



What is FSAT?

Just another acronym to add to the list or is it more?

VALBEC 2014

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What is FSAT?



- The Department of Industry has contracted ACER to develop an online **Foundation Skills Assessment Tool (FSAT)** to identify and assess an individual's foundation skill levels.
- The tool will be available **free** to assist approved providers and identified learners, job seekers, trainers, educators and employment services practitioners to assess their own or a client's foundation skill levels, and help identify any gaps in skills and knowledge.
- The FSAT will be based around the theoretical underpinnings of the Australian Core Skills Framework and the Core Skills for Work Developmental Framework (employability skills).
- There is to be two assessments – a Full Assessment and an Integrated Short Assessment.
- This integrated short assessment will provide an **indicator** of an individual's skills against reading and numeracy alongside an assessment of some aspects of their core skills for work. Intention is to target lower levels of the ACSF only.
- Will be developed after trialling of other assessment questions.

FSAT Project team



- Content teams:
 - External subject matter experts: ACSF team (Philippa, Anne, Jane, Suzana, Mary & Tina)
 - External subject matter experts: CSFW team (Kate, Louise, Sue)
 - Internal ACER Assessment staff for support and QA process (Jim, Bill, Dara, Katrina, Dave and other assessment staff)
 - ACER Indigenous Liaison Officer (Gina)
- IT team
- Support:
 - Psychometrics team
 - Creative Services team
 - Other professional, admin support; copyright/permissions; finance; etc.

Progress:

- Item writing
 - New item types
 - Focus Groups
- Next steps:
 - Cog labs
 - Trials (June – October 2014)

