

# AUSTRALIAN CORE SKILLS FRAMEWORK

5 Core Skills

5 Levels of Performance

3 Domains of Communication

## Australian Core Skills Framework

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I am pleased to provide this foreword for the revised Australian Core Skills Framework (ACSF). The framework is a tool that describes and measures language, literacy and numeracy skills in the numerous contexts in which individuals work, learn and communicate. The ACSF underpins the quality management of Australian Government language, literacy and numeracy programs and is a key component of the infrastructure which exists to support and improve adult learning.

The challenge that confronts Australia today is how we manage our future economic growth to ensure that we all benefit. The Government is committed to providing opportunities for all Australians so they can share in the success of the economy and participate in society. We recognise the need for Australians to be educated and skilled and that is why we have invested heavily in our workforce.

In the May 2011 Federal Budget, the Government provided an extra \$183 million over four years for foundation skills programs, including adult literacy initiatives as part of the Building Australia's Future Workforce package. This major investment brings the total Australian Government commitment in this area to more than \$760 million over four years.

We have also championed a national approach to improving literacy and numeracy in the early childhood and schools sectors. We will continue to work with the states and territories to implement the National Foundation Skills Strategy for Adults, which was endorsed by the Standing Council on Tertiary Education Skills and Employment on 25 November 2011.

It was always intended that the first version of the ACSF released in 2008 would be reviewed after a couple of years in operation. This revised ACSF has been extensively user-tested by practitioners familiar with the original document. For the first time the ACSF includes a Pre Level 1 Supplement and a set of descriptors for performance below level 1 in all five core skills. This revision of the ACSF is a timely enhancement and I would like to thank everyone who has contributed to its revision.

A handwritten signature in black ink, appearing to read 'Chris Evans', written in a cursive style.

Senator Chris Evans



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# Introduction

### What is the ACSF?

The Australian Core Skills Framework (ACSF) provides a rich, detailed picture of real life performance in the five core skills of:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy.

These skills are essential for individuals to participate effectively in our society. They are inextricably interwoven into all parts of our lives, being directly or indirectly linked to the physical, social and economic wellbeing of individuals, workplace productivity and safety, community interaction and capacity, and ultimately to Australia's economic and community wellbeing. The ACSF reflects contemporary use of English in Australia.

The ACSF has been developed to facilitate a consistent national approach to the identification and development of the core skills in diverse personal, community, work, and education and training contexts. It offers:

- shared concepts and language for identifying, describing and discussing core skills
- a systematic approach to benchmarking, monitoring and reporting on core skills performance.

Adult core skills development is lifelong because we are likely to require new or enhanced core skills each time we take on new roles and responsibilities or move into a new situation, or as a result of changes in the environment, including new technologies. Thus, any focus on improving core skills should not be confined to those with limited skills, but extend 'to all people trying to understand new forms of communication and information as they take on different roles in life and work' (Foster & Beddie 2005 p.1).

To capture this, the ACSF describes performance in each of the core skills at five levels of performance along a continuum. It also acknowledges that the level of performance is not static either within or across core skills, but is influenced by the interplay of a range of variables, including the context within which the skills are applied. The inclusion of Learning as a core skill also reflects the dynamics of the ACSF and the critical importance of adopting strategies that help us adapt to changing circumstances and new challenges throughout our lives.

### How can the ACSF be used?

#### Benchmarking an individual's core skills performance

The ACSF can be used to identify and describe an individual's performance in any of the core skills at a point in time. The Framework's specificity makes it possible to identify a person's areas of strength and need with some precision, so that training can be targeted to areas of need and an individual's progress monitored over time. The ACSF can also be used to develop core skills profiles of learner cohorts.

#### Mapping core skills requirements in education and training

The ACSF can be used to map the core skills requirements of any education and training course or unit in order to clarify and articulate core skills expectations, priorities and gaps. This facilitates the identification of similarities and differences between core skills requirements and expectations of performance within and across courses, disciplines and sectors.

A broad range of adult English language, literacy and numeracy (LLN) curricula have been mapped to the ACSF and it is also being used to identify, clarify and describe core skills requirements in national Training Package qualifications.

#### Tailoring approaches to teaching and learning

Following mapping of course requirements and materials, and identification of learner strengths and weaknesses, the ACSF can be used to:

- tailor curriculum, materials and methodologies to learner needs
- design and rate core skills assessment instruments
- evaluate the potential usefulness of assessment tasks by identifying the ACSF levels and Performance Features being assessed
- develop self evaluation tools which increase learner engagement and ownership
- assist teachers/trainers to provide specific feedback on performance.



## Background to the ACSF

### Describing core skills relevant to the workplace and employment

The ACSF enables LLN practitioners to identify and discuss core skills issues with others in the workplace. This information helps human resources managers and workplace trainers, for example, when designing communication strategies and developing training for employees at any level of an organisation. It can also be used by specialist LLN practitioners to identify the core skill requirements of a job in order to provide appropriate support and training for someone moving into a new position.

The ACSF provides a framework that enables consistent descriptions of the five core skills in training programs tailored to workplace performance. Training Package developers can use the ACSF to ensure that the core skills associated with competency standards are articulated clearly and adequately addressed as part of unit design and descriptions. This in turn makes it easier for teachers/trainers to address core skills development as an integral part of training.

### Informing decisions regarding funding and referrals

Where government funding is provided for core skills training, LLN practitioners may use the ACSF levels of performance to support applications to government agencies, report on learner progress and evaluate program effectiveness. The use of the ACSF for these purposes facilitates national equity and accountability, and provides valid statistical feedback on the impact of government-funded programs that focus on core skills development.

The ACSF has been broadly based on the National Reporting System (NRS), a mechanism for reporting outcomes of adult English LLN provision (Coates et al, 1995). However, while the NRS was primarily designed as a reporting tool, the ACSF has been designed as a generic framework with applications in a wider range of contexts.

A draft version of the ACSF was published in December 2008 and trialled with many different learners in diverse contexts, including community and workplace based training, senior secondary, vocational education and training, and higher education. Both the draft and final versions of the ACSF have been informed by:

- a broad range of theoretical understandings
- an analysis of current accredited curriculum documents and relevant frameworks, including the Scottish Qualifications Authority Guide to assessing workplace core skills (SQA 2000); the Australian and New Zealand Information Literacy Framework: principles, standards and practice (Bundy ed. 2004); An Adult Literacy and Numeracy Curriculum Framework (Communities Scotland 2005); the Australian Qualifications Framework (Australian Qualifications Framework Advisory Board to MCEETYA 2007); the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (Council of Europe 2001); the New Zealand Learning Progressions for Adult Literacy (Tertiary Education Commission 2008); and the Australian National Curriculum (Australian Curriculum, Assessment and Reporting Authority 2011)
- ongoing input and advice from key stakeholders, including experienced adult LLN practitioners from across Australia
- the knowledge and experience of the project team, who have drawn on their national and international experience in the fields of assessment, verification, curriculum and professional development.

