Rationale
This policy is specifically designed to address assessment at CCAE. Accurate and comprehensive assessment of CCAE and student performance aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Aims
- To assess CCAE student performance accurately and comprehensively.
- To improve student learning by determining areas of future need and areas of current exemplary performance.

Implementation
- Assessments will be used to identify future lessons and directions, 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 state-wide standardised testing processes such as Australian Core Skills Framework (ACSF) and CCAE entry assessment tests.
- Outcomes include ‘Competent’ or ‘Not Yet Competent’ or ‘Fail’.
- Teachers will develop a manageable system of keeping records that provide a rich mixture of observations of student learning.
- CCAE will develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others with specific expertise.
- Self-assessments by students against individual goals will be a feature of our assessment regime.
- Program support groups will help develop individual student profiles containing learning goals. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is a second language will have their progress in English assessed in relation to the stages of the ESL.
- CCAE will provide all required performance data to and the community by means of the CCAE Board of Management Annual Report.

Assessment Principles
The following principles will underpin assessment:
- Assessment tasks/activities will be in a relevant context and not be culturally biased
- Students have the opportunity to demonstrate achievement at their own pace
- Instructions for assessment tasks are clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established
- Time allowed to complete a task will be reasonable and allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible in order to meet the specific needs of students.

Integrated Assessment
- Assessment of units will be conducted in accordance with the assessment outcomes
- Assessment will focus on integrated curriculum projects/activities.
- In developing an integrated or holistic approach to assessment, a number of outcomes from curriculum components in one or more areas can be grouped in logical, assessable activities that take into account project-based or thematic activities.

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 synthesisers 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.

**Recognition of Prior Learning (RPL)**

- Recognition of Prior Learning (RPL) is applicable to students who can demonstrate prior knowledge and experience. 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.
- RPL is the acknowledgement of skills and knowledge obtained through any combination of formal or informal training, work experience or general life experience. Decisions regarding RPL units 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 with this cost paid in full prior to the RPL process being commenced. There is no guarantee that RPL will produce a ‘Competent’ outcome. If a student is assessed as ‘Not Yet Competent’ at the conclusion of the RPL process, those units will be completed by other means.

**Assessment Principles for Specific Units**

The assessment principles as outlined at the beginning of this policy document are applicable to the assessment of specific units and should enable:

- An integrated or project approach to the development of assessment tasks that recognise learning has occurred in the context of work and community settings
- Assessments are linked at times to authentic tasks and activities
- More than one opportunity to demonstrate a successful learning outcome
- Successful completion of learning outcomes, either through an integrated task or spread over a number of tasks
- Assessments that will not disadvantage a student - by providing a range of flexible methods that cater to the needs of individual students.

**Assessment Methods for Units**

A range of assessment methods can be used to verify successful completion of the learning outcomes of each unit in the learning program. Assessment methods must be flexible, valid, reliable and fair. Evidence may include:

- Student self-assessment
- Teacher observation
- Reflective work journals
- Student log books
- Oral presentations
- Oral explanation of text
- Written text
- Physical demonstration of understanding of written or oral text
- Discussion
- Debates
- Role-plays
- Folios of tasks or investigations
- Performing of practical tasks
- Photographic/video production
- Power-point presentations

**Competent - Unit Result**

- A student will receive a ‘Competent’ when they have demonstrated competence in all learning outcomes for the unit.
- All activities designed for assessment of learning outcomes will be assessed by teachers to verify successful completion.
- The curriculum components in a learning program will be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units and units of competency/modules delivered in the learning program.
- For units, students will receive a Competent or Not Yet Competent result for each unit.
• 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.

**Not Yet Competent - Unit Result**

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

**DEALING WITH DELAYED COMPLETION OF SATISFACTORY WORK**

**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.