Delivery of FSAT



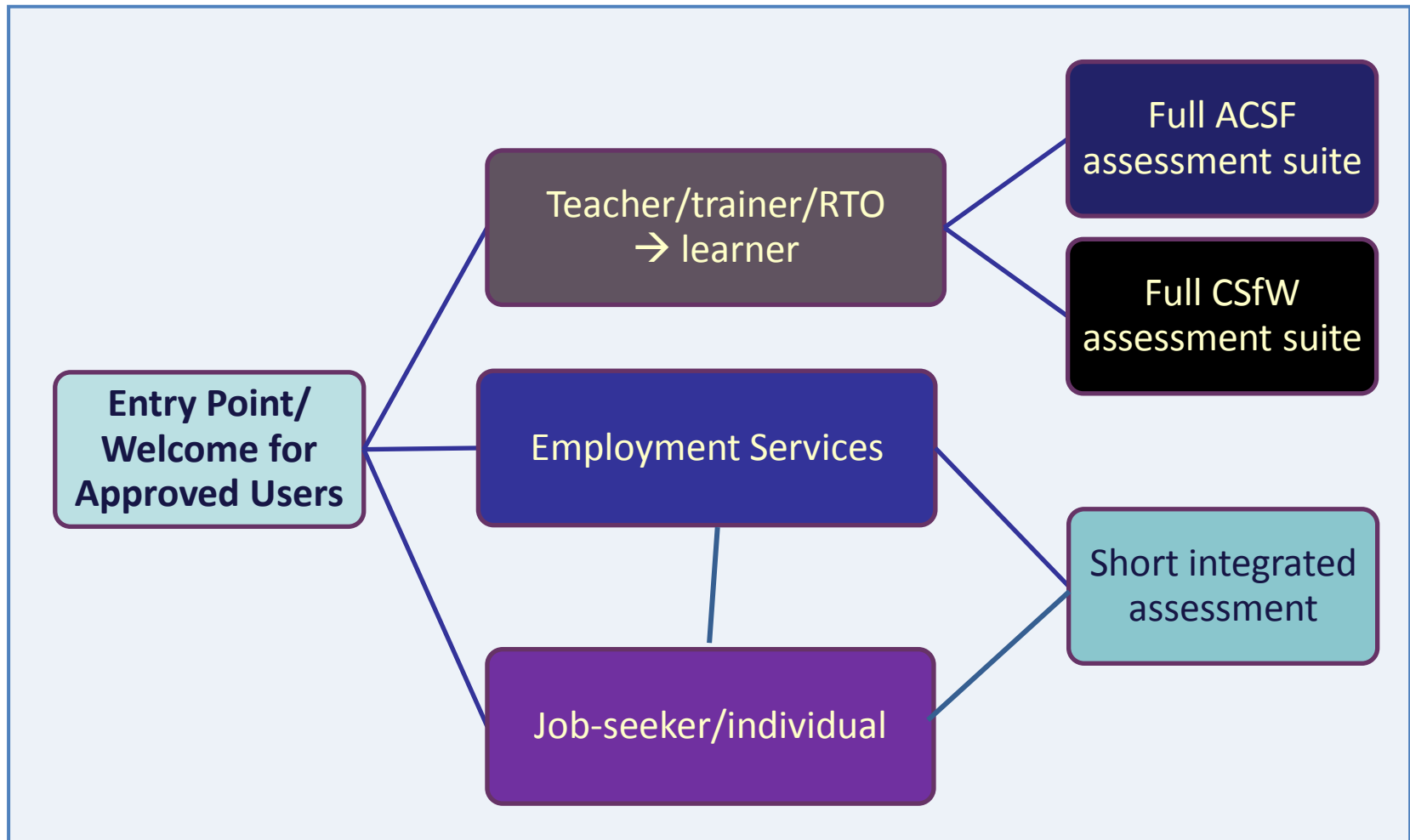
FULL ASSESSMENT of ACSF and CSfW

- The Full Assessment version of FSAT will be available **free** for **approved** providers to administer in a learning setting enabling these groups to define and tailor a full assessment against the relevant skill areas of the two frameworks to an individual.
- Approved Administrators will be able to customise and select assessments across a suite of available tests to groups or individual learners. Learners will navigate through the selected assessments online, or in some cases offline, and will have feedback and results made available upon completion and marking of the assessment.

INTEGRATED SHORT ASSESSMENT

- The Integrated Short Assessment version of FSAT will be available **free** for individuals to self-assess and approved employment services practitioners to administer to job seekers either at their premises or remotely.
- This integrated short assessment will provide an **indicator** of an individual's skills against reading and numeracy alongside an assessment of some aspects of their core skills for work
- Targeted at lower levels of the ACSF only.
- Will be developed after trialling of other assessment questions.

Delivery of FSAT



Format of FSAT assessments



The FSAT assessments will include different types and styles of assessment, including:

- **computer-adaptive** assessment based on empirically based estimates of item difficulty – allows accurate, accessible and targeted assessments
- questions and responses based on scenarios
- self reflective tasks
- manually scored assessments for core skills where online automatically scored assessment is **not** (currently) possible.

Platform – Key Features



- Select assessments from 16 skill areas across 2 frameworks
- Practitioners will be able to tailor assessments for individuals and/or groups
- ACSF Assessments can be selected at suitable test taker levels: low and middle
- Newly developed online interactive item types have been developed
- Test takers can complete relevant assessments over time
- Individual reports available to test takers against each assessment
- Data and reports for RTOs include levels, indicators, question intents, etc.

Platform – what does FSAT look like?



