Assessment and recognition of complex competencies

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A poem: assessment of complex competencies

Assessment is a process
of systematically observing what a people say, do, make or write
during a relevant performance
which requires competence in the competence of interest
and using these observations as evidence
to support an overall judgment
about the position of the person
on a standard scale of expertise from less expert to more
indicating what they know and can do
and what they need to learn next
with a sufficient degree of precision
to allow recognition and reporting of the level of attainment
that people external to the process can trust
and can easily interpret

The Assessment Research Centre method for assessment of complex competencies



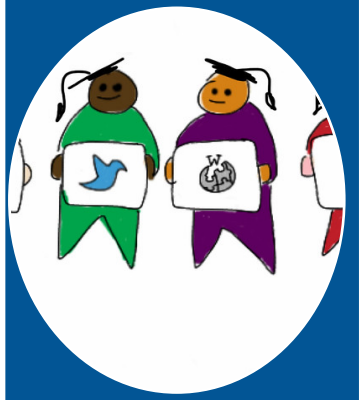
Define purpose and identify the construct and stakeholders



Develop a progression that describes increasing levels of sophistication in a capability



Develop rubrics that identify observable behaviours matched to levels of competence



Create an assessment task that elicits observable behaviours



Record evidence of task performance



Interpret quality of performance using rubrics

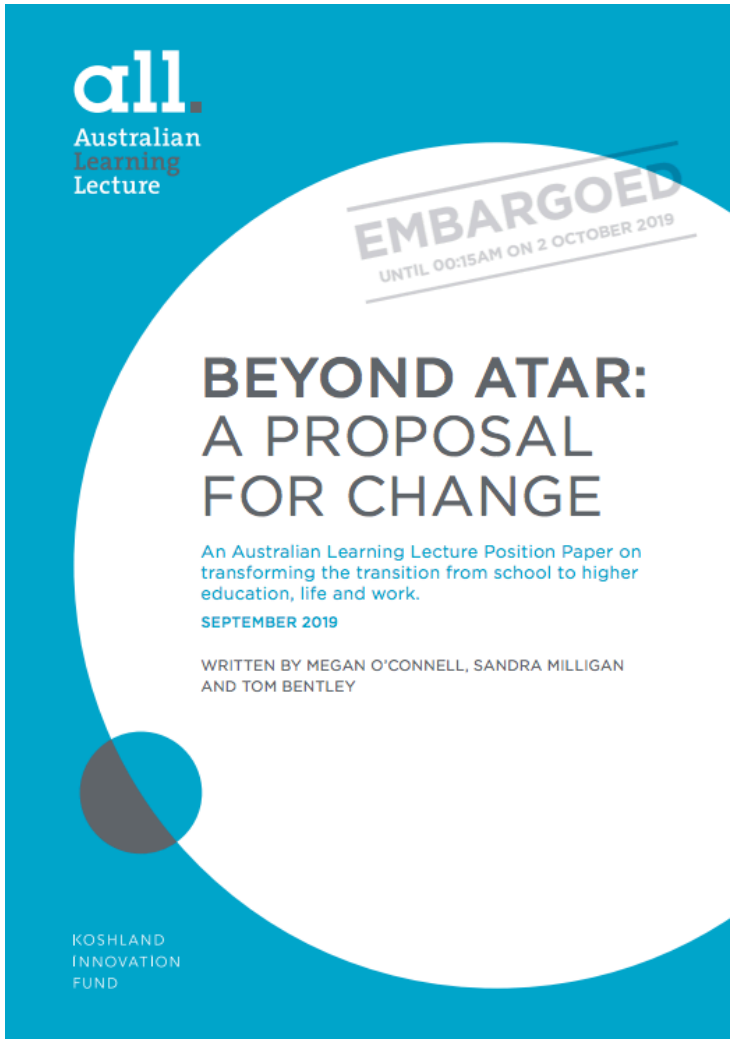


Identify and award competence level against progression

Targets for reform

Proposals

- treat 15-19 year age-range as a distinct educational phase
- learner profile **for eac**h young person, capturing all their learning, passion and individuality, as an overlay to begin with
- selection and recruitment processes based on match between profile and opportunity