### Theoretical underpinnings

In keeping with contemporary theory and practice and in order to provide the richest possible picture of performance, the ACSF is structured to reflect, as closely as possible, real life performance of the core skills across three domains – personal and community, workplace and employment, and education and training.

Key theoretical underpinnings and approaches behind the ACSF include:

- a socio-linguistic and socio-constructivist view of core skills as complex social practices embedded in context, and influenced by purpose, audience and contextualised expectations and conventions (see Ivanic et al 2006, Lonsdale & McCurry 2004, McKenna & Fitzpatrick 2005, Skillen et al 1998, Tout & Johnston 1995)
- theories of adult learning, including a recognition that core skills are best learned within a context that the adult learner perceives to be relevant and important (see Brookfield 1995, Burns 1995, Casey et al 2006, Knowles 1980, Mackeracher 1996, Rogers 1996)
- a view of learning, reading, writing, speaking, listening and numeracy as interactive, constructive processes of meaning-making in which individuals can be seen to assume four roles – code breaker, text participant, text user and text analyst (see Luke & Freebody 1990, Johnston 1994)
- the components of task and text complexity and the variables that interact to determine the level of difficulty of information-processing tasks, including for mathematical tasks (see Kirsch & Mosenthal 1990, Kirsch 2001, Gal et al 2009)
- a progression style approach to core skills development as a person expands their understanding of, and control over, the processes involved, including an increasing awareness of an author or speaker's purpose and intended audiences, and of an individual's own purposes (see OECD 2002)
- a view that texts serve particular functions in a social context and that different texts have predictable language structures depending on their function
- a recognition of the key role played by digital technology in the creation of many kinds of texts, and in facilitating access to, and navigation of, texts
- a view that investment in human capital, economic and workforce outcomes through education and training opportunities directly support, and impact positively on, social capital outcomes for individuals and various target groups participating in core skills training and courses across Australia (see Barton 2002, Coulombe et al 2004, Hartley & Horne 2006).

### Guiding Principles

The design of the ACSF was informed by the following:

- the core skills can be seen as discrete skills; however, their interrelationships are also critical
- the core skills are contextualised; each context in which individuals operate has its own core skills requirements, expectations and rules which need to be learned
- an individual's performance at any time will be influenced by the interplay of a number of variables described under *Four performance variables*.

## Key Features of the ACSF

The ACSF describes each of the five core skills across three interactive dimensions:

- **Five levels of performance** ranging from 1 (low level performance) to 5 (high level performance)
- **Four performance variables** that may influence a person's performance at any time:
  - support
  - context
  - text complexity
  - task complexity.
- **Three Domains of Communication**, broad contexts within which the core skill may be used:
  - personal and community
  - workplace and employment
  - education and training.

The following pages provide more detail on the structure and key components of the ACSF.

### Five levels of performance

Each level in each core skill is described in detail to enable consistent decisions to be made about an individual's performance at any point in time. The five levels of performance represent milestones along a continuum of performance.

The levels of performance are described using:

- Indicators
- Focus Areas
- Performance Features
- Sample Activities.

In determining performance, the relevant Indicators are interpreted using the Focus Areas and Performance Features, in conjunction with the performance variables.

### Four Performance Variables

A key feature of the ACSF is the recognition of four factors that may influence an individual's performance at any point in time across any of the core skills.

#### The nature and degree of support available

When we learn something new, we usually benefit from some type of support. Support can take many forms and come from diverse sources, e.g. through a demonstration, advice from an expert, teacher/trainer or colleague, a technical manual or a help desk. As an individual develops the skills and confidence associated with being an independent learner, the nature and degree of the support required is likely to change. Those operating at the lower levels of the ACSF are likely to need a higher level of support throughout the learning process. However, an individual operating at a higher ACSF level may also need support when learning something new and challenging. The nature and duration of that assistance may be very different, reflecting the fact that higher level learners have the capacity to initiate and manage their own support processes.

When used for assessment purposes, the ACSF assumes that an individual at any level will be able to demonstrate performance within the support levels described and where the context, text complexity and task complexity are appropriate for the level. If further support is still required, this should be taken into account when benchmarking performance at that time.

An individual's level in the ACSF is described as 'exit level'; that is, a person is able to demonstrate what is required at that level. If a person is not able to demonstrate what is required at that level, they are rated as being at the lower level.

#### Familiarity with context

Drawing on the work of Halliday and Hasan (1976), the ACSF acknowledges that the prior knowledge or experience a person brings to a situation, including familiarity with text, task and topic, can make a significant difference to performance. This is reflected across the five ACSF levels of performance as an individual applies knowledge and skills with increasing confidence and competence within familiar contexts, and learns how to transfer and adapt existing skills to new contexts.

### Complexity of text and complexity of task

In the ACSF, the term 'text' is used broadly to include written, diagrammatic, visual and oral texts and real life objects and materials, recognising that we now encounter, use and interpret multimodal texts in work, study and everyday life.<sup>1</sup>

The components of task and text complexity are derived from the work of Kirsch and Mosenthal (1990) and Kirsch (2001), who argue that a number of variables interact to determine the level of difficulty of information-processing tasks. In their construct, task difficulty increases as:

- the length and complexity of the text increases
- the type of process required to respond to a question about a text increases in complexity, e.g. straight location of information compared with integration of several pieces of information
- the kind of information required to respond to a question about a text increases in complexity, e.g. concrete compared with abstract
- the lack of correspondence between the information in the text and in a question about that text increases
- the degree of inference the reader is required to make increases.

The performance variables of support, context, text and task complexity in the ACSF are illustrated in Table 1.

Given the impact of these variables on performance, they must be taken into account when evaluating the appropriate level of an assessment task, or in determining an individual's level of performance. As a reminder of this, the appropriate descriptors are also incorporated into each level of each core skill in the main body of the ACSF.

<sup>1</sup> The ACSF does not include performances features for decoding purely visual texts or languages such as film.