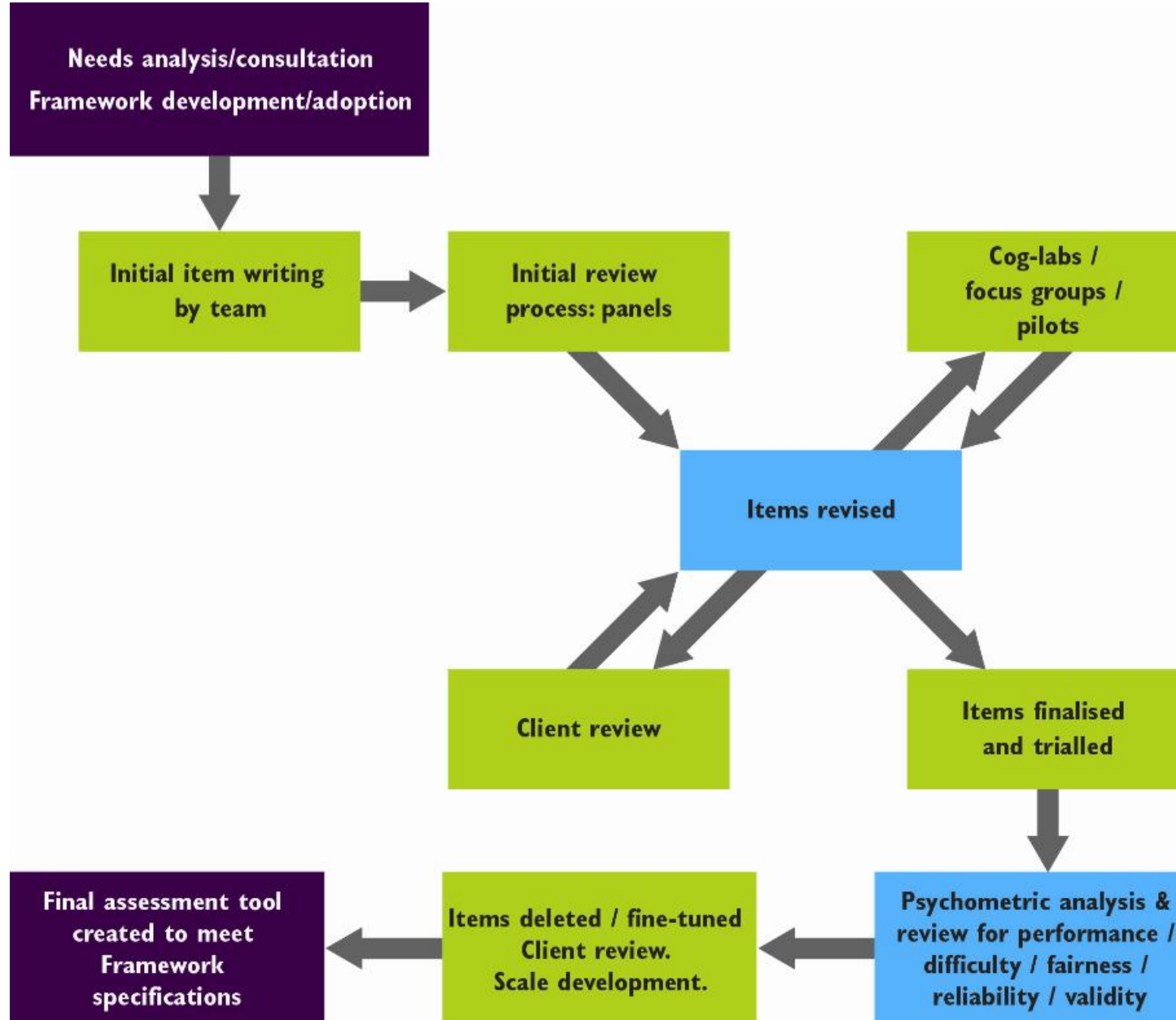
- Demonstration of practice assessment tasks to show how they will look and different types of interactivity and response.
- Learners should always undertake the practice assessment before undertaking the FSAT assessments.

Terminology



- Test developers tend to call individual questions in a test “items”
- An **item** = a stimulus/context + a question to be answered
- A **unit** = the set of items based on the same stimulus/context
- + **metadata** – characteristics of the frameworks being assessed e.g. core skill, indicator, level, domain of communication, focus area, text type, etc.

Test development processes at ACER



Assessment of the ACSF



Empirically based **Computer-adaptive** assessment features will be used for:

- Learning
- Reading
- Receptive listening
- Numeracy
- Allows questions to be selected based on the learner's abilities – if they get a question or questions correct, they get a harder set of questions, or alternatively if they get it wrong they get an easier question. This process continues and focuses in on a more accurate estimate of their ability. Also makes the questions asked accessible in relation to their ability
- Requires large number of items that need to be trialed and used.