RECORD OF ACHIEVEMENT
SUBJECT
GRADE
TRANSFER
[NEAR; MEDIUM; FAR]
English
B
M
Mathematics
B
M
Cert III information, Digital Media & Technology
-
N
Integrated Learning
A
F
B
F
A
M
UNDER PINNING SKILLS
Literacy
Numeracy
ICT & Cyber
Transfer
Transfer
Transfer
ENTREPRENEURIAL THINKING
Agility
Action
Assessing Personal Salience
Planning
Assessing "Market" Salience
Assessing Achievability: Network
Assessing Achievability: Personal
PABILITIES
Ethical Understanding
Creativity
Entrepreneurial Thinking
Critical Thinking
Intercultural Understanding
Personal & Social Capability
S
C
E
A

Beenleigh State High School

Learner Profile
Brendon Eyre

Student Results	
English Communication	Sound
Prevocational Mathematics	Sound
Social and Community Studies	High Achievement
Engineering Skills	Sound
Cert II Kitchen Operations	Competency Achieved
Cert II Sport & Recreation	Competency Achieved

QCE attained

Attendance 99%

INITIATIVE & CREATIVITY	PROBLEM SOLVING	COLLABORATION & TEAMWORK	SELF MANAGEMENT
GOLD	**GOLD**	**PLATINUM**	**PLATINUM**
The student analyses new ideas with a focus on prioritising needs and taking action. They can predict appropriate consequences when selecting solutions, as well as justify logical reasoning to achieve their learning goals. The student utilises negotiation skills to contribute to team needs. They manage emotions effectively and articulate ethical responses in challenging scenarios.	The student analyses new ideas with a focus on prioritising needs and taking action. They can predict appropriate consequences when selecting solutions, as well as justify logical reasoning to achieve their learning goals. The student utilises negotiation skills to contribute to team needs. They manage emotions effectively and articulate ethical responses in challenging scenarios.	The student generates new ideas assuming responsibility for enacting ideas. They demonstrate the flexibility to evaluate goals and modify strategies on challenging tasks. Collaboration is utilised to lead teams and resolve differences through consensus. On critical reflection of their own performance in social and work related environments, they manage personal dispositions and evaluate ethical bases of action in complex contexts.	The student analyses new ideas with a focus on prioritising needs and taking action. They can predict appropriate consequences when selecting solutions, as well as justify logical reasoning to achieve their learning goals. The student utilises negotiation skills to contribute to team needs. They manage emotions effectively and articulate ethical responses in challenging scenarios.

Semper Altiora Badges

Paddock to Plate Badge | Sport Badge | International Study Abroad Badge

Statement/Reference

Brendon has been enrolled at this school since 27th January, 2015 and has had an excellent attendance record. He is a very friendly, outgoing person, who is well respected by both teachers and fellow students. Brendon has worn the school uniform with pride, setting an excellent example for younger students. His cooperation has extended beyond the school into activities outside the school setting. He is a very polite and courteous student who is very honest and can be trusted in all situations. Brendon has been a good worker in the more practical subject areas. He has been reliable and responsible in completing home tasks and assignments. As a member of the class, Brendon has been most responsible and reliable. He has built positive relationships with his teachers and can be seen as a leader in the classroom. His efforts have been recognised as he received the Vocational Education and Training Student of the Year Award for his dedication and excellent work in Hospitality and school based traineeship at Tavs Brothers. Brendon was also awarded an Academic Award as the top student in Certificate II in Sport and Recreation and Certificate II in Kitchen Operations.

Brendon was involved in the Hospitality trip to China, where he was one of four students accepted to work with professional chefs at the Marco Polo hotel, where they prepared meals for international guests, as well as working as front of house to serve patrons. Brendon was well liked by the Chinese staff who he worked with and was even approached to return in the future for further training. Brendon has also had a huge influence on the Hospitality department at school. He has been involved in a weekly operation of preparing breakfast and coffee for staff, as well as working at numerous school functions such as Paddock to Plate and Oktoberfest. Brendon has been heavily involved in multiple sports at Interschool level. He was awarded the Age Champion for Open Cross country, as well as captaining the Open Rugby League team to a regional qualifying final. As captain, Brendon was hugely influential in organising the team in training and preparation for games. He has been very involved in spending his own time coaching and training junior teams before and after school, as well as assisting with refereeing of junior carnivals. Brendon was also captain of the Open Touch Football team, where he organised his team at training and competitions. He has demonstrated outstanding leadership on and off the field, and has been a huge asset to the school's Rugby League Academy and Touch football teams. Brendon has made a positive contribution to the life of the school in the academic, sporting and cultural fields. He has performed well in many areas of school life by using his leadership qualities, organisational skills, initiative and sense of responsibility. Brendon has been a valued member of the school community and our loss will be the gain of the wider community. We wish Brendon every success in his future career.