ACSF Performance Variables Grid					
		SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
FIVE LEVELS OF PERFORMANCE	1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
	2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
	3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

Table 1: ACSF Performance Variables Grid

### Three Domains of Communication

Drawing on the concept of 'lifeworlds' – the three realms of existence described by the New London Group (1996, p.71) as 'our working lives, our public lives and our private lives' – the ACSF considers three broad Domains of Communication when describing performance across the breadth of contexts with each core skill. As these are not entirely separable, they may be better understood as orientations rather than as clearly distinct and exclusive categories.

**Personal and community** is related to expressing personal identity and achieving personal goals, and understanding and interacting within the wider community. It includes:

- the different ways personal history, knowledge, attributes, goals and opinions are drawn on and expressed for particular purposes
- learning about and interacting with public institutions and those in the local community
- engaging with issues of public interest
- applying mathematics for individual needs such as personal finances, for personal measurement, for interpreting public statistical data and information or for public or community requirement.

**Workplace and employment** refers to activities that an individual may be involved in as a member of an organisation or that may be conducted by someone working alone. The context includes activities and tasks:

- relating to preparing for and seeking employment
- within an existing workplace, including organisational and management tasks
- relating to entering a new work environment or taking on a new role.

**Education and Training** refers to any form of structured learning. This may involve:

- learning towards a formal qualification at any level of the Australian Qualifications Framework (AQF) within any sector (senior secondary, vocational, higher education)
- learning within an LLN program such as the Language, Literacy and Numeracy Program (LLNP) and the Workplace English Language and Literacy (WELL) Program
- learning within a community based program
- formal or informal on-the-job learning and training.

### Domains of Communication and text types

In any Domain of Communication, various text types play a key role with the main forms being narrative, procedural, persuasive, informative, creative, technical, regulatory and descriptive. Each is characterised by particular structures, conventions and patterns.

Text types may be continuous or non-continuous:

- continuous texts are defined as those in which sentences are organised into paragraphs, pages, sections and chapters
- in non-continuous texts, information is organised in graphic or diagrammatic forms such as lists, tables, graphs, maps or forms (Kirsch 2001, p.13).

It is a feature of the contextualised nature of core skills that some text types are considered more appropriate than others in particular contexts, that the same text type may be used for different purposes in different fields and that features such as structure, layout and register may vary depending on purpose, audience and convention.

Table 2 provides examples of some text types likely to be found in each Domain of Communication.

TEXT TYPE	PERSONAL AND COMMUNITY	WORKPLACE AND EMPLOYMENT	EDUCATION AND TRAINING
Procedural	Recipe	Standard operating procedures	Instructions for completing assessment task
Persuasive	Email to local council complaining about cat registration bylaws	Report for CEO presenting argument and recommendations for a particular piece of new equipment	Oral presentation on an issue in area of study/expertise
Informative	Club newsletter	Report on different approaches to risk management used in the industry	Research paper on main developments in OHS in the last 20 years
Creative	Poem	Design project	Advertising copy or short story
Technical	Explanation of parts of a camera	Instruction manual for a new piece of equipment	Report on advantages of a new computer system in a library
Regulatory	Council planning permission form	Industry standards list	Course completion requirements
Descriptive	Recount of trip to botanic gardens	Memo outlining new office furniture	Essay comparing two paintings

Table 2: Text Types

## Describing performance

The levels of performance are described using:

- Indicators, which are statements that provide an overview of exit performance at each level
- Focus Areas, which are the strands within each Indicator against which Performance Features are organised
- Performance Features, which are detailed descriptors of what an individual is able to do at each level
- Sample Activities, which are specific examples of what a person may be able to do at a particular level of performance within each of the Domains of Communication.

### Indicators

Indicators are statements that briefly describe performance at each level of the five core skills. There are 11 Indicators; two each for Learning, Reading, Writing and Oral Communication and three for Numeracy (see Table 3).

Learning, Reading and Writing:

- the first Indicator describes a person’s performance in terms of goals/purposes, meaning-making and overall management of the process
- the second Indicator focuses on practical strategies to assist with achieving the desired outcomes.

Oral Communication:

- the first Indicator focuses on speaking
- the second Indicator focuses on listening.

Numeracy:

- the first Indicator focuses on identifying (through reading, observing or listening) what mathematics is required
- the second Indicator focuses on mathematical procedures and processes
- the third Indicator focuses on representing and communicating the mathematics.

In all cases, it is important to recognise the critical interplay between the Indicators.

The Indicators are numbered according to the core skill, using a decimal system in which the whole number refers to the level and the decimal component to the core skill. For example, someone who has demonstrated level 1 in Learning will have achieved both 1.01 and 1.02. Someone exiting at Learning level 4 will have achieved both 4.01 and 4.02.

ACSF PERFORMANCE INDICATORS		
Core Skill	Indicator Number	Description
Learning	.01	Active awareness of self as a learner, planning and management of learning
	.02	Acquisition and application of practical strategies that facilitate learning
Reading	.03	Audience, purpose and meaning-making
	.04	Reading strategies
Writing	.05	Audience, purpose and meaning-making
	.06	The mechanics of writing
Oral Communication	.07	Speaking
	.08	Listening
Numeracy	.09	Identifying mathematical information and meaning in activities and texts
	.10	Using and applying mathematical knowledge and problem solving processes
	.11	Communicating and representing mathematics

Table 3: ACSF Performance Indicators



### Focus Areas and Performance Features

In each core skill, the Performance Features provide detailed descriptions of what a person who is competent at this level is able to do. They act as a guide to ensure consistent and reliable interpretation of the Indicators at each level.

Performance Features are grouped against more general Focus Areas, which in turn are grouped beneath an Indicator. There are a number of Performance Features that are relevant to both Indicators, but for practical purposes the Focus Areas and associated Performance Features have been aligned with the Indicator to which they make the most contribution.

The ACSF is organised in a grid formation at each level to make it possible to consider specific aspects of performance for teaching, learning and assessment purposes. For convenience of reference, the progressions across the five levels are also captured in grids for each core skill in Appendix 1, Performance Features Grids. These grids provide a means of focusing on the development of specific elements of skills across the levels in order to identify an individual's strengths and areas of need and to inform decisions about curriculum development and planning.

There is no suggestion that the Focus Areas and Performance Features should be treated as separate entities operating independently of each other. They have been presented separately in order to facilitate the understanding of teaching, learning and assessment processes, and it is important to keep in mind that overall performance is holistic. In real life, an individual will be combining a number of individual skills holistically to produce an outcome.