Computer-adaptive assessments

ACSF
Level
5

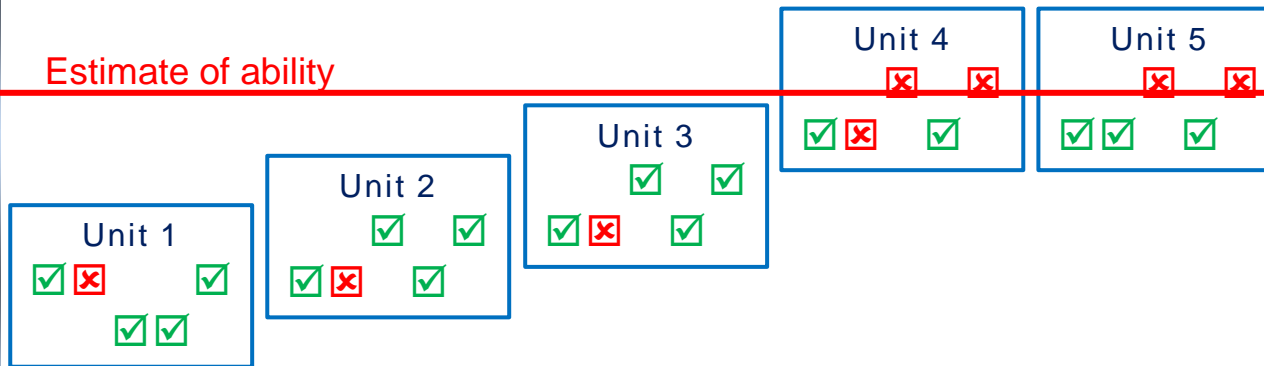
ACSF
Level
4

ACSF
Level
3

ACSF
Level
2

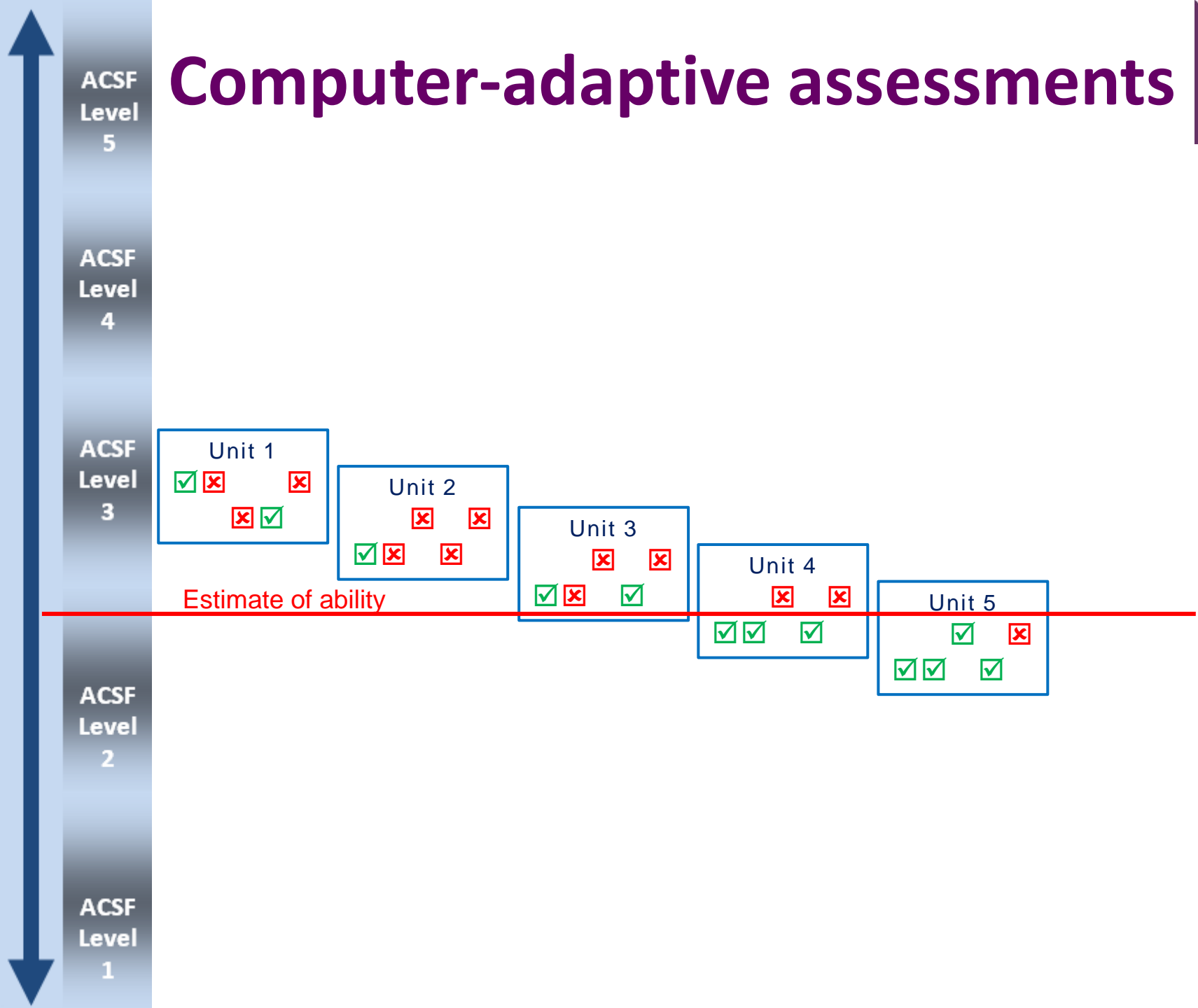
ACSF
Level
1

Estimate of ability



Allows questions to be selected based on the learner's abilities – if they get a question or questions correct, they get a harder set of questions, or alternatively if they get it wrong they get easier questions. This process continues and focuses in on a more accurate estimate of their ability. Makes the questions asked accessible in relation to their ability.

