



Excellence Imperial Career College (EICC) Authentic Assessment Policy

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Policy Title	Authentic Assessment Policy
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Policy Review	Tri-Annual
Policy Approval	Director of Academics and Director of Administration

1. Policy Statement

Excellence Imperial Career College (EICC) recognizes that ideal student assessments not only evaluate learning but also contribute to teaching and skill development. A key aspect of meaningful assessment is **authenticity**. **Authentic assessments** differ from traditional test formats. While conventional tests serve a role in academic evaluation, they often measure knowledge indirectly and do not fully assess a student's ability to apply learning. In contrast, authentic assessments require students to apply their learning in new, often complex, real-world situations. These assessments may involve practical challenges, decision-making, real constraints, and engagement with real-world audiences or stakeholders.

EICC promotes the use of authentic assessments as they foster deeper learning, critical thinking, and real-world application of knowledge and skills.

2. Scope

This policy applies to all faculty members, staff, and students at Excellence Imperial Career College unless otherwise specified.

3. Policy Content

3.1 Criteria for Authentic Assessment

An assessment is considered authentic at EICC if it meets the following criteria:

1. **Realistic in Scope and Content:** Reflects real-life situations and complexity.
2. **Consistency:** Offers fairness and uniformity across all students.
3. **Judgment and Innovation:** Encourages students to make decisions, evaluate options, and demonstrate creativity.
4. **Workplace Simulation:** Replicates or simulates professional challenges or conditions.
5. **Applied Competence:** Assesses the student's ability to integrate and use a wide range of skills and knowledge.
6. **Opportunities for Feedback:** Includes chances for students to rehearse, receive feedback, consult resources, and revise their work.



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3.2 Assessment Strategies

Faculty members are encouraged to incorporate both **formative** and **summative** assessment strategies:

- **Formative assessments** are used to provide feedback during learning, guiding improvements in both teaching and learning.
- **Summative assessments** occur at the end of a course or program and are used to evaluate student achievement and inform future instruction.

4. Administration

The Director of Administration is responsible for overseeing the implementation and enforcement of this policy.

5. Review

This policy will be reviewed by the Academic Council in 2028 or as needed.