

Background

Scope application end of 2023

New EAL Framework delivered in 2024

Worked with Melbourne Polytechnic Curriculum Unit and Quality Assurance unit

Opportunity to look at our learning resources and assessments

Were we over assessing ?

Did we have too many assessments?

Continuous improvement (still going on)

Definitions

Element : essential outcomes of the unit

Performance Criteria: the performance needed to demonstrate achievement of an element. This needs to be in alignment with assessment requirements.

Foundation skills: required for successfully performance and need to be assessed.

Performance Evidence: specific skills, language conventions and or knowledge that learners need to demonstrate in assessments. Volume is also included.

Knowledge Evidence: knowledge required to meet the unit and the application of this knowledge in assessment tasks or task.

Principles of assessment

Fairness : the assessment is free from bias
accessible to all regardless background or characteristics
doesn't discriminate among learners

Flexibility: caters for and accommodates a variety of learners
allows for reasonable adjustment

Validity: assesses what it claims to assess
meets the criteria in the assessor guide/mapping document/unit

Reliability: allows for a variety of contexts and different assessors
should have consistent results over time and among different learner cohorts

Rules of evidence

Sufficient :assessment contains enough evidence to make a judgement
quality and quantity of evidence allows for a judgment to be made

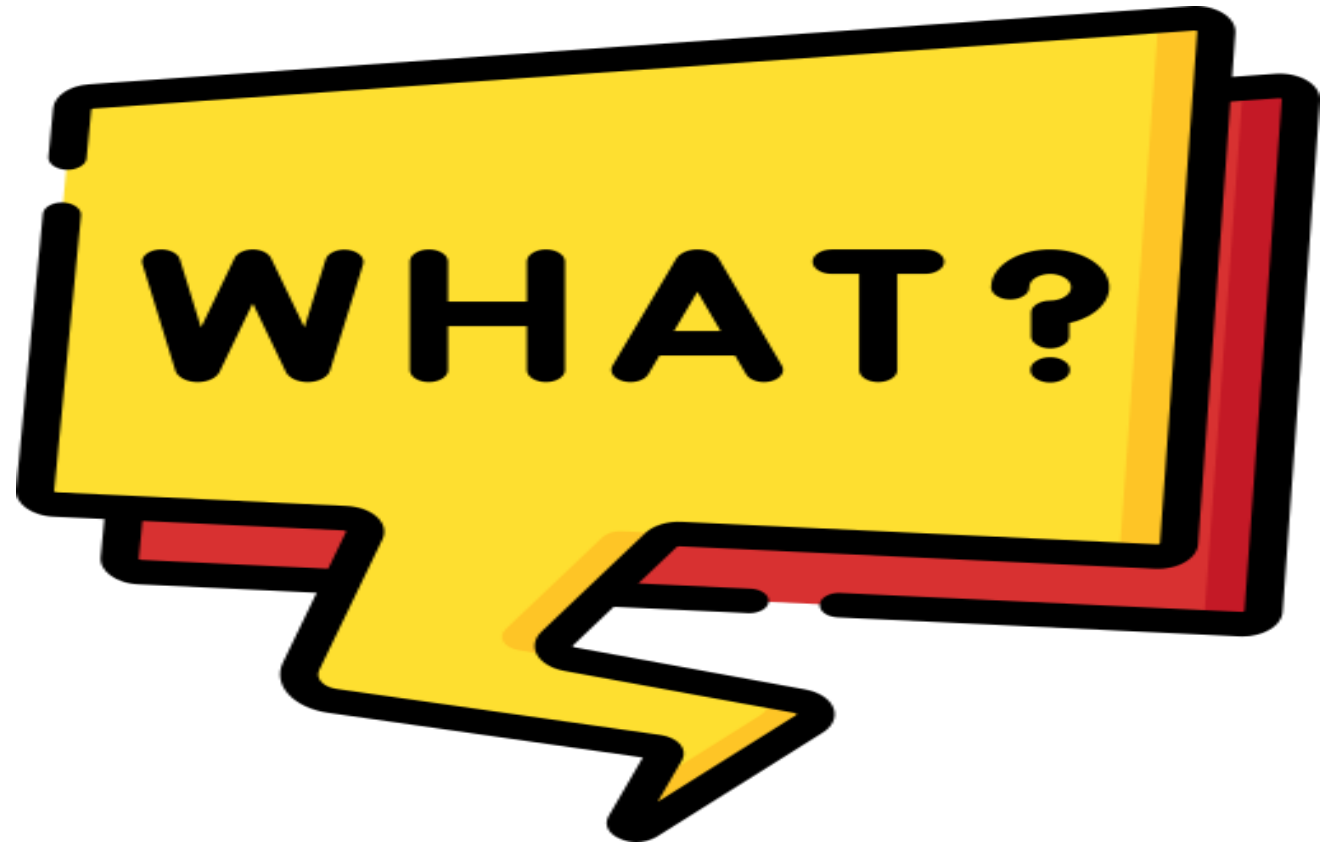
Current: evidence is from the learner at the time of assessment