### Sample Activities

Research on adult learning suggests that adults learn most effectively when they learn skills that are personally relevant and authentic. Sample Activities have been chosen to provide examples of tasks and text types from a range of contexts that reflect the real life experiences of adults. Samples are included for each level and are organised against each of the three Domains of Communication to illustrate how the core skill varies according to purpose, audience and context.

As the Sample Activities provided are only a small selection of those possible, they would not be expected to be relevant to all learners or all contexts. The Sample Activities are not, in themselves, assessment tasks. Rather, they provide ideas to guide the development of assessment tasks that are appropriate to the context and to the level.

## Overview of the ACSF

Diagram 1 illustrates the structure and components of each of the five core skills in the ACSF.

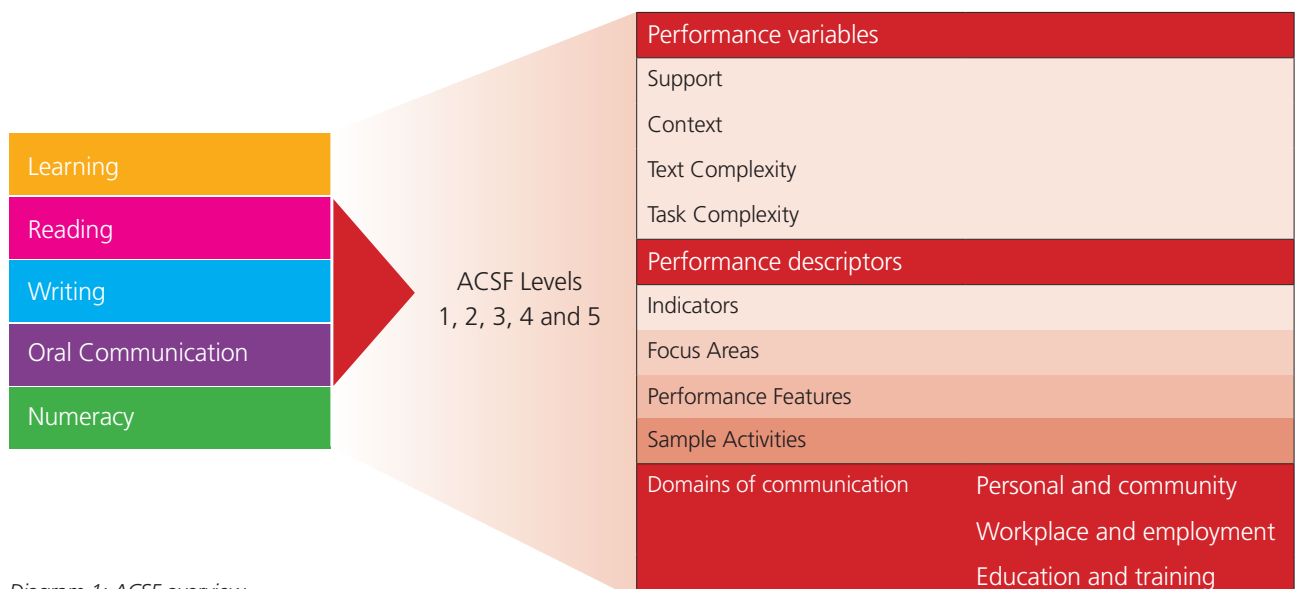


Diagram 1: ACSF overview

### The ACSF in Action

This section discusses assessment processes when using the ACSF to identify and describe an individual's performance in any of the core skills, and then illustrates the use of the ACSF and the concept of spiky profiles through a range of scenarios.

#### Assessment

An individual's level of performance in any core skill is determined by whether they can demonstrate performance in each of the Indicators at that level. Performance in an Indicator is determined using the Performance Features. In a single assessment task it is highly unlikely that all or most of the Performance Features can be covered or demonstrated. Consistent with good practice, performance of an Indicator should be determined over time and across a number of different assessment tasks.

When using the ACSF to determine performance levels, specialist LLN practitioners will need to use their professional judgement, taking context and purpose into account and recognising that certain Performance Features will be more important than others in specific contexts. For example, a person who is a capable writer but is weak in spelling would be assessed at the appropriate level for the majority of Performance Features demonstrated, as long as they had also developed a range of strategies to manage spelling in those contexts where it figured as an important part of the communication process.

While Performance Features are represented as developing progressively, in reality an individual's performance may fluctuate depending on a range of factors. For example, a person may make more grammatical or punctuation mistakes when tackling a new text type in an unfamiliar context than when producing a routine text on a familiar topic. Thus, the Performance Variables Grid and Domains of Communication need to be taken into account as an integral part of using the ACSF.

As learners progress from lower to higher levels of the ACSF, they will develop increasing breadth and depth of competence within and across the Domains of Communication. They will demonstrate performance in a broader range of text types, contexts and/or mathematical content knowledge and their level of specialist knowledge

of the LLN of a particular area will increase. In general LLN courses, such as the LLNP and community based programs, a learner should be able to demonstrate performance in relevant core skills across at least two Domains of Communication. In a specific industry or workplace situation, the context may remain within the workplace and employment Domain of Communication, but a broader range of text types or mathematical knowledge would be expected.

When using the ACSF for assessment, an assessor should also be confident that there is sufficient evidence to support the assessment decision. This is particularly important for summative assessment where performance should be demonstrated on a number of occasions in a range of text types and/or contexts.

In an initial assessment it is often not possible to generate this range, so decisions will be made on less evidence and may need to be confirmed in the early weeks of training.

#### Spiky profiles

The ACSF recognises that an individual may be operating across different levels within a core skill, demonstrating some Performance Features across two or more levels, or performing more strongly in one Domain of Communication than in another. It is also likely that an individual will not perform at the same ACSF level across all five core skills. This can be captured visually in what is called a 'spiky profile' (Bateson 2001).

Using the ACSF, an individual's performance across the five core skills can be benchmarked and a spiky profile constructed. This provides valuable information about an individual's areas of strength and specifically identifies any areas where further training could be beneficial.

### Scenario 1: Helping meet the core skill requirements of a new job

Stav has been offered the opportunity to undertake training to prepare for a supervisory position. She has enrolled in Certificate IV in Frontline Management. An LLN specialist used the ACSF to compare the core skills required for this Certificate with Stav's current skills.

In the assessment, the teacher/trainer chose texts and tasks from Stav's workplace context. However, when she introduced some unfamiliar texts and tasks relevant to the Frontline Management training, which involved using formal language for report writing and scanning more academic texts, it was clear that Stav was not confident and requested additional support. This was particularly marked in the Writing assessment.