Computer-adaptive assessments

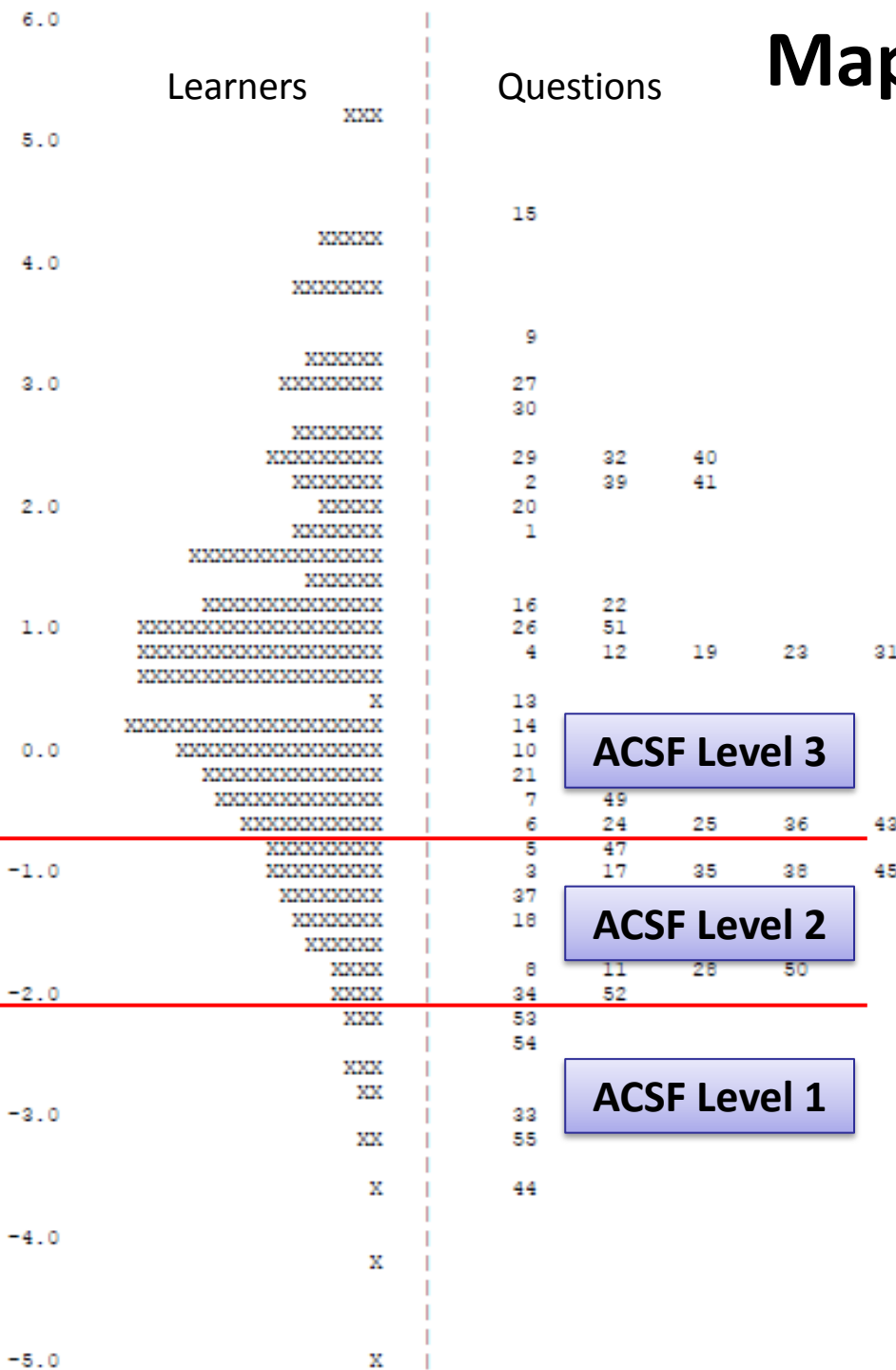


Mapping to the ACSF – the ACER way



Learners

Questions



ACSF Level 3

ACSF Level 2

ACSF Level 1

- ACER uses a combination of empirical data and professional judgement
- Write explicitly to address the ACSF
- Items are written by a **team** of writers - who use professional judgement and moderation to map the items
- The items are trialled (~200 learners per question) to enable the items to be scaled psychometrically in item difficulty order.
- This data is used for both the ACSF mapping for individual items and for the cut points between the ACSF levels

Assessment of the ACSF – Sample computer adaptive items

- Sample assessments:

<http://schools.acer.edu.au/fsat>

Assessment of the ACSF



Non-automatically scored assessments will be used for core skills where online automatically scored assessment is **not** (currently) possible:

- Writing
- Speaking
- Interactive listening
- These will be manually scored assessments conducted against selected prompts with assessors scoring the responses against the provided marking guides

Writing



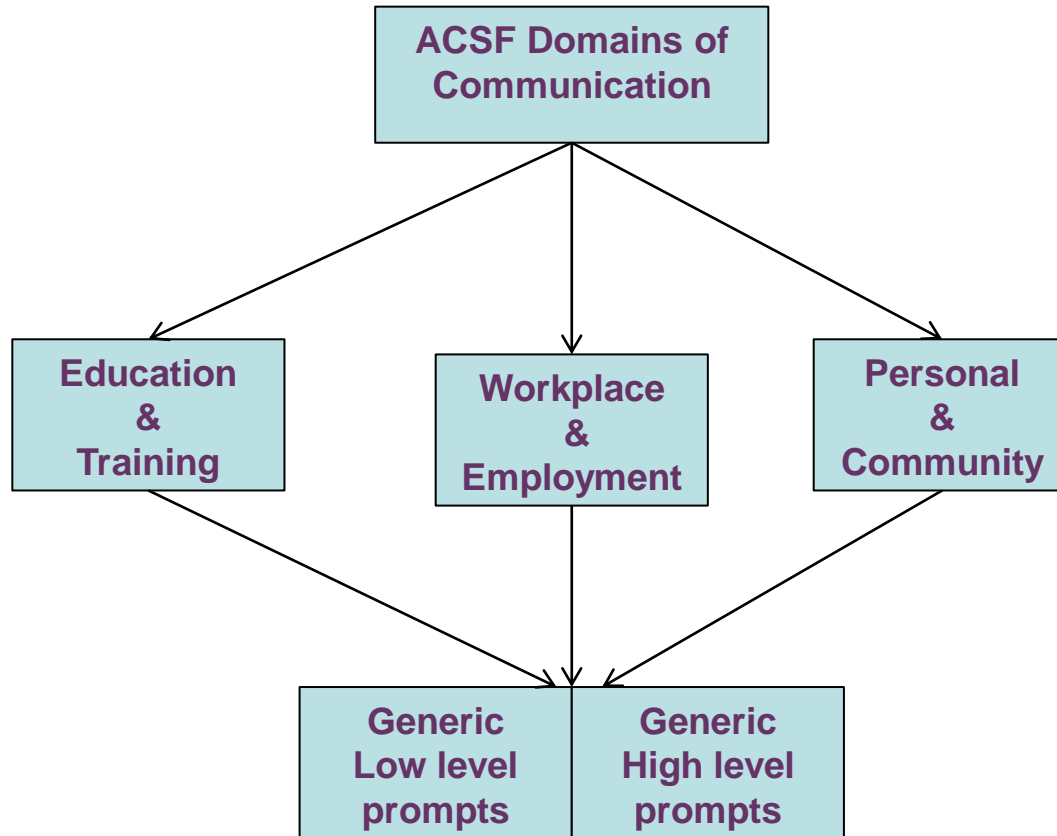
The assessment of Writing is based on two tasks:

- an initial screener – filling in a form
- a piece of writing chosen from a range of lower or higher level prompts

The screener will be selected from one of the ACSF Domains of Communication:

- Workplace & Employment
- Education & Training
- Personal & Community

Writing



Screeners – Education & Training



Your Details	
Name:	
Address:	
Post Code:	Date of Birth:
Home Phone Number:	Mobile Number:

Your Information
Provide a brief outline of your education and schooling.

Your Goals
What are your education goals over the next 12 months?

Your Strengths
What skills and knowledge do you have that will help you achieve your goals? Please provide details.
•
•
•
•
•

Your Barriers
What might stop you achieving your goals? How will you deal with these? Please provide details.
•
•
•
•
•

Date:	
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Lower level prompts



Lower level prompt examples:

- Write a postcard to you friend to tell them about the holiday you are having.

- Write a set of instructions to help someone who doesn't know how to complete ONE of the following tasks:
 - Checking the oil in your car
 - Making your favourite recipe
 - Withdrawing cash from an ATM
 - Changing the battery in a smoke detector
 - Changing a flat tyre on a car
 - Choose a topic of your own

Higher level prompts



Higher level prompt example:

Write a letter or email of complaint to ONE of the following on a topic of your choice:

- local council (e.g. parking congestion, traffic noise, rubbish collection)
- retailer (e.g. poor quality products, services)
- public hospital or health clinic (e.g. delayed or sub-standard care)
- state government (e.g. public transport, health, education issues)

Speaking



The assessment of Speaking is based on two tasks:

- an initial screener – general conversation
- a Speaking task chosen from a range of lower or higher level prompts.

