**Rationale**

Accurate, comprehensive assessment of student performance aids open communication, guides student learning, assists in establishing future direction, helps identify areas of exemplary performance and those in need of support and assistance.

Although CCAE is primarily an Adult Education Centre it has become an alternative learning environment to traditional senior school Secondary Colleges. Consequently there are 15-17 year old students attending Certificates in General Education [CGEA].

**Aims**

- Assess CCAE student performance accurately and comprehensively.
- Improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

**Implementation inclusive of U18**

- During the initial meeting between the prospective student, parents/guardians, Educational Services Coordinator (ESC) and Welfare Coordinator, the assessment of the student’s pre-training review and reasoning behind certificate level chosen will be explained as per the Australian Core Skills Framework (ACSF).
  - Welfare documents such as our behaviour, citizenship, lateness and attendance policies to be explained to the students with clear expectations, rights and responsibilities explained.
- Student will be given an Individual Learning Plan (ILP), with the initial sections of it to be completed before their first session.
  - Parents/guardians are to be encouraged to engage with the ILP and consult trainers and ESC when necessary.
- The remainder of the ILP is to be completed over the course of the year in consultation with the student’s trainers. Regular self-assessment reviews (minimum once a fortnight) are to be conducted, with mid-program assessment (and re-evaluation if required) of their progression toward goals.
- All students enrolled in Foundation Skills (FSK) programs are tested for Scotopic Sensitivity Irlen Syndrome within the first two weeks of their enrolment, with many of our U18 student testing positive. They are supplied, free of charge, with resources and strategies to assist in coping with their studies.

**Evaluation**

- A performance evaluation sheet will be completed by the student and each of their trainers at the mid-point of the course to provide necessary feedback and data regarding:
  - Steps toward goals that have been achieved are outstanding or are yet to be commenced.
  - Possible modification or complete re-evaluation of ILP.
- The student, trainer(s) and the Educational Services Coordinator will review the student’s progression toward and final outcome with regard to the goals they set out and pathways toward those goals to assess effectiveness of strategies.
  - The student’s ILP will be thoroughly reviewed with all parties able to have input.
  - If the student continues, a new ILP document is to be handed to the student with the initial sections to be completed prior to commencing their next foundation skills study.

**Policy Rationale**

Accurate and comprehensive assessment of CCAE and student performance aids in establishing open communication, guides student learning, assists in establishing future direction, and helps identify areas of exemplary performance, as well as those in need of support and assistance.

**Policy Aims**

Assessments will be used to identify future curricula development rather than simply as a reporting tool. Teachers will include a variety of assessment strategies in programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in CCAE language, literacy and numeracy assessments.
Procedure - Assessment Principles in Foundation Programs

- Assessment tasks/activities will be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Instructions for completion of assessment tasks will be clear with criteria of satisfactory completion explicit.
- Reasonable and specified time will be provided for preparation, completion and reflection as appropriate to the activity.
- Where assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities will be open-ended and flexible in order to meet the specific needs of students.

Procedure - Assessment Practices

- Multi-modal assessment tasks will be recommended for staff to implement where possible, with students being allowed to negotiate how they are assessed.
- Work from other programs running concurrently may be used and/or modified to meet the curriculum.
- Staff will to give timely and constructive feedback on assessments.
- Students must provide at least one day’s notice if they feel that they will not meet their deadlines.
  o Staff should modify work where possible to meet the needs of students in meeting these deadlines as per our Procedure – Assessment for Students with Special Needs policy.
- CCAE will provide performance data to the student.

Procedure - Integrated Assessment

- Where possible, trainers are encouraged to link foundation skills program coursework to that of Vocational Education and Training (VET) and ACFE funded programs to streamline students’ studies.
- Student interests beyond the classroom (i.e., Sporting, hobbies and social/club activities) may be used by the student to achieve learning outcomes and units of work in negotiation with the trainer(s).

Procedure - Assessment for Students with Special Needs

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Students’ special needs may include, though not be limited to the following provisions in negotiation with the student’s trainer and other professionals:

- Extra time and resources to complete the required learning outcomes.
- Where the curriculum allows, questions can be read by trainers and answers presented orally or visually as opposed to text.
- Extended break periods and time for medication etc. during sessions and assessment tasks.
- Students with physical disabilities may use any modes of communication that have been devised to assist them in the communication process (e.g., voice synthesizers or communication boards).

In terms of the nationally accredited VET programs, those students with special needs will be judged as Competent or Not Yet Competent based on the same industry performance criteria as are applied to other students.

Procedure - Recognition of Prior Learning (RPL)

- Recognition of Prior Learning (RPL) is applicable to students who are able to demonstrate and evidence prior knowledge and experience relevant to the same units. Where students have been granted RPL, evidence will be kept and filed by the CCAE that demonstrates successful completion of all the unit learning outcomes associated with the RPL process.
- Decisions regarding RPL are the sole responsibility of CCAE and its accredited staff and RPL Manager.
- RPL attracts an administrative fee of $120 per unit plus $50 enrolment fee. This cost is paid in full prior to the RPL process being commenced. There is no guarantee that the RPL will produce a ‘Competent’ outcome. If the student is assessed as ‘Not Yet Competent’ at the conclusion of the RPL process, those units will be completed by other means.

Procedure - Assessment Methods

- Assessment methods must be flexible, valid, reliable and fair and may include a compilation of a student portfolio of evidence that can include, but is not restricted to, documented evidence of:
  o Student self-assessment
  o Teacher observation
  o Reflective work journals
  o Student log books
  o Oral presentations

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Procedure – Competent Completion

- A student will receive a ‘Competent’ when they have demonstrated competence in all learning outcomes for the unit.
- Students receive a ‘Not Yet Competent’ for a module when they have demonstrated achievement of all the learning outcomes assessable by CCAE.
- When assessing students with particular/special needs, the validity and reliability of assessment will be maintained. Flexibility in assessment methods will ensure alternative methods are utilised to allow the demonstration of successful completion of learning outcomes without disadvantaging the student.

Procedure - Not Satisfactory Completion

- Students will receive a Not Yet Competent unit if they do not meet the course requirements outlined in the curriculum.

Redeeming Outcomes: Submitting Further Work

- CCAE reserves the right to delay decisions about satisfactory completion in order to allow a student to complete or submit further work. This decision is made as a result of consultation between the teacher, the program coordinator and the Manager and/or Administrative Manager.
- If work submitted by a student does not meet the required standard for satisfactory completion the teacher/trainer, after obtaining written approval of the coordinator of the program, may take into consideration work previously submitted by the student provided it meets the requirements set out, or allow the student to submit further work.
- A teacher/trainer, after obtaining written approval of the coordinator of the program, may permit a student to submit further work to meet satisfactory completion requirements of a unit.

Evaluation

This policy will be reviewed bi-annually.