
• a garden bed
• a retaining wall
• a garden seat (or picnic table).
Industry-specific class projects

All class members are required to take an active role in the class projects – working together to achieve a common purpose. The projects could be undertaken in partnership with a local construction workplace, as part of a community project or within school environment/activities.

The projects should include:
• identifying the roles and responsibilities of individuals and others in the workgroup
• planning activities such as setting common goals, objectives and task requirements, as well as determining and agreeing on individual tasks
• undertaking the project with members of the work group
• monitoring the progress of the workgroup.

Associated activities are to include safe working practices, organising and completing daily work activities, interacting and communicating with colleagues and customers, participating in environmentally sustainable work practices, using technology and processing and maintaining workplace information.

Practical exercises – levelling

Practical activities enabling the following to occur:
• transfer of levels and the recording of differences in height using:
  – a spirit level and straight edge to job specifications on one project
  – the levelling with water technique to job specifications on one project
  – laser levelling devices to job specifications on one project
  – optical levelling devices to job specifications on one project
• confirm accuracy of the readings taken for all above including set up and movement of device in two locations
• conduct a two-peg test with an automatic level, to confirm instrument meets manufacturers’ tolerances
• accurate recording of the results of each levelling procedure to organisational requirements.

Examinations

• Year 11 half-yearly examination
• Year 11 yearly examination
• Year 12 half-yearly examination
• Year 12 trial HSC examination.

Sample assessment ideas