



Chapter Seven

Assessment

Assessment in the context of post-compulsory schooling is concerned primarily with making judgements about the extent to which students have achieved outcomes.

The Curriculum Council has developed new post-compulsory assessment arrangements that respond to this challenge and that of other mandates, including the requirements for assessment as set out in section 12 of the *Curriculum Council Act 1997*.

Principles of new assessment approach

The approach is underpinned by the *Curriculum Framework's* principles of assessment, which require assessment to be valid, educative, explicit, fair and comprehensive and based on explicit criteria.

Assessment strategies will support a developmental approach to student learning. As part of assessment, students should know the outcomes and/or competencies they are striving for, be provided with feedback that enables them to recognise inconsistencies in their thinking, flaws in their production or gaps in their knowledge, and have opportunity to reflect on their learning with a view to further development. In this way, assessment should form an integral part of learning and development.

Assessment strategies must be sensitive to the needs of diverse groups of students. Assessment tasks must be developed taking into account factors such as gender, ethnicity, language, race, socioeconomic circumstances or geographic location, and individual personalities, talents and disabilities.

Assessment of achievement of outcomes might be conducted in quite varied ways related to the circumstances and characteristics of the students. The same outcomes, however, will be at the centre of the assessment strategies.

Emphasis will be placed on important aspects of assessment used to provide feedback to students to improve learning and to make judgements about student achievement.

Teachers will need to make judgements about:

- current levels of individual student achievement;
- an appropriate goal for progress in the immediate future; and
- what individual students need to do to reach their desired levels of achievement.

The Council recognises the need for professional development to assist teachers to make such judgements in the context of the new system.

The intention is that universities and training providers will include in the calculation of their selection criteria (akin to the TER) performance at appropriate levels in every course outcome and therefore, courses must be developed that will provide students with access to university, training and employment pathways. This approach is dependent upon a single assessment structure. While there is confidence that this will take place, further consultation with universities and training providers is necessary.

Monitoring student achievement

Student achievement will be monitored through school-managed and external assessment that will be available in all courses of study. School-managed assessment will be under the jurisdiction of schools and could take place within and beyond the school environment. Schools would select assessment strategies that complemented the delivery of courses of study and meet the needs of students. External assessment will comprise common assessment tasks, such as examinations, interviews, or performances. Tasks would be set and administered under controlled conditions and evaluated by a central authority. Examples of school-managed assessment and external assessment will be developed and trailed as part of the adaptive implementation process.

As outlined in Chapter 6, the system will comprise levels on a scale of achievement for each outcome that describe and exemplify the standards. These standards and the associated work samples and assessment items must be sufficiently specific to enable teachers to be consistent and clear about criteria for evaluation so that teachers and students have a shared understanding of what is required to achieve a level for a course outcome and a common language for discussing progress. Similarly, there needs to be shared understandings in relation to VET Units of Competency. In addition to standards, students will also be awarded grades, as discussed on page 69.

School assessment will use an appropriately wide range of prescribed assessment types. These will be designed to enable students to demonstrate skills, knowledge and understandings from a range of levels on the scales of achievement.

External assessment will be used to validate the levels of achievement awarded to students. Therefore, it is important that student results over the whole range of achievement are obtained in order to ensure the reliability of this process.

External assessment may well focus more narrowly than school assessment on outcomes, standards and ways of demonstrating achievement. There is a trade off in both types of assessment between validity and reliability. There is a place for both forms to contribute to the overall assessment.

A key issue for training providers will be whether they require external assessment to ascertain levels of achievement for the purpose of selection for admission. The universities have already stated that they will require external examination as a component of overall assessment for the purpose of ranking for selection.

School-managed assessment

School-managed assessment will identify students' levels of achievement of course outcomes. A comprehensive range of assessment types, intended to gather evidence about students' achievement of course outcomes and/or competencies, will be specified for each course. Schools will develop assessment strategies that complement course delivery and meet the learning needs of their students. The diverse range of strategies currently used across TEE subjects, VET subjects and WSA subjects will be the basis from which these will be identified. This process will be managed and monitored by course assessment and moderation panels.

