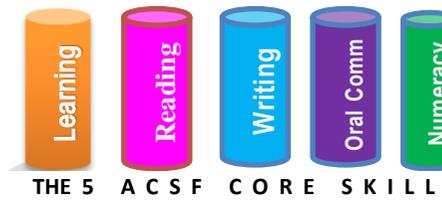


Communication, Writing and Reading LLN Assessment



Three core skills are assessed here – the same process and format can be used for the numeracy and learning core skills. In each case the questions, tasks or activities can be modified, made more specific or combined as suits.

CORE SKILL: ORAL COMMUNICATION

INDICATORS: .07 (speaking) and .08 (listening)

Indicators are written in the form .07, .08 and included after the level (eg level 3 for indicator 7 which is “speaking” would be written as 3.07, a high performance of 5 for the indicator 8 which is “listening” would be written as 5.08)

ASSESSMENT METHOD: Person - to – person communication (phone or face to face)

Engage the person in conversation, begin by giving them information – about the upcoming course or activity and then prompt them to ask clarifying questions.

Then ask them to tell you about something – either give a topic or give a range of topic choices and allow them to choose. Explain that this is all part of the pre-course process to give you a grasp of where they are at with their communication skills. NB If you feel they may be at a medium (3) to high (5) level you may suggest a topic which requires some obvious oral communication skill – such as describing a complex situation, dealing with abstract ideas etc. If unsure, begin with a more straightforward topic.

LLN Assessor – introduce and explain the process Topic: As the person speaks, make an assessment of their level – circle the level on the right. Use this space to jot down any comments or examples from the person’s discussion – such as their use of appropriate language and style.	LEVEL 1 (low)	1.07 Indicator.07 (speaking)	Gives or elicits basic information in a short, simple spoken context
		1.08 Indicator.08 (listening)	Listens for basic information in short, simple oral text
	2	2.07 Indicator.07 (speaking)	Uses everyday language to provide information or maintain a conversation in familiar spoken contexts
		2.08 Indicator.08 (listening)	Listens for relevant information in oral texts across familiar contexts
	3	3.07 Indicator.07 (speaking)	Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts
		3.08 Indicator.08 (listening)	Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts
	4	4.07 Indicator.07 (speaking)	Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts
		4.08 Indicator.08 (listening)	Applies appropriate strategies to extract main ideas from oral texts across a range of contexts
	5 (high)	5.07 Indicator.07 (speaking)	Establishes and maintains complex and effective spoken communication in a broad range of contexts
		5.08 Indicator.08 (listening)	Displays depth of understanding of complex oral texts which include multiple and unstated meanings

CORE SKILL: WRITING

INDICATORS: .05 (meaning, purpose and audience) and .06 (structure, vocabulary and grammar)

ASSESSMENT METHOD: Complete (fill in) a form and write a short piece of text

<p>LLN Assessor – introduce and explain the process</p> <p>A) Provide the person with a form to complete. (The way the person responds to your verbal instructions on how to complete it should confirm the assessment result that you made about their listening skills (.08, in the core skill of oral communication).</p> <p>Include/attach that form here (or copy and paste it in here)</p>  <p>Examine their responses and make any notes about that here. This will be useful in assessing indicator .05 (meaning and purpose).</p> <p>B) Ask the person to provide a short written piece on a topic – either choose one for them (or give them a selection of topics) or allow them to choose their own. They should write this now (not using a previously written piece).</p> <p>Include/attach their response here.</p>  <p>Examine their responses and make any notes about that here. This will be useful in assessing indicator .06 (structure, vocabulary and grammar).</p>	LEVEL 1 (low)	1.05 Indicator.05 (meaning)	Conveys a simple idea, opinion, factual information or message in writing
		1.06 Indicator.06 (vocab)	Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text
	2	2.05 Indicator.05 (meaning)	Conveys intended meaning on familiar topics for a limited range of purposes and audiences
		2.06 Indicator.06 (vocab)	Produces familiar text types using simple vocabulary, grammatical structures and conventions
	3	3.05 Indicator.05 (meaning)	Communicates relationships between ideas and information in a style appropriate to audience and purpose
		3.06 Indicator.06 (vocab)	Selects vocabulary, grammatical structures and conventions appropriate to the text
	4	4.05 Indicator.05 (meaning)	Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
		4.06 Indicator.06 (vocab)	Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text
	5 (high)	5.05 Indicator.05 (meaning)	Generates complex written texts, demonstrating control over a broad range of writing styles and purposes
		5.06 Indicator.06 (vocab)	Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning

CORE SKILL: READING

INDICATORS: .03 (meaning, purpose and audience) and .04 (text structure, vocabulary, word-identification strategies and grammar)

ASSESSMENT METHOD: Read a selection of texts

Provide a range of items – such as; page from a book, page from a magazine, article from a newspaper, handbook or manual, technical text (such as instructional manual). If you feel their level may be medium to high include more complex texts, if uncertain start from the simple text (including illustrations and large print to aid reading and visual cues).

Ask the person to read sections out aloud. Ask some questions about their comprehension and, in the case of unfamiliar text, how they worked out the meaning.

<p>LLN Assessor – introduce and explain the process</p> <p>A) Provide the person with a piece of text. Ask them to read it out aloud. Include/attach that text extract here</p>  <p>B) Provide the person with another piece of text. Ask them to read it out aloud. Include/attach that form here</p>  <p>Notice how fluent they are with their reading. Ask them to tell you if they are struggling. Ask them to explain how they determined the meaning of any unfamiliar words or concepts. (The way the person answers and explains should confirm the assessment result that you gave about their oral communication core skill). Make any notes about their performance here to help you when making the final assessment.</p>	LEVEL 1 (low)	1.03 Indicator.03 (meaning)	Identifies personally relevant information and ideas within highly familiar contexts
		1.04 Indicator.04 (structure)	Uses a limited range of decoding strategies to identify specific information in explicit and highly familiar texts
	2	2.03 Indicator.03 (meaning)	Identifies and interprets relevant information and ideas within familiar context
		2.04 Indicator.04 (structure)	Uses a number of reading strategies to identify and interpret relevant information within familiar text types
	3	3.03 Indicator.03 (meaning)	Evaluates and integrates facts and ideas to construct meaning from a range of text type
		3.04 Indicator.04 (structure)	Selects and applies a range of reading strategies as appropriate to purpose and text type
	4	4.03 Indicator.03 (meaning)	Interprets and critically analyses structurally complex texts containing some ambiguity
		4.04 Indicator.04 (structure)	Applies appropriate strategies to support understanding of a range of complex texts
	5 (high)	5.03 Indicator.03 (meaning)	Critically organises, evaluates and applies content from a range of structurally complex texts
		5.04 Indicator.04 (structure)	Draws on a repertoire of strategies to maintain understanding throughout complex texts

SUMMARY – CORE SKILLS RATINGS

Oral Communication: Writing: Reading:

Date: _____ LLN Assessor: _____

Participant/student: _____

Devised by Karen Squire-Ryan as a guide/starting point only – from here you can tailor the form for your own purposes and audience(s). ACSF Core Skills, Indicators and performance descriptors sourced from http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework_14/3/2014. For validated tools see the sites in your notes (such as Precision Consultancy).