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Assessment of outcomes of learning services — Guidance

Évaluation des acquis de la formation — Recommandations



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Contents

	Page
Foreword	v
Introduction	vi
1 Scope	1
2 Normative references	1
3 Terms and definitions	1
4 Assessment planning	3
4.1 General.....	3
4.2 Needs analysis.....	3
4.3 Resource planning.....	3
4.4 Assessment framework.....	3
5 Assessment development	4
5.1 General.....	4
5.2 Timing of the assessment.....	4
5.3 Qualifications of assessment developers.....	5
5.4 Means of assessment.....	5
5.5 Assessment specifications.....	5
5.6 Objectivity, reliability and validity.....	6
5.6.1 General.....	6
5.6.2 Objectivity.....	6
5.6.3 Reliability.....	6
5.6.4 Validity.....	7
5.7 Item development.....	7
5.8 Scoring procedures.....	7
5.8.1 Hand scoring.....	7
5.8.2 Live scoring.....	7
5.8.3 Machine scoring.....	7
5.8.4 Scoring materials — procedures.....	7
5.9 Reporting of assessment results.....	8
5.9.1 Time frame.....	8
5.9.2 Information.....	8
5.9.3 Score expiration.....	8
5.10 Arbitration, grievances and appeal.....	8
5.11 Technical documentation.....	8
6 Administration of assessments	8
6.1 Guidelines.....	8
6.2 Assessment security plan.....	8
6.3 Proctors.....	9
6.3.1 Proctor qualifications.....	9
6.3.2 Proctor responsibilities.....	9
6.4 Qualifications of scorers/raters.....	9
7 Maintenance and revision	9
7.1 Assessment maintenance plan.....	9
7.2 Assessment revision plan.....	10
8 Fairness	10
8.1 Formal agreement.....	10
8.2 Non-discrimination.....	10
8.3 Rights of the examinees.....	10
8.4 Neutrality.....	11
8.5 Rules of conduct.....	11
8.6 Information provided to examinees.....	11
9 Ethics	11

This is a preview of "ISO 29992:2018". [Click here to purchase the full version from the ANSI store.](#)

9.1	Responsibilities	11
9.2	Assessment information.....	11
9.3	Information security	11
Annex A (informative) Technical documentation		13
Bibliography		15

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Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular, the different approval criteria needed for the different types of ISO documents should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see www.iso.org/directives).

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For an explanation of the voluntary nature of standards, the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the World Trade Organization (WTO) principles in the Technical Barriers to Trade (TBT) see www.iso.org/iso/foreword.html.

This document was prepared by Technical Committee ISO/TC 232, *Learning services outside formal education*.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

Introduction

Assessment is used for two fundamental purposes in learning services: (i) making a decision about the level of competence achieved by learners and (ii) identifying areas of improvement for learners. The intent of this document is to provide a framework for the development, implementation and use of results from assessments of learning outcomes in different contexts for different purposes and to address the needs of different stakeholders.

This document identifies the stages of assessment development, implementation and usage of results, and recommends criteria for each stage. It provides guidance on the selection, development, validation, planning, administration and use of assessments in a range of learning outcomes.