State Manager De Bortoli
Mr Tim Ebbstein

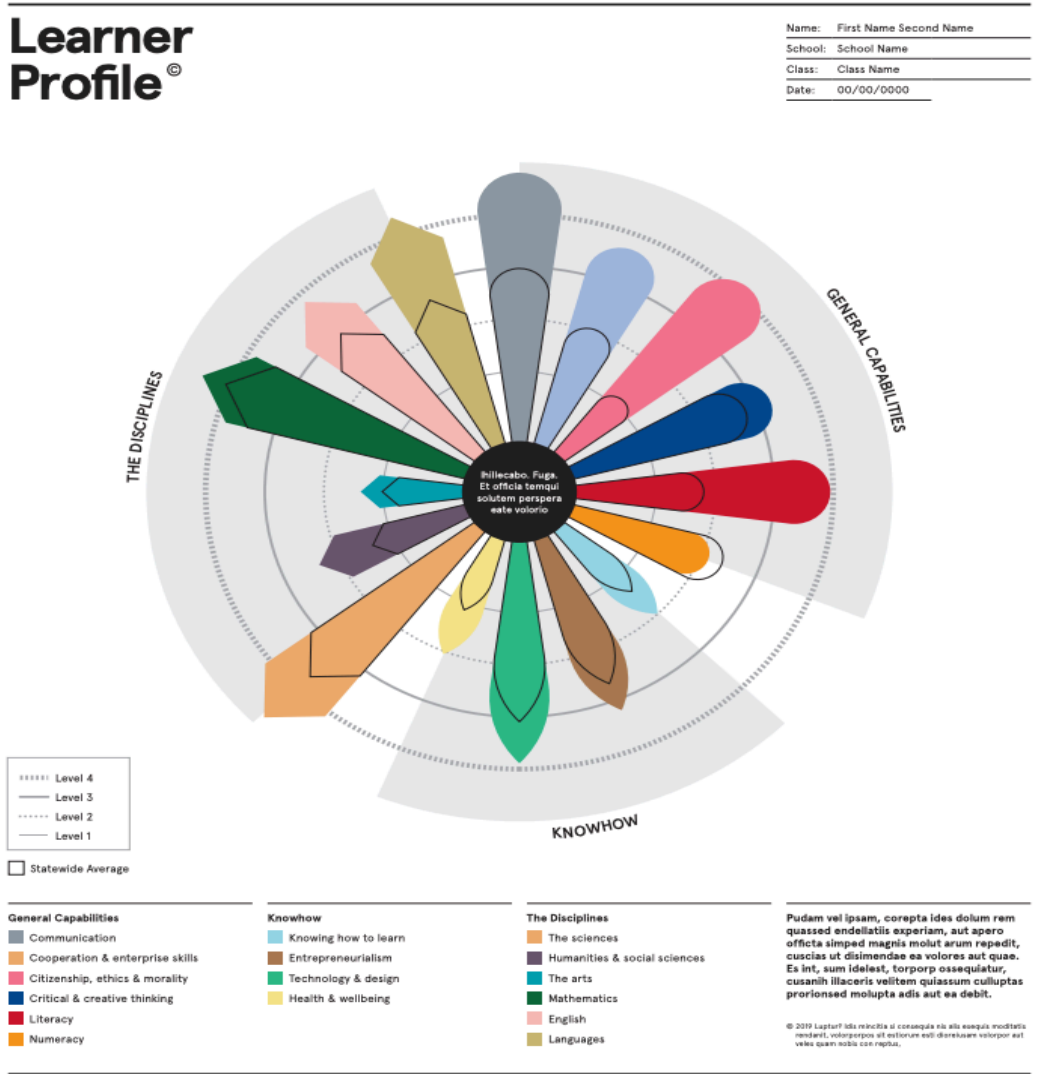
Principal
Matt O'Hanlon

Year 12 Deputy Principal
Dr Donna Harvey

For information go to https://beenleighshs.eq.edu.au

The level of attainment in any profile domain can be established using a range of authorized attainments, including:

- An HSC subject score;
- VET qual;
- A credit provided by an accredited tertiary provider
- A micro-cred provided by an employer, or out of school
- A micro cred provided by schools.