The screener will be selected from one of the ACSF Domains of Communication:

- Workplace & Employment
- Education & Training
- Personal & Community

Lower level prompts



Lower level prompt examples:

- Tell me about your favourite:
 - person
 - place
 - memory
 - hobby
- Choose one set of pictures. Explain to me what is happening in these pictures.

8 pictures that describe:

Preparing a meal (including sourcing a recipe, shopping for ingredients, cooking a meal, setting the table, serving the meal, cleaning up.

Going fishing (including getting to water, organising rods, lines etc. bait, casting, catching fish, storing fish, transporting home, showing catch to family/friends

Higher level prompts



Higher level prompt example:

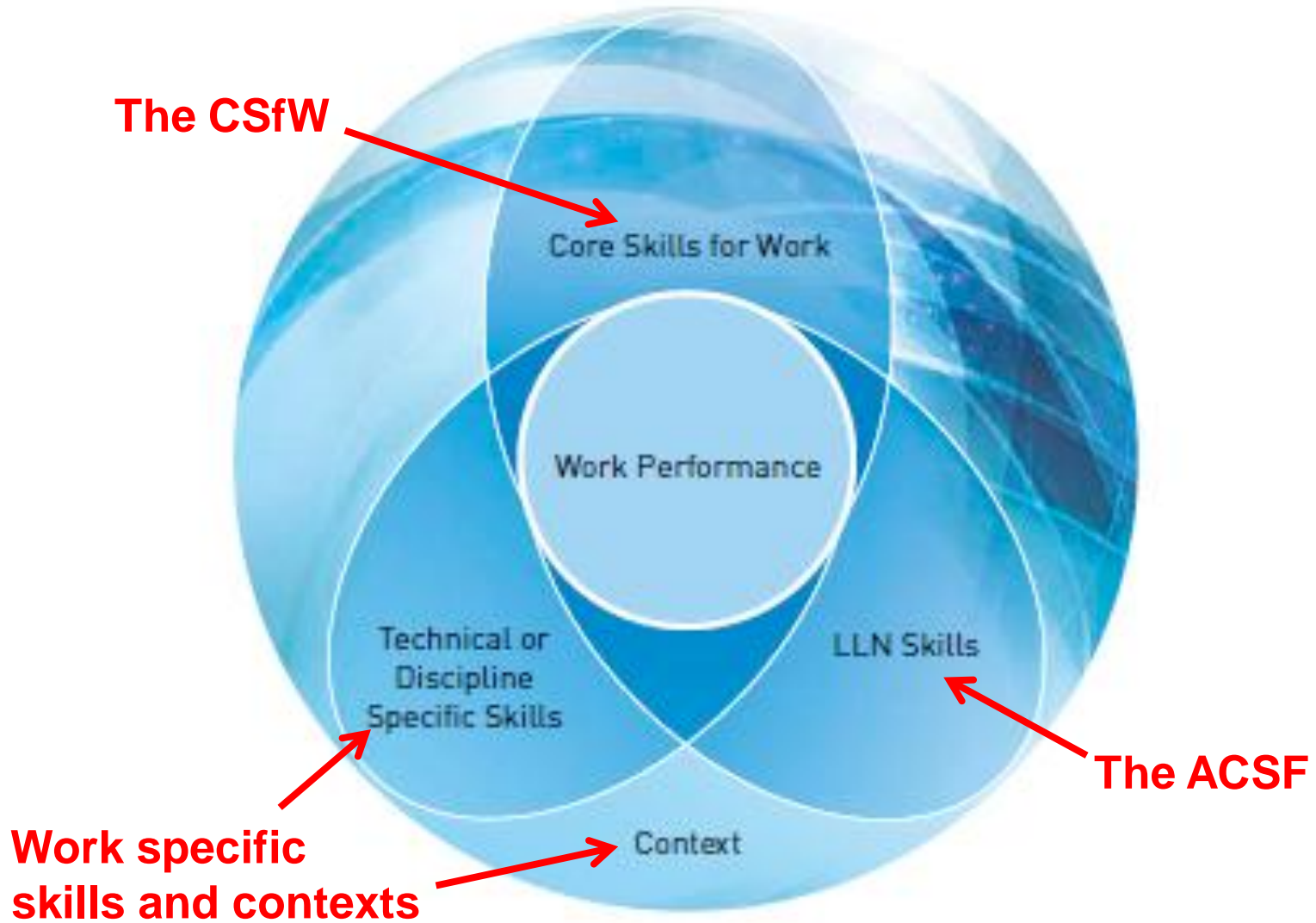
- Describe your favourite place and explain the reasons why you are so fond of it.

