



ATWELL COLLEGE

Embracing the Future

Beyond Paperwork – How Atwell College Is Redesigning Assessment for Every Learner

We provide high quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens.

Beyond Paperwork

Challenges of Paperwork

Overload educators & fragment evidence of learning.

Difficult to monitor progress, recognise achievement, & maintain meaningful student engagement and support.

Commitment to Inclusion

Redesign of evidence collection emphasises equity, dignity, & meaningful inclusion.

Underpinned by informed staff judgement.

Diverse Learners

Atwell College supports students with diverse needs through flexible, responsive assessment across inclusive, small-group, life-skills, community, & vocational pathways.



Rising Complexity & Fragmented Evidence

Growing Administrative Load

Increasing learner diversity → more paperwork, less time for teaching & analysis.

Fragmented & Duplicated Evidence

Learning data scattered across formats → duplication without improved insight.

Communication Gaps

Multiple staff, inconsistent information → siloed support & missed updates.

Loss of Learning Narrative

Qualitative insights (community/vocational) often lost or excluded.

Impact on Students

Gaps in records → overlooked progress, delayed adjustments, reduced outcomes.

System Challenge

Current processes = high effort, low clarity → need for streamlined, inclusive redesign.



The Central Design Question

Inclusive Assessment Purpose

Assessment systems should support inclusive practice, becoming core enablers rather than compliance tasks.

Key Design Principles

Embedding assessment in daily practice, ensuring accessibility for all staff, and reflecting real learning environments.

Continuity and Innovation

Systems must allow learning information to travel with students & foster ongoing innovation in inclusion.



What is My Achievement Portfolio (MAP)?

Digital mobile-enabled system to streamline inclusive assessment by replacing fragmented, paper-based processes with a shared, continuous record of student learning.

Embeds real-time evidence collection into everyday practice across classrooms, community, and vocational settings, improving consistency, usability, & staff collaboration.

Represents a shift from duplicated documentation to meaningful, cumulative insight, strengthening decision-making and outcomes for students with diverse learning needs.



My Achievement Portfolio

Record evidence of student work and supports required against the selected goals and program being delivered.

[Start now](#)





Consistency & Clarity

ES – Achievement Hierarchy			
VALUE/ CODE	TITLE	DESCRIPTION	INDICATORS
M	Mastering	The student demonstrates exceptional understanding and application of the subject matter. They consistently perform at a high level, showing deep insight and the ability to extend their knowledge to new and complex situations.	Consistently exceeds expectations. Applies concepts accurately and innovatively. Demonstrates critical thinking and problem-solving skills.
A	Achieving	The student shows a strong grasp of the subject matter and meets all learning objectives. They perform well in assessments and can apply their knowledge effectively in familiar contexts.	Meets all expectations. Applies concepts correctly. Shows good understanding and can solve standard problems.
C	Consolidating	The student has a solid understanding of the subject matter and is able to apply their knowledge with some guidance. They are making steady progress towards achieving all learning objectives.	Meets most expectations. Applies concepts with occasional errors. Shows understanding but may need support for complex problems.
E	Establishing	The student is beginning to understand the subject matter and can apply basic concepts with support. They are developing their skills and knowledge but are not yet consistently meeting learning objectives.	Meets some expectations. Applies basic concepts with frequent errors. Shows emerging understanding and needs regular support.
EM	Emerging	The student is starting to engage with the subject matter but has limited understanding. They require significant support to apply concepts and are in the early stages of developing their skills.	Meets few expectations. Struggles to apply concepts correctly. Shows minimal understanding and needs extensive support.
NA	Not Assessed	The student's performance has not been evaluated in this area, either due to lack of participation or insufficient evidence to make a judgment.	No expectations met. No application of concepts observed. No evidence of understanding.