Kavita Singh

Kavita Singh is a STEM enthusiast and social justice-advocate. She is an aspiring biomedical engineer and hopes for her work to have a tangible impact on marginalized communities.

The Nueva School

10035 95th Ave NE
San Mateo, CA 94403

CREDITS

COURSES

Credit Profile

Distribution of credits earned by the student.

Filter by ☐ Advanced ☐ Foundational

Credit distribution



Social and Emotional Acuity (1) (3)

- Leadership in Learning — Advanced
- Understanding of Self
- Understanding of Others
- Mind-Body Balance
- Self-Directed Learning

Citizenship and Decision-Making (2) (2)

- Compassionate Integrity — Advanced
- Activism and Learning — Advanced
- Awareness and Inclusion
- Responsible Decision-Making

Communication and Self-Expression (3) (4)

- Linguistic Systems — Advanced
- Visual and Artistic Creation — Advanced
- Public Deliberation — Advanced

Problem-Solving and Critical Analysis (1) (2)

- Technical Design — Advanced
- Problem Identification
- Critical Consumption of Data

Evidence

Featured work selected by the student.

Technical Design — Advanced



Bioengineering

Brainstormed, researched, designed, iterated, and prototyped two medical wearable devices.

Multiple Technical and Scientific — Advanced



Quadratic Surfaces Proofs

Created five distinct ways to derive equations for rotated quadric surfaces.

Compassionate Integrity — Advanced



Volunteering for Cake4Kids

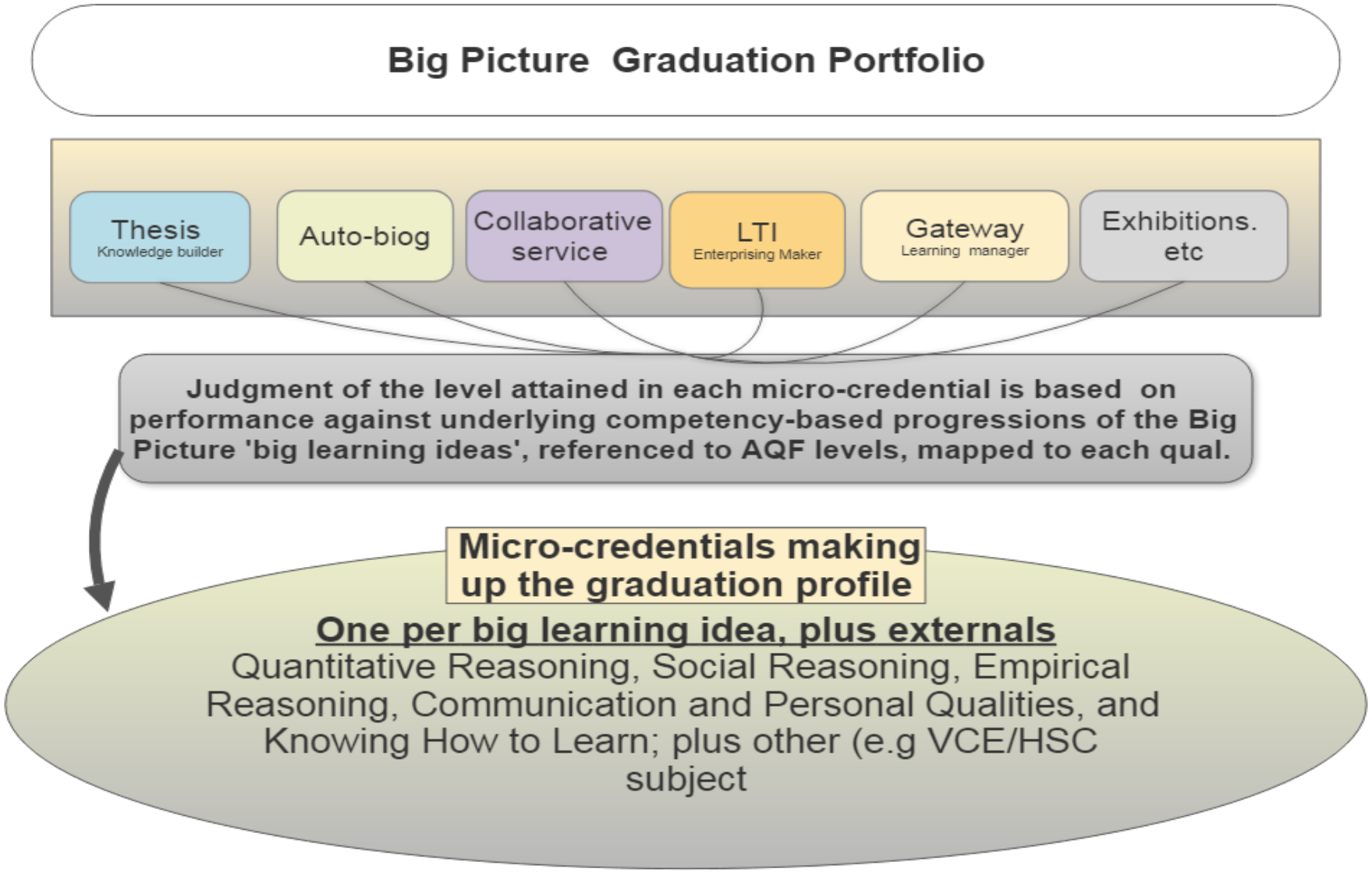
Design, bake, and deliver cakes for underprivileged children (primarily foster kids) through the Cake4Kids organization.

