Meeting Double Requirements to Assessment in the Skills for Education and Employment Program

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Outline

- Audits in SEE Program (*Sandya Nugapitya*)
  - VRQA audits
  - Verifications

- Double Training & Assessment Requirements (*Anh Le*)
  - Compliance to two Assessment Frameworks
  - SkillsPlus Assessment Approach, Strategy & Experience

- Validation of Assessment Tasks for CGEA & ACSF

- Discussion
Audits in SEE Program

+ Victoria Registration and Qualifications Authority (VRQA) Audits

+ Verifications
VRQA standards required to training and assessment

- Quality training and assessment
  - Student survey
  - Action plan
  - Strategies to training and assessment relevant to accredited course
  - Quality of assessment tools for accredited course
  - Mapping accredited course units, performance criteria to the Australian Core Skills Framework (ACSF)
  - Validation and moderation of assessment tools
  - Qualified trainers and assessors
Verification standards required to training and assessment

- Verification mainly based on the ACSF
  - Pre-training assessment (PTA) covering 5 core skills (learning, reading, writing, oral communication & numeracy)
  - Individual performance assessment (IPA) conducted in every 100 or 200 hours:
    + 1 indicator in one skill with two pieces of evidence within 100 hours; or
    + two indicators in two skills with two pieces of evidence for each indicator within 200 hours;
  - Learning outcome assessment (LOA) conducted in 800 hours:
    + 2 indicators in two skills with two pieces of evidence in each indicator
  - KPI 4 – quality 80%: assessment tools; how the assessment is conducted; reports of PTA, IPA, LOA.
  - Work Experience (WE): address students’ pathways; training based on WE; compliance; reflection of work experience
Compliance to two Assessment Frameworks: Issues of concern

SEE assessment compliant to two assessment frameworks:
+ the ACSF for federal funding; and
+ an accredited curriculum for state training registration (e.g. CGEA, EAL or CSWE)

Concerns:
+ Compulsory compliance to two different constructs of language, literacy and numeracy

“Any analysis of the existing proficiency rating scales and assessment frameworks would reveal different emphases and approaches in respect to the different aspects of language development and language skills.” (Leung & Lewkowicz, 2006, pp. 220-221);

+ SEE practitioners facing “doubling of assessment burden” (ACAL, 2008, p. 2) or “painstaking dual model of measuring” (FECCA, 2008, p. 7)
### Compliance to two Assessment Frameworks:
**Overall Construct of the ACSF**