The spiky profile shows that Stav would benefit from developing her Reading, Writing and Oral Communication skills, and the LLN specialist will work with the workplace trainer to integrate targeted core skill development with the Certificate IV training.

●●● Current level of competence

■ ACSF level required

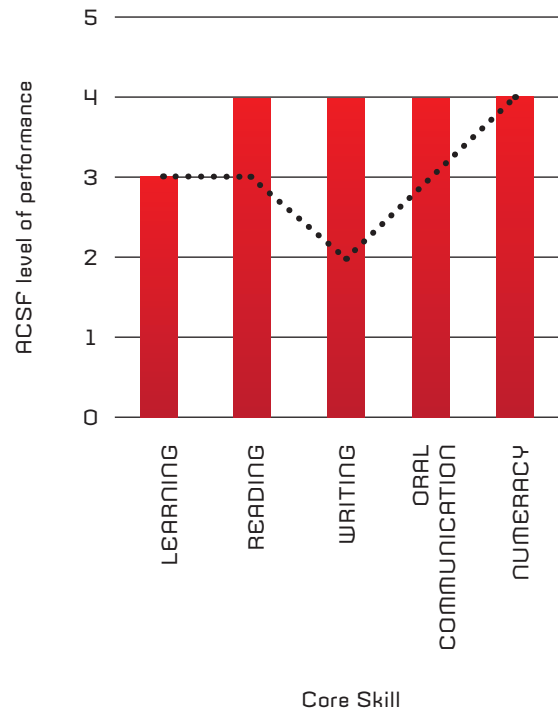


Figure 1: Stav: Core skills profile

## Scenario 2: Pinpointing strengths and learning needs

Amil has decided to enrol in Certificate III in Electrotechnology – Electrician, from the UEE07 Electrotechnology Training Package. He attends a pre assessment interview at the local TAFE institute and an LLN specialist assesses his skills as shown in Figures 2 and 3. Amil’s overall spiky profile shows that his ACSF levels of performance vary across the five core skills. The assessor knows that the numeracy requirements of the Certificate III in Electrotechnology – Electrician are high, with a number of units at level 5 of the ACSF.

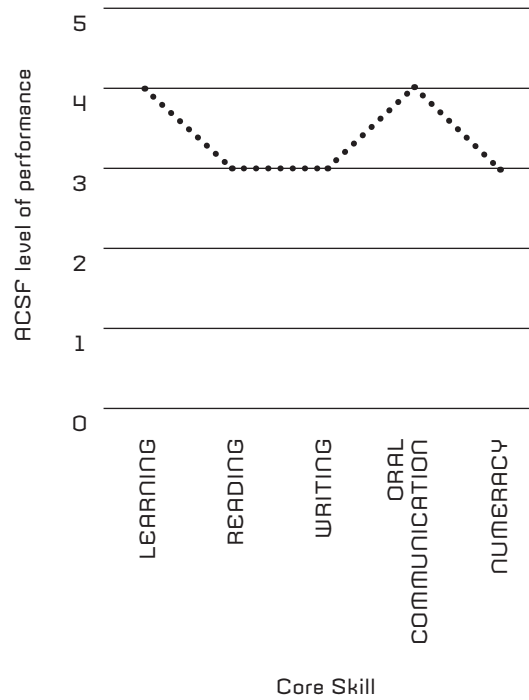


Figure 2: Amil: Core skills profile

Although his overall Numeracy level is assessed at ACSF level 3, further analysis of Amil's Numeracy skills against the three Numeracy Indicators identifies that he would benefit from some pre training and support in Numeracy and mathematics, in particular related to Indicators .09 and .11. This would help him to better identify the mathematics required within a task, and improve his skills in representing mathematical outcomes and communicating them to others.

●●● Assessed ACSF Level of Performance

■ Required ACSF Level of Performance

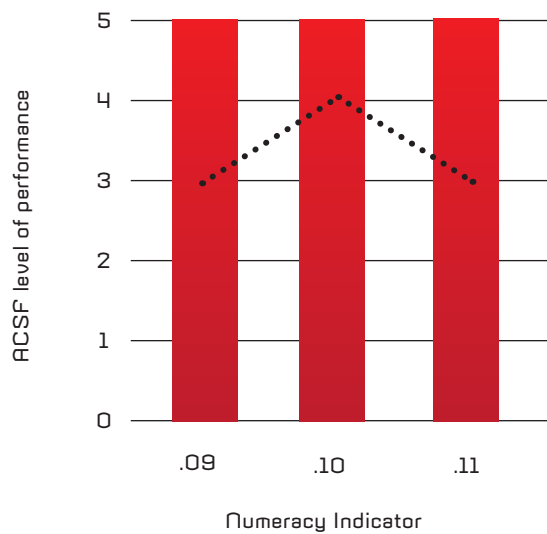


Figure 3: Amil: Numeracy skills profile

### Scenario 3: Helping a person meet the core skills requirements of a training program

Dylan is 17 and is currently doing year 12 VCAL (Victorian Certificate in Applied Learning). He likes outdoor work and thinks he would like to do some sort of gardening or landscape work. As part of his year 12 he is doing the two core units from Certificate II in Horticulture. These are AHCOHS201A Participate in OHS process and AHCWRK209A Participate in environmentally sustainable work practices.

Dylan's teacher assessed Dylan's LLN skills against the ACSF. In the assessment she used some material that Dylan was familiar with (e.g. correctly sequenced instructions for uploading photos on a social networking site). She also included some reading texts from the vocational education and training (VET) units that Dylan will study. Some of these (e.g. an example of some standard operating procedures) provided challenges to Dylan, as he had not worked with them before. The context of the assessment material included both familiar and unfamiliar texts at ACSF level 3. Dylan was also asked to sequence a set of dot points from some VET legislation.

He struggled with the complexity of this task. Overall Dylan coped well with reading texts and tasks with which he was familiar in his personal life. However when the Domain of Communication changed to the workplace and employment arena, he struggled due to his lack of prior knowledge and experience.

The assessment also included a discussion about a letter to the editor, focusing on graffiti. Dylan clearly disagreed with the writer and found it difficult to acknowledge the writer's point of view.

