INTERNATIONAL STANDARD

ISO 29992

First edition
2018-12

Assessment of outcomes of learning services — Guidance

Évaluation des acquis de la formation — Recommandations

This document is a preview generated by EVS

Reference number
ISO 29992:2018(E)

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Published in Switzerland

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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.

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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.

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Assessment of outcomes of learning services — Guidance

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1 Scope

This document provides guidance on the planning, development, implementation and review of assessments of the outcomes [knowledge, competence, performance] of learning services. It is intended for use by organizations providing learning services and organizations selecting, using or developing assessments.

This document is applicable to the development and use of assessments for the measurement of individual learners' outcomes and the use of assessments for determinations of learner progress.

The document does not apply to the direct evaluation of programs of instruction or the evaluation of learning service providers. It also excludes the technology requirements for the delivery of assessments.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

ISO and IEC maintain terminological databases for use in standardization at the following addresses:

— ISO Online browsing platform: available at https://www.iso.org/obp

— IEC Electropedia: available at http://www.electropedia.org/

3.1
assessment
test, examination, observation, or other process, designed to measure an examinee's knowledge, competence, or performance in a defined area against specific reference points or standards (educational or professional)

[SOURCE: ISO/IEC 23988:2007, 3.1, modified — "against specific reference points or standards (educational or professional)" added.]

3.2
assessor
person or organization responsible for interpreting an examinee's performance on the assessment tasks and providing appropriate reporting and feedback to examinees and the client

Note 1 to entry: Assessors are competent to make decisions about the use and interpretation of assessment procedures. In relation to psychological testing, in some countries they are referred to as "test users" to distinguish them from "test proctors", "test administrators" or "monitors". Assessors can be employees of the service provider or the client, or third parties contracted for the purposes of the assessment.

[SOURCE: ISO 10667-1:2011, 2.5, modified — aligned to assessment of learning services.]

3.3
competence
ability to apply knowledge and skills to achieve intended outcomes

Note 1 to entry: The ability to apply knowledge and skills means that the learner demonstrates appropriate attitudes and behaviour in different contexts or situations with responsibility and autonomy.

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