Valid: assesses what it claims to assess
relates to the assessment tasks being assessed

Authentic: the evidence is that of the learner

Clustered

delivery and assessment



- delivering and or assessing two or more units together
- units that share similar skills and knowledge
- learners can be assessed for units or parts of units together rather than separately
- needs to be in a meaningful way
- more than one element and or performance criteria from units delivered are delivered and or assessed together
- more than one of the performance evidence and required skills are delivered and or assessed together
- knowledge evidence/required knowledge from two or more units are delivered and or assessed together

Clustered

delivery and assessment

WHY?

- units have similar underpinning skills and knowledge requirements within the same certificate
- if done individually will need to be delivered and assessed over and over
- avoid duplication of underpinning knowledge and skills
- avoid repetition and minimise assessments/assessing
- group common underpinning knowledge and skills together
- save time
- save resources
- helps to contextualise underpinning skills and knowledge and understand the unit requirements
- works towards increase learner engagement and satisfaction
- mirrors “real life” situations
- increase the quality of your course
- helps create a logical flow
- holistic and integrated assessments and learning
- common themes

Clustered

delivery and assessment



Assessment tools

➤ Mapping

Needs to clearly show elements/performance criteria/foundation skills/performance evidence/knowledge evidence from units clustered

Needs to ensure all necessary skills, knowledge are assessed

➤ Assessor Guides

Clear instructions and explanations are necessary

Clearly show how and what is being assessed

Clearly demonstrate what element/knowledge/skill is being assessed

➤ Assessment methods

Consider the most appropriate method

Vary methods to ensure different methods are used

Use different methods such as checklist, observation, question etc

Questions to consider



- What do the units have in common -knowledge and/or skills and/or performance requirements?
- Are the units in the proposed cluster at the same certificate level?
- Are the units in the proposed cluster at the same ACSF level?
- What evidence is required for the units?
- What part/s can be clustered from the units?
- Is it a holistic assessment?

Examples

- language units together: speaking and listening with read and write
- elective with speaking/listening or read and write
- learning unit with speaking/listening or read and write
- themes

VU23501 Participate in short simple exchanges	VU23502 Give and respond to short, simple spoken information	VU23503 Read and write short simple messages and forms	VU23504 Read and write short, simple informational texts
<ul style="list-style-type: none"> • simple, everyday adjectives to provide simple explanations or make simple requests • simple high frequency connectives to give simple explanations or connect ideas • simple discourse markers, such as next, then, after • common high frequency verb tense forms such as simple present, simple past • simple future verb tense forms such as will or going to verbs to describe routines such as, I will study English, I am going to class <p>simple phrasal verbs</p>	<ul style="list-style-type: none"> • simple everyday adjectives to respond to and convey simple information • simple high frequency connectives to link ideas • simple high frequency verb tense forms appropriate to the context of information, such as simple present, simple past or simple imperative, or future tense with, will, and going to 	<ul style="list-style-type: none"> • simple phrases and formulaic expressions used in simple messages and forms including simple phrasal verbs • simple adjectives and adverbs including adverbial phrases, such as at the station, after work • high frequency tenses for example: o simple present and past o present continuous o imperative to follow sequential or conditional instructions to complete forms o future with will, such as I will meet you after work • simple connectives in simple messages to connect information, such as and, or, but, because 	<ul style="list-style-type: none"> • simple connectives, such as but or because • simple adjectives and modifying devices, • a limited number of simple adverbial phrases for example sequencing / discourse markers, such as first, next, finally or adverbs of time and manner, such as usually, now, slowly, quickly • common high frequency tenses including simple present and past or imperative

VU23519 Participate in simple spoken conversations and transactions	VU23520 Give and respond to simple spoken information and directions	VU23521 Read and write simple transactional texts	VU23522 Read and write simple informational texts
<ul style="list-style-type: none"> • simple sentence structures, such as simple and compound sentences • simple common high frequency verb tenses and forms • simple modals, • simple common phrasal • simple conjunctions, • simple high frequency discourse markers or cohesive devices • adjectives, adverbs or some adverbial phrases • prepositions or prepositional phrases • some awareness of register 	<ul style="list-style-type: none"> • simple and compound sentence structures • simple high frequency verb tenses and forms • simple modals • simple phrasal verbs • simple conjunctions • simple high frequency discourse markers and cohesive devices • adjectives, adverbs or some adverbial • prepositions and prepositional phrases • some awareness of register 	<ul style="list-style-type: none"> • sentence structures for simple or compound sentences • simple adjectives, adverbs or adverbial phrases • simple prepositions or prepositional phrases • simple common high frequency tenses • simple modals • simple connectives • simple high frequency discourse markers or cohesive devices • some understanding of register 	<ul style="list-style-type: none"> • simple or compound sentence structures • simple adjectives, adverbs or adverbial phrases • common high frequency verb tenses to • simple phrasal verbs • simple modals • simple connectives in a two clause sentence • simple high frequency discourse markers and cohesive devices • some understanding of register