School assessment will be under the jurisdiction of the school and may take place within and/or beyond the school environment. Many students involved in structured workplace learning through traineeships, VET in Schools and Fast Track programs may demonstrate their achievements away from the school environment. School-managed assessment will be comprehensive, including evidence of achievement that cannot readily be obtained through an external assessment process: for example, practical investigations, laboratory activities, enriching tasks such as research projects, work projects and work performance.

School-managed assessment will be used to generate information about students’:

- level of achievement of course outcomes;
- ranking within levels of achievement in order to provide a ranking for selection into universities and training organisations;
- graded performance in Curriculum Council course units; and
- achievement of VET competencies.

Teachers will use evidence gathered in the assessment process to make on-balance judgements about the level of student achievement of course outcomes at the point of exiting the course. Students will need to be provided with a number of opportunities and contexts to demonstrate progressive achievement of a course of study outcome. In the case of VET competencies, the Registered Training Organisation (RTO) or school as a training provider, will need to evaluate sufficient evidence to judge whether the competency has been demonstrated.

The five defined standards on each scale will provide calibration points for reporting student achievement. However, they will not discriminate adequately for the purpose of tertiary selection. To reduce the risk of unfairness to students, achievement will be reported to a greater precision, locating students on the scale between the defined standards according to the extent of achievement of course outcomes.

In response to feedback that questioned the possibility of generating credible ranking information, a trial of selected courses of study will be used to test the reliability of the process. However, there is substantial and encouraging evidence already available that the existing fine ranking in each TEE subject, based on marks, is acceptably reliable. Therefore, fine ranking based on a more criterion-referenced system should also be acceptably reliable.

Scheme of assessment

Teachers will be required to develop a scheme of assessment for each class group enrolled in each unit. The scheme of assessment will identify and explain how assessment strategies would be implemented. It would indicate the outcomes and contexts for which each of the strategies will be used to make judgements about achievement. In the VET area, Structured Workplace Learning skills lists and the student record books that are currently being prepared by the Council to support the implementation of the joint policy would form part of the scheme of assessment for a number of courses. Many schools implementing Fast Track and education support programs have already implemented and developed best practice examples in monitoring student achievement. The Council will publish exemplars and detailed guidelines to assist teachers.

Collecting student work samples

Students will be required to keep samples of their work for each course that demonstrate consistently their fullest and highest achievement for each outcome in various contexts. This means that assessment will be developmental in nature. Information on student achievement of course outcomes will be updated selectively from the time of enrolment.

The samples assembled by students must be representative of the range of assessment types and contexts outlined in the scheme of assessment. There would need to be evidence of a variety of assessment items/tasks administered under a range of conditions, as well as opportunities for students to achieve at increasing levels of complexity.

It will be necessary for teachers to weigh the available evidence and to make an ‘on-balance’ judgement about an individual’s current level of achievement. Judgements made about a student’s level of achievement will be based on evidence that has been selectively updated.

A statement from the teacher outlining the process leading to the on-balance judgement would accompany a student’s collection of samples of work.

The teacher will also certify that, where appropriate and to the best of their knowledge, the work was the student’s own work. A statement to this effect will accompany a student’s collection of selected samples of work.

Assessment of VET competencies in accordance with Australian Quality Training Framework requirements

Student achievement of VET competencies will be measured in accordance with Australian Quality Training Framework (AQTF) requirements through holistic assessment of performance in the workplace or simulated workplace conditions. Competency-based assessment requirements identified in Training Packages and the AQTF will be implemented.

Assessments for Units of Competency will comply with the principles of validity, reliability, fairness and flexibility and focus on the application of knowledge and skill to the standard of performance required in the workplace. Both school and centrally-developed assessments will include task skills, task management skills, contingency management skills and job role environment skills where appropriate, and will be consistent with the evidence guides and range of variables requirements of Training Packages.