The teacher also mapped the LLN requirements of the two horticultural units to the ACSF (see Table 4). In Oral Communication, there was a mixture of level 3 and level 4 requirements which alerted the teacher to the fact that Dylan would be unlikely to be able to work independently. Based on the assessment and the ACSF mapping, Dylan's teacher identified that he will require additional support in the core skills of Learning and Numeracy as well as in some areas of Reading and Oral Communication if he is to successfully meet the requirements for both VET units. This is illustrated in Table 4.

Dylan's core skill levels		AHCOHS201A Participate in OHS process	AHCWRK209A Participate in environmentally sustainable work practices
<b>Learning</b>	2	3	3
<b>Reading</b>	3 spiky, i.e. not familiar with standard operating procedures, legislation	3	3
<b>Writing</b>	2	2 but could be 3 depending on enterprise requirements	2
<b>Oral Communication</b>	3 spiky, i.e. could benefit from skills in effective teamwork, listening and responding to the views of others	3 with some 4, e.g. contributes to participative arrangements in the workplace	3 with some 4, e.g. support teamwork and participation in a sustainable organisation
<b>Numeracy</b>	1	2	2

Table 4: Dylan's ACSF ratings

### The ACSF and the AQF

The Australian Qualifications Framework (AQF) is a single, 10 level, coherent framework for qualifications in the school, VET and higher education sectors in Australia. The levels of the AQF do not match up directly with the performance levels of the ACSF. This is because of the way that units of competency and qualifications have been written. Effective performance in different industries requires different core skills and core skill requirements will also vary in different contexts.

As the core skill requirements of AQF qualifications reflect the requirements of the occupational and academic contexts to which they relate, it follows that two qualifications at the same AQF level can have different core skill requirements. For example, qualifications in building and plumbing overall have higher Numeracy requirements than qualifications at the same AQF level in the areas of floristry or entertainment.

Other specific examples include:

- the Numeracy level required to complete several units from the Certificate III in Electrotechnology – Electrician equates to ACSF level 5; however, the requirements in the other core skills are lower
- the Reading knowledge required to complete several units in a Certificate IV in Business – Frontline Management equates to ACSF level 3
- the Oral Communication skills required to complete units in a Certificate III in Aged Care equate to ACSF level 3.

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# Learning

## Learning

The rapid rate of change affecting all aspects of contemporary life has implications for participation in community, social, training and work spheres. Crucial to adapting to rapidly evolving environments is an individual's orientation towards learning, and the range of strategies they can draw on to assist their learning.

A set of key principles underpins the Learning core skill.

- Learning is a purposeful, goal-directed activity, undertaken to achieve objectives that are valued by the learner.
- Learning is an active process of gaining understanding and developing skills. Learners draw on their prior knowledge and experience as they shape meaning.
- Learning is socially constructed, occurring within, and strongly influenced by, context and culture.
- An individual's knowledge and skills are contextualised and do not necessarily transfer neatly from one situation to another without adaptation. Effective transfer requires practice, time and appropriate support.
- Learning does not necessarily occur in a logical, incrementally increasing fashion. Each time individuals take on a new challenge, they are likely to need time, support and resources before their performance improves.

- Learning has cognitive, emotional and social dimensions. Although all individuals learn, not everything that is learned about learning is necessarily positive. Some adults have developed negative perceptions of themselves as learners. This can act as a barrier to further learning, particularly in formal contexts.

### Learning Indicators

An adult's learning performance is described against two Performance Indicators.

- The first Learning Indicator addresses the awareness of self as a learner, planning and management of learning.
- The second Learning Indicator addresses the acquisition and application of practical strategies that facilitate learning.

Specific Indicator statements describe exit performance at each level.

### LEARNING INDICATORS BY LEVEL

Level	Indicator	
1	1.01	Demonstrates some awareness of self as a learner
	1.02	Takes first steps towards developing explicit learning strategies
2	2.01	Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process
	2.02	Applies a limited range of learning strategies in structured and familiar contexts
3	3.01	Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges
	3.02	Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts
4	4.01	Accepts new learning challenges, explicitly designing, reflecting on and redesigning approaches to learning as an integral part of the process
	4.02	Adapts a range of familiar strategies to new contexts and experiments with new approaches
5	5.01	Self directs learning, actively designing and managing learning processes appropriate to the context
	5.02	Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning

## Learning Focus Areas

Detailed descriptors called Performance Features are organised against a set of Focus Areas common across all levels.

INDICATOR .01	INDICATOR .02
<b>Awareness of self as a learner, planning and management of learning</b>	<b>The acquisition and application of practical strategies that facilitate learning</b>
<ul style="list-style-type: none"> <li>– Learner identity</li> <li>– Goals and pathways</li> <li>– Planning and organising</li> </ul>	<ul style="list-style-type: none"> <li>– Locating, evaluating and organising information</li> <li>– Using prior knowledge and scaffolding</li> <li>– Learning with and from others</li> </ul>

The Focus Areas reflect a number of critical factors that influence development of an individual's expertise as a learner. These include:

- how individuals see themselves as learners, including their self esteem and awareness of strengths, weaknesses and learning style preferences (Knowles 1984, Argyris 1993, Lawrence 2000, Knightly & Whiteman 2006)
- the degree of motivation and engagement in learning and the stage of the learner on the 'novice to expert' continuum, in a particular context (Dreyfus & Dreyfus 1985, Benner 1984, Daley 1999, Schuller et al 2005)
- the extent to which a learner is consciously aware of, and able to take control of, the learning process (Livingstone 1977, Sternberg 1986, Swatz & Perkins 1989, Perkins 1995)
- how well a learner can actively reflect on performance and feedback and learn from this (Schon 1983, Butler 1996, Ferry & Ross-Gordon 1998, Daley 1999)
- how effectively a learner is able to transfer and adapt prior knowledge, skills and understandings to new situations (Misko 1995, Perkins 1995)
- learning dispositions or habits of mind such as transferring prior knowledge and skills, persistence and taking responsible risks (Costa & Kallick 2001)
- knowledge and application of practical strategies to facilitate learning, including thinking techniques (Schwatz & Perkins 1989, Garner 1990, Argyris 1993, Gordon 1996, de Bono 1982, Dick 1997)
- the ways in which an individual learns with, and from, other people (Vygotsky 1977, Lave 1988, Perkins 1995), including interaction with a mentor or coach (Greene & Grant 2003) and through membership of workgroups and formal teams (Katzenback & Smith 1993).

## How the Learning core skill is structured

The Learning core skill is organised into five performance levels, from 1 to 5.