Ideas :Delivery

Certificate I in EAL

Thematic delivery: leisure /my community

VU23557 Identify Australian leisure activities

VU23502 Give and respond to short simple spoken information

Formative tasks on listening to leisure activities/ community activities/ everyday activities

Certificate II in EAL (Access)

Contextualising delivery

VU23559 Identify and access simple legal information

VU23520 Give and respond to simple spoken information and directions or

VU235522 Read and write simple informational texts

Formative learning: oral/written information on simple legal service or issue.

Oral/written instructions on accessing legal service/issue

Ideas :Delivery

Certificate II in EAL (Access)

VU23562 Explore community services

VU235522 Read and write simple informational texts

Formative learning: oral/written information on community services

Oral/written instructions on community services

Ideas :Assessment

Certificate I in EAL

Thematic delivery: leisure /my community

VU23557 Identify Australian leisure activities

VU23502 Give and respond to short simple spoken information

	VU23502 Give and respond to short, simple spoken information	VU23557 Identify Australian leisure activities
Element 2:	Give short, simple everyday spoken information in an everyday familiar context	Give short, simple everyday spoken information on leisure activities
Performance Criteria	<p>2.1 Introduce the topic, purpose and context for simple everyday spoken information</p> <p>2.3 Give simple explanations about the information</p>	<p>2.4 Provide a brief description of the selected leisure activity</p> <p>2.5 Explain reasons for selection</p> <p>2.6 Present information</p>
Range of conditions	<p>They may relate to familiar contexts such as going on a class excursion, travel, community activities or everyday activities</p> <p>Supports used in giving information may include but are not limited to diagrams and drawings, maps, realia, photos, video or audio.</p> <p>Pronunciation, stress and intonation is generally intelligible with high frequency words in familiar, supportive contexts.</p>	<p>Leisure activities may include cultural entertainment, such as music and dance, sporting activities, outdoor activities, activities for health and wellbeing, hobbies, community activities and other culturally specific activities.</p> <p>Spoken information can be a formal presentation, informal talk, group or pair discussion and may include photos, posters, diagrams / maps, labelled items, sound or video recordings...</p> <p>Pronunciation, stress and intonation is generally intelligible with high frequency words in familiar, supportive contexts.</p>
Knowledge Evidence	<p>simple everyday adjectives</p> <p>simple high frequency connectives</p> <p>simple high frequency verb tense simple paralinguistic cues</p>	<p>adjectives and adverbs</p> <p>some simple connectives,</p> <p>some limited verb tenses and phrasal verbs</p> <p>simple paralinguistic features</p>

Ideas :Assessment

Certificate II in EAL

Thematic delivery: leisure /my community

VU23559 Identify and access simple legal information

VU23520 Give and respond to simple spoken information and directions

VU23521 Read and write simple transactional texts

VU23560 Access the internet and email to develop language

	VU23520 Give and respond to simple spoken information and directions	VU23559 Identify and access simple legal information
Element 2: Element 3:	Convey simple spoken information on a personal and familiar topic Follow simple everyday spoken instructions or directions	Access information on legal services in the local community
Knowledge Evidence	adjectives, adverbs or some adverbial phrases simple phrasal verbs simple high frequency verb tenses and forms simple conjunctions.. simple questions, such as to seek clarification some awareness of how pausing, stress and intonation modify meaning. paralinguistic features of conversations and transactions to support understanding and communication politeness conventions	adjectives and adverbial time expressions some simple phrasal verbs some simple high frequency tenses some simple high frequency connectives simple question forms to seek clarification, repetition or explanation simple strategies to clarify requirements intonation of questions, statements and commands simple strategies to clarify requirements, such as use of simple paralinguistic features. common polite expressions,

Ideas :Delivery and Assessment

Certificate III in EAL

VU23565 Investigate features of the Australian legal system

VU23525 Give and respond to straightforward information or

VU23524 Engage in straightforward casual conversations and spoken transactions

VU23569 Investigate Australian visual arts

VU23526 Read and write straightforward transactional texts

VU23527 Read and write straightforward informational texts

Thank you.
Questions?