- Choose ONE of the following statements and provide reasons why you agree or disagree with the statement.
 - The government plays too big a role in our lives.

 - Workplaces benefit when employees have greater flexibility.

 - If you break the law while protesting a cause, it is justified.

Core Skills for Work(CSfW) in FSAT



CSfW: 10 Skill Areas in 3 clusters



1. Navigate the world of work

- a. Manage career and work life
- b. Work with roles, rights and protocols

2. Interact with others

- a. Communicate for work
- b. Connect and work with others
- c. Recognise and utilise diverse perspectives

3. Get the work done

- a. Plan and organise
- b. Make decisions
- c. Identify and solve problems
- d. Create and innovate
- e. Work in a digital world

Core Skills for Work(CSfW) in FSAT



1. Identify *relevant* Skill Areas and select ONE
2. Respond to a small set of self reflection questions/tasks.
Not scored
3. Work through items. Scored
4. FSAT feedback
 - based on scored items plus print-out of personal examples
5. Debrief with skilled facilitator, possibly peers
6. Identify next practical steps and record

Core Skills for Work(CSfW) in FSAT



A set of authentic scenarios for each Skill Area

- Workplace and community settings
- People, tasks, interactions that reflect real life situations (as far as possible)
- No highly specific, context-dependent knowledge needed
- Most respondents likely to have some past experience to bring, but some scenarios will be quite unfamiliar (sometimes that's the point!)
- Coverage
 - Most scenarios provide opportunity to demonstrate skills across several stages (but no single scenario captures all 5 stages)
 - Stages 1-4 well represented
 - Limited number to Stage 5
 - **Levels 4 and 5 require good L&N skills**

Use of Generic Scenarios



Gilbert

Rami

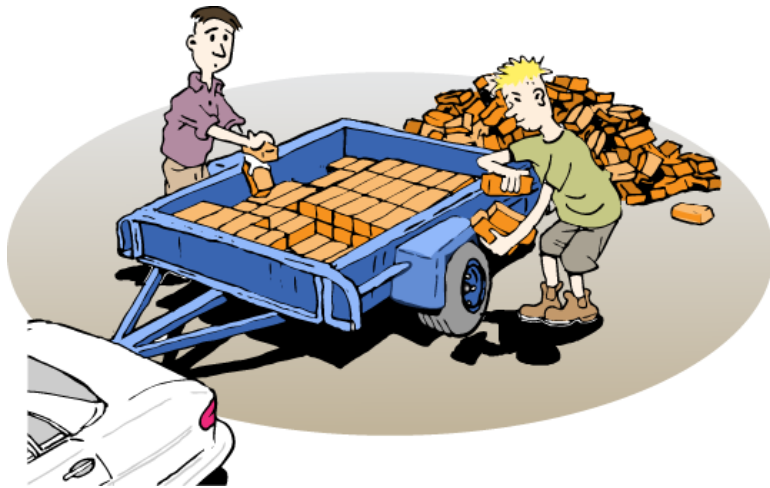
Phillip

Jemma

Use of Generic Scenarios



Use of Generic Scenarios



Bike Riders Board Index < Maintenance

NEW TOPIC

Reminder: please don't start new threads until you have checked if there is already a discussion on the topic

TOPICS	REPLIES	VIEWS	LAST POST
Chain cleaning	10	67	Today 5:03pm
How to change a tyre? Help!	5	98	Yesterday 9:38pm
Servicing your bike – DIY yes/no?	28	167	Yesterday 6:17pm
Changing brake pads – useful video	3	35	Saturday 10:37am
Best value bike service?	9	58	Friday 6:46pm
Do you always carry a puncture kit?	23	110	Friday 3:33pm

Needs & expectations of FSAT



Small group discussions

- Want to get feedback about how you could or would use one or both of the assessment tools
- Want comments documented on Recording Sheets on the table
- Need to summarise key points and issues and we will collect the Recording Sheets.

Needs & expectations of FSAT



In your groups discuss the following.

If you were to use the FSAT:

- How would you use it?
- Who would you use it with?
- For what purpose?
- Which skills?
- What questions and issues do you have?
- What are the benefits and advantages?
- Other comments.

Needs & expectations of FSAT



Recording Sheet 1

Brief Report back from each group

More info about FSAT or to participate in the trials



For more information and to register to be involved in the
trials visit:

www.acer.edu.au/tests/fsat/fsat-latest-news