The Council is aware of two major reports that will inform ways in which VET achievement may be mapped onto scales of achievement for the purpose of secondary certification. One approach focuses on the notion of a continuum of achievement while the other concentrates on grading performance while retaining the notion of competence. Each would allow mapping of VET achievement into the scales of achievement to occur. Andrich *et al* (2001, p. 83) found that “there is not a large difference between these two competency models from a measurement perspective”.

External assessment

Some feedback questioned whether external assessment was feasible or desirable for all courses. The feedback also indicated a preference for external assessment to be offered as an optional feature available to all students in all courses. However, this was probably a reaction to external assessment as it is known, as many consider that the current form of Tertiary Entrance Examinations is only appropriate for those wanting tertiary selection.

Andrich, *et al* (2001) recognised the importance of external assessment in adding credibility to school assessment and in providing a common and public component of assessment for all students. They considered it desirable to aim for external assessment in all courses, so that pathways are not limited by students’ choice of course. They also recommended that there should be a review of the context for external assessments, with a view to challenging the protocols and rituals that have characterised such assessments: for example, is it essential to have a three-hour period for a written examination?

External assessment for courses of study will be designed so that it is accessible to students at all levels of achievement. In the new system, all students will have the opportunity to undertake external assessment at the time they complete a two-unit combination for a course, if they want validation of the level of achievement. Initially, this will be at the end of a year. However in the future, it could be on completion of a semester unit. Students will have the option of not taking the external assessment, but may need to be advised that this choice could limit their post-school options.

External assessment will be designed to provide information in the most efficient and effective manner about student achievement of selected course outcomes, using the appropriate scale of achievement. Items for external assessment will reflect a range of achievement levels inclusive of all students studying the course. The trialing and testing process will inform decisions about how to structure the testing instruments so that students are able to start with items at the level of difficulty closest to that assigned through school assessment.

External assessment will be a common task administered statewide, such as a written examination, interview and/or performance. It will be set for each course by the Curriculum Council, administered at least annually under standard conditions and assessed by markers external to the school. It may be possible for schools to provide external validation using outside parties to judge student work in an exhibition as another form of external assessment.

The Council will explore opportunities for an element of on-line external assessment through the consultative process of course development. It will commence planning for the increased presence of information and communication technologies in the new post-compulsory assessment system, as recommended by Andrich, *et al.*

The marking keys for external assessments will be based explicitly on the scales of achievement for course outcomes. The defined standards will provide descriptions which will serve as a generic marking key, from which marking criteria specific to each item will be developed.

Assessment items

To gather evidence about the level of student achievement of course outcomes, assessment items based on the scale of achievement, will be constructed by the assessment and moderation panel for the course. The research undertaken by Andrich *et al.*, supported the desirability and feasibility of using course outcomes and scales as the basis of both school-managed and external assessment.

Assessment items may be open in that they do not have a single correct answer and they allow students to demonstrate achievement over a range of levels. Alternatively, they may be closed assessment items designed for students to demonstrate achievement at a particular level. Andrich *et al.*, also stated that the Rasch model is the most appropriate psychometric model to analyse and test the ratings/scores on items of both varieties.

Andrich *et al.*, recommended continuing expansion of types of external assessment consistent with the kinds of process and product evaluation embodied in the course outcomes and scales of achievement. Examples of best practice in assessment that focus on the achievement of outcomes were presented in the research report. These included open-ended, external assessment items drawn from the Department of Education's Monitoring Standards in Education (MSE) tests.

The validity and reliability of school and external assessment items will be monitored annually through course assessment and moderation panels.

