

COMMON CONCEPTUAL FRAMEWORK – CADET ASSESSMENT (1 NOV 07)

Developmental Period (DP)	Developmental Period 1 (DP1)		Developmental Period 2 (DP2)		Developmental Period 3 (DP3)
Age-Appropriate Learning	Experience-based		Developmental		Competency
Ages	12 - 14		15 - 16		17 - 18
Years	Y1	Y2	Y3	Y4	Y5+ (NOTE 1 and 2)
Assessment Expectation	Participatory		Baseline Proficiency		Enhanced Proficiency
Assessment Purpose	<ul style="list-style-type: none"> Stimulation and maintenance of an enhanced interest in the CP <u>NOTE:</u> Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this. Exposure to a broad knowledge base and skill set <u>NOTE:</u> CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest. 		<ul style="list-style-type: none"> Development of a broad knowledge base and skill set as well as introducing reasoning proficiency Ongoing determination and development of specific specialty areas of interest and capability Recognition of enhanced proficiency achievement Ongoing stimulation and maintenance of an enhanced interest in the CP 		<ul style="list-style-type: none"> Development of an enhanced knowledge, skill and reasoning proficiency achievement in a targeted specialty area – related to interest, capability and cadet program requirements Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency Ongoing recognition of enhanced proficiency achievement Ongoing stimulation and maintenance of an enhanced interest in the CP
Assessment Control (National Standards)	<ul style="list-style-type: none"> The design of each Qualification Standard and Plan (QSP) for all 5 levels of training and CSTC courses will include the required assessment plan and associated national achievement standards based on the applicable training objectives. Aspects of the current NSCE and PO1 Exam will be repositioned into the assessment plans of the applicable QSP as determined by the assessment requirements for each training level/course. Much like the training activities within each QSP, the associated assessment activities will be designed and developed nationally and conducted primarily locally. However, some training activities that are more effectively and efficiently conducted by zones / regions, eg, expeditions, sailing, leadership seminars, etc., consideration will be given to conducting the associated assessment activities at the same time. <p><u>NOTE:</u> Since the specific assessment design and development for all training will be included in each QSP and circulated for stakeholder consultation and endorsement, there will be ample opportunity to influence this aspect of training as part of each design and development phase. Furthermore, some training and assessment decisions (i.e. conducted locally vs regionally) will only be determined during the implementation / deployment and conduct phases.</p>				

<p>Assessment Support</p>	<ul style="list-style-type: none"> • The assessment plans and associated assessment activities will be supported by assessment guidance and standardized assessment instruments, much the same way that training is supported with instructional guides. Furthermore, ongoing analysis is being completed on the possible development of cadet portfolios / journals to support individual learning and development. • Any gaps in assessment capability within the CCO could be mitigated through continued collaboration with the CIC trg development staff by reviewing existing formal training directly related to the CP (i.e. Occ Trg Crse). Other professional development approaches that are more flexible and cost effective could also be considered as ways to increase assessment capability (i.e. articles in Cadence). <p><u>NOTE:</u> Where there is not an appropriate level of assessment capability within any particular corps/sqn, regions will be encouraged to address this gap using their existing resources (staff from other cadet units, detachment/regional staff, etc) to satisfy the requirement much the same way any current training gap is mitigated.</p>
<p>Avoiding Assessment Redundancies</p>	<ul style="list-style-type: none"> • Based on this common conceptual framework for cadet assessment, the following strategic direction will be provided to the program development team to prevent any assessment redundancies: <ul style="list-style-type: none"> ○ There will be no cumulative assessment activities programmed outside any training level or course; ○ Assessment activities will focus on the achievement of one Performance Objective (PO) or Enabling Objective (EO) at a time. There will be no “high stakes / high stress” testing that combines multiple assessments into a larger assessment activity; and ○ The QSP will provide direction on which training and assessment activities are best conducted locally and / or regionally. <p><u>NOTE:</u> Programmed learning opportunities within years 4 and 5+ that would bring senior cadets together as part of a larger peer group for the purposes of professional development will be considered during the applicable design and development phases. Furthermore, it is also expected that similar learning opportunities will continue to be explored as required during the implementation / deployment and conduct phases as is the case for our current program.</p>

NOTE 1: The Sea, Army and Air Cadet Programs will include of a 5th tier of training within the corps/squadron program that will be designed and developed following an on-the-job training (OJT) model and include options for various program areas from which cadets can choose. This will be balanced between their personal goals for DP3 trg based on interest and capability and the leadership needs of the corps/sqn.

NOTE 2: Consideration is being given to establishing a more formal approach to the current CSTC staff cadet advanced training to maximize and standardize these learning opportunities which could follow a blend of the OJT approach established for corps/sqn program and the more flexible approach like an on-the-job experience (OJE) model.