Activism and Justice — Advanced



Co-founder and co-chair of Annual Feminism Conference

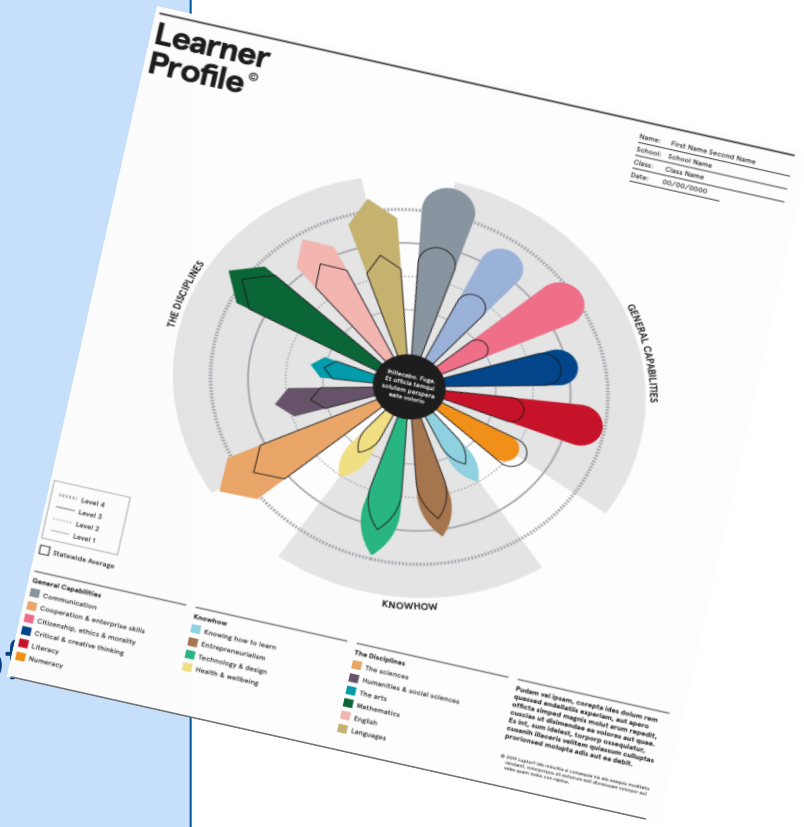
Organized annual conference with renowned speakers and approximately 100 attendees.


Big Picture Graduation Portfolio
Thesis
Knowledge builder
Auto-biog
Collaborative service
LTI
Enterprising Maker
Gateway
Learning manager
Exhibitions. etc
Judgment of the level attained in each micro-credential is based on performance against underlying competency-based progressions of the Big Picture 'big learning ideas', referenced to AQF levels, mapped to each qual.
Micro-credentials making up the graduation profile
One per big learning idea, plus externals
Quantitative Reasoning, Social Reasoning, Empirical Reasoning, Communication and Personal Qualities, and Knowing How to Learn; plus other (e.g VCE/HSC subject

Trust in a recognition of a learner's profile

Common framework for a diverse system

1. Common nomenclature and structure?
2. Common standards framework?
3. Common currency for recognition?
4. High quality, comparable and moderated assessment?
5. Interpretability, utility for recruiters/selectors and other stakeholders?
6. Inclusive: provides recogition for all learners regardless of background and opportunity



THE UNIVERSITY OF MELBOURNE

Thank you

Subtitle

Melbourne Graduate School of Education