ES – Prompt Hierarchy			
VALUE/ CODE	TITLE	DESCRIPTION	INDICATORS
I	Independent	Capable of completing 90% of the time in 2 or more environments/contexts with 2 or more different persons.	- Successfully completes tasks in different settings (e.g., classroom, home, community) with minimal supervision. - Works well with various individuals (e.g., peers, staff, community members) without needing extra support. - Consistently achieves task objectives in multiple contexts, showing adaptability and self-sufficiency.
P	Pause	Allowing time for the learner to respond independently.	- Waits for the learner to kick off a response before stepping in. - Gives enough time for the learner to process and respond independently. - Watches the learner's actions and responses during the pause to gauge understanding and readiness.
INVP	Indirect Nonverbal Prompt	Using body language to show a form of communication is expected.	- Uses eye contact or facial expressions to signal that a response is expected. - Points or gestures towards the task or object to prompt action without saying anything. - Nods or uses other subtle body language cues to encourage the learner to proceed.
IVP	Indirect Verbal Prompt	Starting the learner in the right direction without providing the answer.	- Offering a subtle clue to guide the learner without giving the answer. - Making a suggestion to steer the learner in the right direction. - Providing verbal encouragement to prompt the learner's response.
RR	Request a Response	Asking a specific question to prompt a response.	- Asking a targeted question related to the task. - Requesting clarification or elaboration on an answer. - Using follow-up questions to encourage deeper thinking.
GC	Gestural Cue	Using gestures to indicate the expected action.	- Pointing to indicate the expected action. - Waving to signal the learner to proceed. - Using hand signals to show what action is expected.
DVP	Direct Verbal Prompt	Providing specific instructions.	- Giving clear and direct instructions. - Issuing commands to prompt action. - Providing step-by-step directives to ensure understanding.
M	Modeling	Demonstrating the desired behaviour or action.	- Demonstrating the task or behaviour. - Providing examples to illustrate the expected outcome. - Engaging in role-play to model the behaviour.
PPA	Partial Physical Assistance	Gentle guidance.	- Offering light physical guidance to assist the learner. - Providing support to help the learner perform the task. - Giving partial assistance to facilitate the learner's action.
FPA	Full Physical Assistance	Complete hand-over-hand support.	- Providing full hand-over-hand support to perform the task. - Offering total physical support to ensure the learner completes the action. - Giving complete assistance to guide the learner through the task.

Evidence looks like...

Insights and actions

Insights and actions

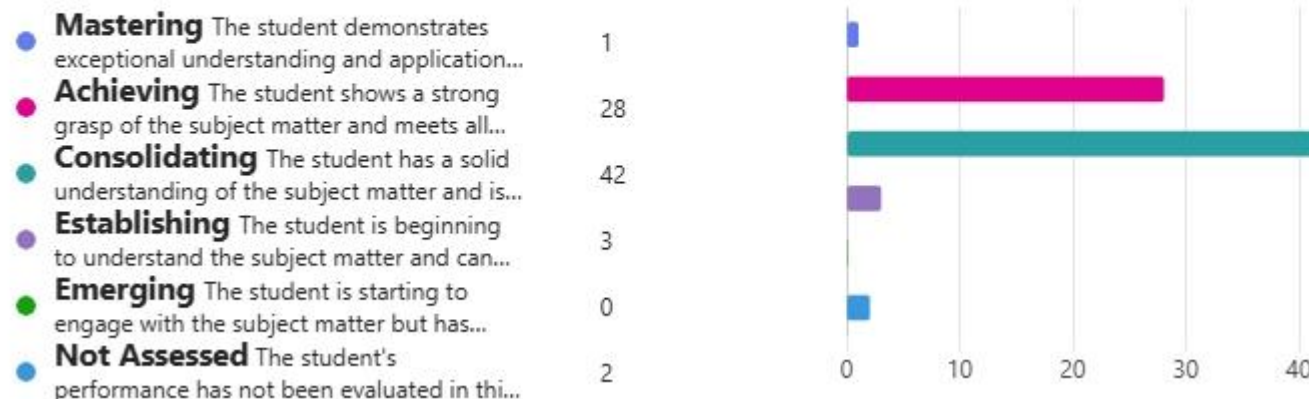


6. Prompt Hierarchy

[More details](#)



7. Achievement



Strategic Outcomes

Improved Student Progress Oversight

Efficiently monitors student progress and IEP alignment to support better outcomes.

Data-Driven Strategic Planning

Aggregated data enables accurate reporting and informed resourcing and planning decisions.

Fostering Inclusive Practices

Builds a whole-school culture of inclusion beyond individual classrooms and programs.

Strengthened Accountability

Reduces reliance on ad hoc data while strengthening consistency and accountability across the school.



Alignment with Policy and Curriculum

Rights-Based Assessment

Ensures transparent, consistent and equitable educational evaluation.

Equitable Access Support

Embedded achievement criteria and prompt hierarchies support equitable access while maintaining high expectations for all learners.

Integration with Frameworks

Integrates inclusive assessment into mainstream accountability and policy frameworks.

Strengthening Policy Commitments

Disability education innovations strengthen existing policy commitments to effective inclusion



I want to know more!

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[STUDENT NAME - My Achievement Portfolio](#)
[– Copy form](#)