Process for development

The consultative process of course development will include the opportunity for ongoing research including the trialing, testing and evaluating of the most appropriate forms of outcomes-focused assessment in each course:

- course developers will identify the desirable types of assessment congruent with course outcomes and in accordance with general specifications set by the Council;
- writing groups established for proposed courses will elaborate the assessment types;
- course trials will be used to generate information about effective types and schemes of assessment; exemplars of schemes of assessment and annotated student work samples will be collected; and
- specifications for types of school and external assessment will be published for each course.

SUMMARY: Assessment

The assessment structure will reflect the assessment principles of the *Curriculum Framework* and meet requirements for comparability as set out in Section 12 of the *Curriculum Council Act 1997* and will include:

- separate recording of school and external assessment for all students in all courses;
- assessment tasks designed around course outcomes and/or competencies that enable judgements to be made about levels of achievement of course outcomes, rankings within levels (for tertiary selection), awards or grades for course units and, where appropriate, the achievement of VET competencies; and
- further research on outcomes-focused school and external assessment through the trialing of selected courses of study in a wide range of contexts.

Student achievement of VET competencies will be measured in accordance with Australian Qualifications Framework (AQF) requirements through holistic assessment of performance in the workplace or simulated workplace conditions. Competency-based assessment requirements identified in Training Packages and the Australian Quality Training Framework will be implemented. These quality assurance processes will complement the Council's moderation processes.

To ensure that school and external assessment measure achievement of the same outcomes judged in relation to the standards, the Council will establish assessment and moderation panels for each course with responsibility for managing external and school assessment requirements.



Chapter Eight

Moderation

Moderation is the process intended to ensure comparability of the assessment of student achievement in post-compulsory courses, as required under Section 12 of the *Curriculum Council Act 1997*.

The moderation system aims to ensure that any one teacher's ratings of student achievement at a given level for any course outcome represents the same as any other teacher's ratings of that level for that outcome, at the same or any other school; and also that all those teachers' ratings of that level are the same as ratings in external assessments. The same principle applies to grading for a unit that is to be derived from the levels on the scales.

The overall aim of the moderation system is to build public confidence in the quality of teacher judgements about student achievement of course outcomes. The community and industry expect that a given level of achievement for a course outcome in one school has essentially the same meaning in another school. Universities and training providers also require this in order to employ school and external assessments together for selection purposes.

Feedback gave broad support to the concept of moderation that focused on the achievement of outcomes as outlined in the *Position Paper*. There was strong support for strategies designed to develop teachers' shared understandings of outcomes, standards and assessment expertise. This applied particularly to consensus meetings, for which Western Australia has developed a tradition consistent with international best practice.

The research findings on international best practice in outcomes-based assessment (Andrich, Ball & Tognolini, 2001) reinforced the consultation feedback. The consultants recommended that maintaining common standards in school assessment at the operational level of marking across the schools of the State should be achieved by a strong program involving professional development, the publication of annotated student work and the use of teacher networks, the Internet and programmed instructional materials.

Feasibility studies conducted on the revised moderation system described below indicate that by focusing on the comparability of difficulty of standards described on the scale for outcomes across all courses, it should be possible to improve the level of quality assurance utilising current resourcing levels.

Structures and processes

Moderation will include a combination of school assessment and external assessment processes that will differ to some extent from current practices. In particular, the moderation of school assessment will be strengthened and new processes for monitoring introduced.

Structures and processes underpinned by strategies similar to those in the current system will include:

- building assessment expertise;
- verifying comparable assessments; and
- strengthening quality assurance systems.

To implement these processes for each course of study, the Curriculum Council will have:

- a course of study assessment and moderation panel to oversee the school and external assessment;
- Curriculum Council moderators; and
- school-based moderators.

School-based moderation officers will play an important role in providing specialised course expertise. Concerns were expressed during the consultation process about the increased reliance on school-based moderation officers in the proposed moderation system. It was felt that this would require the most experienced teachers to spend too long away from their own classes. In response, the role and level of involvement of school-based moderation officers will be negotiated with schools and education sectors and systems. The current standard of a maximum of five days per year of involvement in moderation activities will be maintained for school-based moderators.