Each level contains the following elements:

- four performance variables to be taken into account in determining the performance level
- two Performance Indicators providing an overview of exit performance at each level
- a set of Focus Areas for each Indicator against which Performance Features are organised
- a set of Performance Features providing detailed descriptions of what an individual is able to do at each level
- a set of Sample Activities providing examples of tasks and text types from a range of contexts, grouped according to the Domains of Communication.

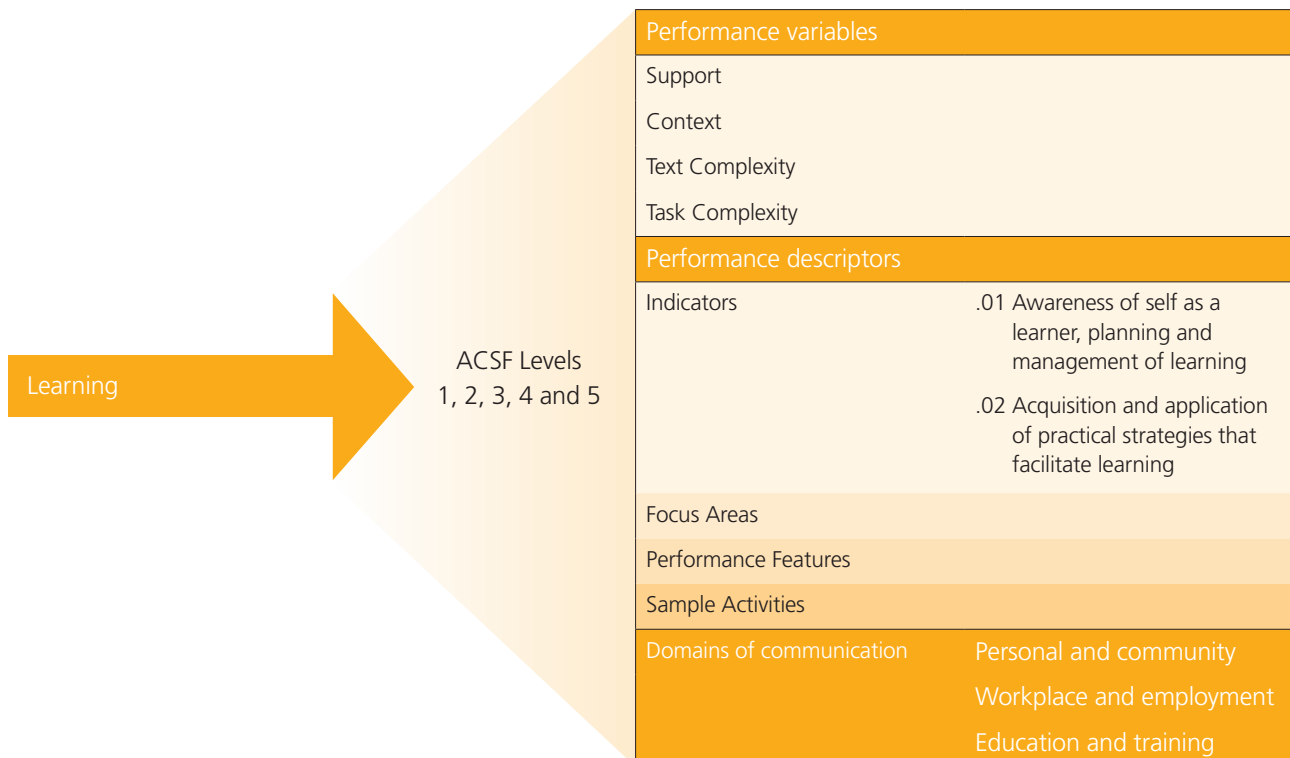


Diagram 2: Learning overview



**LEARNING LEVEL 1**

1.01	<b>Demonstrates some awareness of self as a learner</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Learner identity</b>	<ul style="list-style-type: none"> <li>– Identifies some past experiences of successful learning and some areas of need</li> <li>– Identifies some preferred approaches to learning, e.g. alone, with a group or on a computer</li> <li>– Engages in learning activities where scaffolding reduces the need for risk taking</li> <li>– Follows instructions provided by a supervisor, teacher/trainer or mentor</li> </ul>		
<b>Goals and pathways</b>	<ul style="list-style-type: none"> <li>– Identifies a personal/career goal involving a need to develop new understandings, skills and knowledge</li> <li>– Identifies one or two short term learning objectives with assistance</li> <li>– Identifies some potential barriers to learning, e.g. child care issues</li> <li>– Develops a simple short term learning plan with assistance</li> </ul>		
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>– Attempts new concrete tasks/activities of one or two steps with a highly explicit purpose</li> <li>– Identifies the first step of a new task with familiar features</li> <li>– Identifies a limited range of support resources, e.g. supervisor, shop assistant or DVD</li> <li>– Identifies some appropriate tools from the immediate environment (e.g. simple measuring instruments or a dictionary) and uses them for a limited range of applications</li> </ul>		

**LEARNING LEVEL 1**

1.02	<b>Takes first steps towards developing explicit learning strategies</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works alongside expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Locating, evaluating and organising information</b>	<ul style="list-style-type: none"> <li>– Identifies the general area/topic on which information is required</li> <li>– Begins to use information seeking strategies with assistance, e.g. enters a key word in a search engine</li> <li>– Uses simple strategies to organise and help remember information, e.g. builds a word bank</li> </ul>		
<b>Using prior knowledge and scaffolding</b>	<ul style="list-style-type: none"> <li>– With prompting, identifies some prior knowledge or skill that may be useful in the current learning context</li> <li>– Follows simple, structured processes provided by others through modelling or step by step instructions</li> <li>– Uses simple processes to make links between pieces of information, e.g. matching, grouping or simple sequencing</li> <li>– Practises skills in familiar contexts, e.g. uses English with a neighbour or observes a workmate</li> </ul>		
<b>Learning with and from others</b>	<ul style="list-style-type: none"> <li>– Follows basic social rules for interacting with others, e.g. takes turn in speaking, listens to others or shares resources with a partner</li> <li>– Takes some steps to identify appropriate support, e.g. seeks assistance from a trusted person</li> </ul>		