<table>
<thead>
<tr>
<th>Five Core Skills</th>
<th>Statements of</th>
<th>Indicators</th>
<th>Focus Areas</th>
<th>Descriptors</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning</strong></td>
<td>Support Context</td>
<td>.01 Active awareness of self as a learner, planning &amp; management of learning</td>
<td>3 Areas: Learner identity; goals and pathways; planning and organising</td>
<td>3 to 6 descriptors per area</td>
<td>Personal &amp; Community; Workplace &amp; Employment; Education &amp; Training</td>
</tr>
<tr>
<td></td>
<td>Text &amp; Task Complexity</td>
<td>.02 Acquisition and Application of Practical Strategies that facilitate learning</td>
<td>3 Areas: Locating; evaluating &amp; organising information</td>
<td>3 to 6 descriptors per area</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Support Context</td>
<td>.03 Audience, purpose &amp; meaning making</td>
<td>4 Areas: Purpose; Complexity; Prediction &amp; Prior knowledge; Critical reading &amp; Textual Analysis</td>
<td>1 to 7 descriptors per area</td>
<td>Personal &amp; Community; Workplace &amp; Employment; Education &amp; Training</td>
</tr>
<tr>
<td></td>
<td>Text &amp; Task Complexity</td>
<td>.04 Reading strategies</td>
<td>5 Areas: Text navigation; Comprehension strategies; Decoding &amp; Fluency; Syntax &amp; language patterns; Vocabulary</td>
<td>1 to 4 descriptors per area</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Support Context</td>
<td>.05 Audience, purpose, meaning making</td>
<td>5 Areas: Range; Audience and purpose; Structure &amp; cohesion; Register; Plan, proof, draft, review</td>
<td>0 to 6 descriptors per area</td>
<td>Personal &amp; Community; Workplace &amp; Employment; Education &amp; Training</td>
</tr>
<tr>
<td></td>
<td>Text &amp; Task Complexity</td>
<td>.06 The mechanics of writing</td>
<td>5 Areas: Vocabulary, Grammar, Punctuation, Spelling, Legibility</td>
<td>0 to 5 descriptors per area</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>Support Context</td>
<td>.07 Speaking</td>
<td>8 Areas: Range &amp; Context; Audience &amp; purpose; Register; Cohesion &amp; structure; Grammar; Vocabulary; Pronunciation &amp; fluency; Non-verbal communication</td>
<td>0 to 4 descriptors per area</td>
<td>Personal &amp; Community; Workplace &amp; Employment; Education &amp; Training</td>
</tr>
<tr>
<td></td>
<td>Text &amp; Task Complexity</td>
<td>.08 Listening</td>
<td>7 Areas: Range &amp; context; Audience &amp; purpose; Structure &amp; grammar; Comprehension; Vocabulary; Rhythm, Stress, Intonation; Non-verbal communication</td>
<td>1 to 5 descriptors per area</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>Support Context</td>
<td>.09 Identifying mathematical information &amp; meaning in activities &amp; texts</td>
<td>2 Areas: Explicitness of information; Complexity of mathematical information</td>
<td>3 to 4 descriptors per area</td>
<td>Personal &amp; Community; Workplace &amp; Employment; Education &amp; Training</td>
</tr>
<tr>
<td></td>
<td>Text &amp; Task Complexity</td>
<td>.10 Using &amp; applying mathematical knowledge &amp; problem-solving processes</td>
<td>5 Areas: Problem-solving process; Mathematical methods &amp; tools; Mathematical knowledge &amp; skills (number &amp; algebra; measurement &amp; geometry; statistic &amp; probability)</td>
<td>1 to 5 descriptors per area</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>.11 Communicating and presenting mathematics</td>
<td>3 Areas: Written mathematical lang.; Oral maths lang.; Complexity of mathematical symbolism, representation &amp; conventions</td>
<td>1 to 6 descriptors per area</td>
<td></td>
</tr>
</tbody>
</table>
## Compliance to two Assessment Frameworks:
**Overall Construct of the CGEA (Certificate I - Introductory)**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Units of Competency</th>
<th>Elements</th>
<th>Criteria</th>
<th>Specification &amp; Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning</strong></td>
<td>Develop and document a learning plan and portfolio with guidance</td>
<td>4 elements</td>
<td>3-4/element</td>
<td>+ Required knowledge &amp; Skills;</td>
</tr>
<tr>
<td>(2 core units)</td>
<td>Conduct a project with guidance</td>
<td>4 elements</td>
<td>2-3/element</td>
<td>+ Range Statement;</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Engage with simple texts for personal purposes</td>
<td>2 elements</td>
<td>3-5/element</td>
<td>+ Evidence Guide;</td>
</tr>
<tr>
<td>(3/4 units)</td>
<td>Engage with simple texts for learning purposes</td>
<td>3 elements</td>
<td>3-5/element</td>
<td>+ Critical aspects for assessment and evidence required to demonstrate competency in this unit;</td>
</tr>
<tr>
<td></td>
<td>Engage with simple texts for employment purposes</td>
<td>3 elements</td>
<td>3-5/element</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engage with simple texts to participate in the community</td>
<td>3 elements</td>
<td>3-5/element</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Create simple texts for personal purposes</td>
<td>3 elements</td>
<td>3/element</td>
<td></td>
</tr>
<tr>
<td>(3/4 units)</td>
<td>Create simple texts for learning purposes</td>
<td>3 elements</td>
<td>3-5/element</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create simple texts for employment purposes</td>
<td>3 elements</td>
<td>3-5/element</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create simple texts to participate in the community</td>
<td>3 elements</td>
<td>3-5/element</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>Work with numbers and money in simple familiar situations</td>
<td>3 elements</td>
<td>2-4/elements</td>
<td></td>
</tr>
<tr>
<td>(4/6 units)</td>
<td>Work with and interpret directions in simple, familiar situations</td>
<td>2 elements</td>
<td>3/element</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work with measurements in simple, familiar situations</td>
<td>2 elements</td>
<td>3-4/element</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work with simple design and shape in familiar situations</td>
<td>2 elements</td>
<td>2-4/element</td>
<td>+ Methods of assessment</td>
</tr>
<tr>
<td></td>
<td>Work with and interpret simple numerical information in familiar texts</td>
<td>2 elements</td>
<td>2-4/element</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work with and interpret statistical information in simple, familiar texts</td>
<td>3 elements</td>
<td>2/element</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4 units)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SkillsPlus SEE Assessment: Approach, Strategy & Experience

Approach & Strategy:
+ Treating the ACSF and an accredited curriculum inclusively rather than separately
  (Both frameworks represent current theoretical understandings or conceptualisation of language, literacy and numeracy knowledge & performance even with differences in areas of focus and overall structures)

+ Identify areas of similarity & differences in the two frameworks at three levels:
  - the curriculum units/the ACSF core skills;
  - the unit’s elements/the ACSF core skills’ indicators;
  - the element’s criteria/the indicator’s areas of focus & descriptors

+ Develop one assessment task/tool bank for each Certificate and the equivalent ACSF level:
  - covering areas of similarity with one assessment task/tool;
  - covering areas of difference with extra items in a single task/tool or extra tasks/tools in one task bank
SkillsPlus SEE Assessment: 
Approach, Strategy & Experience

Experience:

+ Completing and continuously improving three assessment task banks for three Certificate & ACSF levels;

+ Receiving positive results & feedback from Independent Verifications and VRQA audits;

+ Continuously sharing and learning from internal and external verification and moderation workshops;

+ Tips for task/tool development when two frameworks:
  - **mostly match:** Develop the same assessment tools with the same items to cover both;
  - **partially match:** Cluster two curriculum units for full coverage of the ACSF;
    Add extra items in an assessment task to cover extra curriculum criteria or extra ACSF descriptors;
  - **mostly differ:** Develop separate assessment task/tools to fully cover each.
Validation:
CGEA I Introductory & ACSF level 2 Numeracy tasks

Three Tasks with three Strategies for two Scenarios:
+ CGEA & ACSF fully matching (1 task – same items for both)
+ CGEA & ACSF partially matching (1 task with clustered CGEA units + 1 task with extra items for full coverage of the ACSF level)

Steps for Validation of each Task:
+ Read the task;
+ Read the CGEA unit and allocate elements to items in Marking Guide;
+ Read the ACSF indicators, areas of focus and descriptors and allocate indicators to items in Marking Guide;
+ Check with Marking Guides provided at the end;

Complete validation forms for the CGEA unit
Discussion

Thank You!