Building assessment expertise

Sample assessment tasks and student work samples will be prepared through the course development process. They will be published to demonstrate good practice in outcomes-focused assessment and used to show how to make on-balance judgements about levels of achievement, grading and ranking within levels and judging achievement of competencies.

The processes for building assessment expertise will be the same for all courses including those with Units of Competency integrated and those where Units of Competency have been packaged as a course of study. Many of the strategies described below are currently being introduced as part of the implementation of the joint VET in Schools policy.

Moderation Strategies

Course assessment seminars using student work samples will be conducted to support teachers needing to develop expertise in making judgements about levels of achievement. Negotiations will be conducted with education sectors and systems to explore the feasibility of developing a Curriculum Council-endorsed qualification to recognise teacher expertise.

Course electronic networks will be established and facilitated by Curriculum Council officers, supported by the expertise of contracted school-based moderation officers. These networks will provide opportunities for information exchange and interaction between teachers. In the VET in Schools area and for Fast Track and education support students, these networks are already well established.

Curriculum Council officers in collaboration with education sectors and systems will facilitate course assessment partnerships. These partnerships will provide mentoring for novice teachers in outcomes-focused and competency-based assessment.

Teachers will use course assessment specifications and support materials to develop schemes of assessment. These will be accredited by Curriculum Council officers for each course in each school. Re-accreditation will only be required if the school wishes to change the scheme or if issues are identified in the monitoring process.

Each year, consensus meetings will be conducted in a sample of courses negotiated with education sectors and systems. Schools and education systems expressed concern about the resource implications of conducting annual consensus meetings in every course. In response, consensus meetings will be negotiated as they are at present. It is anticipated that a meeting will be essential in the first year of full implementation and in one of the subsequent years of the five-year accreditation period. This is a level of sampling comparable with that which exists now.

The focus of consensus meetings will be on providing ongoing development of assessment expertise and shared understanding of achievement standards in a range of course contexts. A teacher representative from each school will bring to the meeting collections of student work across the range of assessment contexts for the course.

Teachers will work in small groups to cross-mark each other's students' work, discussing and justifying ratings. The meetings will also provide information to be used by Curriculum Council officers in the monitoring of school assessments.

Verification of comparable assessment

For each course unit, students will be required to keep collections of samples of their work that demonstrate their fullest and highest of achievement of course outcomes. The collections, assembled over a period of time, will represent the range of assessment strategies and contexts outlined in the course scheme of assessment.

Included with each student's collection will be details of assessment conditions (time, group/individual, etc.) and an explanation by the teacher outlining how, and in what context, on-balance judgements were made in relation to each course outcome.

Ideally, these samples will be collected and retained in electronic format.

Each year, the Curriculum Council will collect samples of this student work from selected schools. These samples will be viewed by the assessment and moderation panel for the course, whose aim will be to verify teachers' judgements. The purpose will be to verify the comparability of each school's assessment, rather than to re-mark students' work. Adjustments to teachers' ratings will be made if necessary.

The strategies for achieving comparability implemented as part of the moderation process will be appropriate to the contexts for learning and the achievement levels of the students.

The annual verification procedures, in combination with other monitoring data, will be used to identify schools requiring assessment support. Strategies such as school visits and assessment seminars will be used to provide that support. Adjustments to assessment will be negotiated by Curriculum Council officers through the course assessment and moderation panel as required.

There will be recognition for teachers who consistently demonstrate valid and reliable assessment of student achievement. Resources available for moderation will be used for those teachers requiring further support.

The Curriculum Council has participated in the international benchmarking study conducted by the Australasian Curriculum, Assessment and Certification Authorities (ACACA). This research tested a methodology based on pair-wise comparisons of student work samples from different Australian States that will help to inform the process of outcomes-focused moderation applied to student work completed in different course contexts.

Course Assessment and Moderation panels will monitor annually the efficiency and effectiveness of the moderation procedures.

Quality assurance systems

Criteria for the conduct of quality outcomes-focused assessment systems will be negotiated for implementation in schools. This strategy will be based on the Australian Quality Training Framework approach for Vocational Education and Training. Visits will be conducted once every five years to ensure implementation of these requirements.

The increased emphasis on quality assurance standards, aligned with the approach used nationally for VET, will reinforce the leadership role of school management teams in the moderation process.

Statistical analysis will be used to compare achievement levels for external and school assessment as part of the rigorous quality assurance process. The results from external assessments will enable the construction of statistical models for the investigation of any systematic bias in school assessment. It is expected that results from school and external assessment will be closely correlated, as they are both assessments of course outcomes. The scales of achievement for course outcomes will provide the external measures for moderation.

Statistical monitoring processes will be used to identify school/course groups assessments that do not appear to be comparable with others. Comparability will be judged against other school assessment results, not against the results of external assessment.

The assessment and moderation panel will view samples of work from schools identified by statistical monitoring, schools identified by the Curriculum Council's moderation officers, and a random sample of schools. The panel will either confirm or adjust teachers' rating scales on school assessments.

There will be statistical moderation of rankings within levels so that universities and training organisations may calculate rankings. The most appropriate way of doing this will be tested during the trialing of new courses.

During the trial, a measurement expert group will be invited to assess whether continuation of the statistical moderation model is equitable or even necessary.

SUMMARY: Moderation

Moderation of student achievement of course outcomes and unit grades will be integrated with quality assurance procedures for VET in Schools by negotiating quality assessment systems requirements (based on the Australian Quality Training Framework approach) and conducting school visits at least once every five years to assure implementation of these requirements.

Moderation processes will be developed to build public confidence in the quality of teacher judgements, including:

- publishing sample assessment tasks for each course to demonstrate competency-based and/or outcomes-focused assessment best practice that may be used to make on-balance judgements about levels of achievement, grading and ranking within levels;
- conducting course assessment seminars for teachers, with exploration of the possibility of developing a Curriculum Council-endorsed qualification for teachers in competency-based and/or outcomes-focused assessment;
- establishing course electronic networks to provide information and opportunities for interaction, coordinated by moderators and supported by contracted school-based moderator expertise;
- facilitating course assessment partnerships to provide mentoring for novice teachers in outcomes-focused assessment;
- strengthening current consensus moderation strategies to provide ongoing development of competency-based and/or outcomes-focused assessment expertise and shared understanding of achievement standards (frequency and preferred mode of delivery to be negotiated with sector and systems); and
- sampling of student portfolios (approximately eight per school, including teacher commentary, video/audio records of process, completed summative tasks) by the Curriculum Council for annual validation of school assessment.

The degree of comparability expected as part of the moderation process will be appropriate to the contexts for learning and the achievement levels of the students.

School-based and external assessment will be aligned closely by:

- establishing assessment and moderation panels for each course, with responsibility for managing external and school assessment requirements;
- statistically monitoring school-based and external assessment of student achievement; and
- retaining statistical moderation until there is agreement that alternative quality assurance processes indicate that outcome-focused standards are being applied consistently.



Chapter Nine

Certification

For post-compulsory students, the results they receive are the end product of their efforts and are the passport they will use when applying for a job or entrance to a tertiary institution.

Reports about student achievement must be clear, unambiguous and accurate, reflecting Australasian Curriculum, Assessment and Certification Authorities (ACACA) guidelines. The certification process will guarantee standards of quality, integrity and credibility and be relevant to and serve the needs of all users.

Students who meet the eligibility criteria will be awarded the Western Australian Certificate of Education (WACE).

Each student enrolled in at least one Curriculum Council course will receive a Folio of Achievement at their point of exit from school.

The Folio will show the reader what the student knows and can do and in what context this achievement has occurred. Information about students' overall programs of learning include the levels they achieve on each of the course outcomes and the course units completed, VET Units of Competency and/or VET qualifications attained according to the Australian Quality Training Framework, and whether they have met the requirements for the WACE.

The dual reporting and certification of VET and general education is consistent with the agreed ACACA guidelines.



Western Australian Certificate of Education

To be eligible for a WACE, students must have:

- achieved to a designated level on outcomes from at least five courses of study;
- met all assessment requirements of twenty course units (including at least three two-unit combinations) while being awarded a grade in at least sixteen developed by the Council;
- met the requirements for English language competency;
- completed at least a two-unit combination in English (a decision as to whether further units will be compulsory will be made following trialing and testing); and
- included all thirteen Overarching Learning Outcomes in their course selections.

The achievement level to be designated for English language competence will be established as part of the adaptive development process.

It is intended that the student record system will enable schools to validate students' learning programs to determine if all thirteen Overarching Learning Outcomes have been included in their course selections.

Up to four of the units required for WACE may be Council endorsed, but not necessarily aligned to courses of study. These endorsed units may be:

- stand-alone VET Units of Competency, which are not part of a course of study;
- part-time university studies;
- independent learning in areas of interest; and
- vocational learning through practical experience, which may include part-time work or community-based learning (such as involvement in the coaching or mentoring of others).

This approach provides more opportunity than the present system for those students who:

- are interested in undertaking school-based traineeships;
- have more individual needs such as those identified as being at educational risk; or
- wish to pursue learning in more than one educational context: for example, part-time studies at a TAFE college and a school.

Folio of Achievement

All students who have enrolled with the Curriculum Council in at least one course will receive a Folio of Achievement. Students will be able to continue to add to their Folio of Achievement in subsequent years. This may contain the following information:

Western Australian Certificate of Education testamur

This certificate testifies that the student has achieved all the requirements of the WACE.

Record of Achievement

The Record of Achievement is a summary of the student's achievements while undertaking Curriculum Council courses of study. This report lists the achievement levels in both external and school-managed assessment for each course and the grades achieved in each unit. It also lists any other achievements such as awards, exhibitions and Curriculum Council-endorsed units, such as university units.

Course of Study Reports

The level of achievement of each course of study outcome will be reported on the Course of Study Report.

School and external assessment for each of the course outcomes will be reported separately on the Course of Study Report.

Course units will be reported in terms of a grade ('A'-'C') or descriptors. For completion, students must meet all assessment requirements for the particular course of study unit of and be awarded a grade of 'A'-'C'.

VET Units of Competency and/or VET qualifications attained

VET Units of Competency and certificates will be reported according to the requirements of the National Training Framework.

Adaptive reporting

The requirements for the achievement of the Western Australian Certificate of Education will be adapted to accommodate the phasing in of the new curriculum.

No student will be disadvantaged in the process.

SUMMARY: Certification

Students who meet eligibility requirements will be awarded either the Western Australian Certificate of Education (WACE).

To be eligible for a WACE, students must have:

- achieved to a designated level on all of the outcomes from at least five courses;
- met all assessment requirements of twenty course units (including at least three two-unit combinations) while being awarded a grade in at least sixteen developed by the Council;
- met the requirements for English language competency;
- completed at least a two-unit combination in English (a decision as to whether further units will be compulsory will be made following trialing and testing); and
- included all thirteen Overarching Learning Outcomes in their course selections.

Every student will receive a Folio of Achievement from the Curriculum Council, certifying:

- level of achievement of course outcomes;
- units completed;
- grade or award for each of the course units completed, or its equivalent;
- Curriculum Council-endorsed units such as university units, extracurricular achievements;
- English language competence; and
- VET Units of Competency and/or certificates completed.

VET Units of Competency and certificates will be reported according to the requirements of the National Training Framework.

Students will be able to continue to add to their Folio of Achievement until such time as they meet the requirements of the WACE.