DOMAINS OF COMMUNICATION	LEARNING LEVEL 1 - SAMPLE ACTIVITIES
<b>Personal and community</b>	<ul style="list-style-type: none"> <li>- Asks a friend for assistance</li> <li>- Recounts a personal experience that is connected to new information or ideas being presented</li> <li>- Joins a library or community group</li> <li>- Locates the TV guide in a newspaper by using the index</li> <li>- Logs on and off a computer website</li> <li>- Locates a given website with assistance</li> <li>- Begins to use email with support</li> </ul>
<b>Workplace and employment</b>	<ul style="list-style-type: none"> <li>- Attends work as required and informs the supervisor if they are unable to attend</li> <li>- Attends work ready with appropriate clothing, tools and other resources as required</li> <li>- Identifies and approaches a more experienced worker for assistance</li> <li>- Keeps a list of words frequently used in the workplace</li> <li>- Begins to locate information by using an index, contents page or menu</li> <li>- Logs on and off a computer website</li> <li>- Uses a diary or planner to record key dates</li> <li>- Begins to use email with support</li> <li>- Remembers and uses access codes</li> </ul>
<b>Education and training</b>	<ul style="list-style-type: none"> <li>- Asks a teacher/trainer or peer for assistance</li> <li>- Expresses a desire to improve skills, e.g. numeracy or reading skills</li> <li>- Establishes a suitable place for independent study</li> <li>- Attends class/training sessions regularly and informs others if they are not able to attend</li> <li>- Takes required materials to training/class</li> <li>- Reviews word list/definitions/spelling</li> <li>- Saves notes in a labelled folder</li> <li>- Keeps a list of frequently used words</li> <li>- Uses a diary or a planner to record training commitments, term dates and holidays</li> <li>- Identifies other learning supports, e.g. a computer in a public library or a bilingual dictionary</li> </ul>



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**LEARNING LEVEL 2**

2.01	<b>Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Learner identity</b>	<ul style="list-style-type: none"> <li>– Identifies some strengths and weaknesses as a learner</li> <li>– Identifies preferred learning modes/styles, e.g. hands-on, observing or copying</li> <li>– Takes responsibility for some aspects of learning in familiar contexts</li> <li>– Takes limited risks within a supportive environment</li> <li>– Demonstrates some persistence in own approach to learning</li> </ul>		
<b>Goals and pathways</b>	<ul style="list-style-type: none"> <li>– Identifies and clarifies a goal and associated learning needs</li> <li>– Selects from some relevant learning pathways</li> <li>– Develops a simple plan to achieve goals with short term objectives</li> <li>– Identifies potential barriers to learning and suggests some possible solutions</li> </ul>		
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>– Attempts new tasks/activities with an explicit purpose containing a limited number of steps</li> <li>– Identifies the main steps required to complete a familiar task</li> <li>– Identifies and accesses a small range of support resources</li> <li>– Uses some ICT based tools with assistance, e.g. a DVD guide or online self assessment</li> </ul>		

**LEARNING LEVEL 2**

2.02	<b>Applies a limited range of learning strategies in structured and familiar contexts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Locating, evaluating and organising information</b>	<ul style="list-style-type: none"> <li>– Begins to pose simple questions to help focus information search</li> <li>– Uses simple web search queries to locate information on the internet</li> <li>– Recognises that some texts are more appropriate for a purpose than others</li> <li>– Uses a small range of strategies to assess the potential of a text, e.g. scans the cover, title or illustrations</li> <li>– Begins to evaluate relevance of information on familiar subjects</li> <li>– Uses simple organising methods to manage reference material, e.g. labels a file box or a Word folder</li> </ul>		
<b>Using prior knowledge and scaffolding</b>	<ul style="list-style-type: none"> <li>– Applies some prior knowledge, skills or familiar learning processes to a new task, but not always with appropriate adaptations</li> <li>– Uses familiar scaffolding provided by others to support learning process, e.g. illustrated guidelines, templates, checklists or 'how to' DVDs</li> <li>– Uses simple strategies to clarify and remember main points or reinforce elements of a skill, e.g. copying, underlining, reciting or practising a set procedure</li> </ul>		
<b>Learning with and from others</b>	<ul style="list-style-type: none"> <li>– Fulfils the basic roles of a group member, e.g. contributes to discussion or accepts allocated tasks</li> <li>– Asks questions of a teacher/trainer, mentor or expert in the field</li> <li>– With assistance, identifies some cultural similarities and differences in individuals' perspectives, such as approaches to work and learning</li> </ul>		

DOMAINS OF COMMUNICATION	LEARNING LEVEL 2 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Arranges child care so they can attend another activity</li> <li>– Arranges transport to an event</li> <li>– Uses key words and a search engine to find information, e.g. the oldest/biggest building in world</li> <li>– Finds out when the next school council planning meeting is scheduled and identifies questions to ask</li> <li>– Approaches local council to clarify rules on water use</li> <li>– Engages with others to carry out group activities</li> <li>– Makes a checklist of tasks to be completed</li> <li>– Begins to evaluate the relevance of information, e.g. from the internet</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Locates key information for work, e.g. work instruction</li> <li>– Discusses work goals with the supervisor and identifies possible strategies to achieve them</li> <li>– Attempts to take the supervisor’s feedback into account when practising new skills</li> <li>– Works with another employee to check the accuracy of data entries</li> <li>– Makes a checklist of tasks to be completed</li> <li>– Accepts guidance from a mentor</li> <li>– Establishes a positive role as a group member by listening to the ideas of others and considering their needs</li> <li>– Uses a computer to search for possible jobs</li> <li>– Negotiates work rosters in order to attend training</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Identifies possible areas for further training</li> <li>– Engages with others to carry out group activities</li> <li>– Attempts to take the teacher/trainer’s feedback into account when practising new skills</li> <li>– Arranges for another learner to collect work if they are unable to attend class</li> <li>– Follows a template to develop a simple learning plan</li> <li>– Develops a simple grid to collate information from a class survey</li> <li>– Self corrects own text on the computer using a spellchecker, word lists or bilingual dictionary</li> <li>– Uses a format facility on the computer to find out how to change fonts or bullets</li> <li>– Uses a small range of e-learning resources, e.g. DVDs or software programs</li> <li>– Creates a folder on a computer to save work or relevant information</li> <li>– Uses a computer to search for possible courses</li> <li>– Independently updates own personal dictionary/word list</li> </ul>



LEARNING LEVEL 3

3.01	<b>Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involve a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Learner identity</b>	<ul style="list-style-type: none"> <li>– Identifies relevant strengths, weaknesses and needs as a learner and takes these into account in selecting learning options</li> <li>– Recognises some strengths and limitations of preferred approaches to learning and begins to expand own repertoire</li> <li>– Takes responsibility for routine learning in familiar contexts</li> <li>– Accepts some learning challenges that involve moving outside personal comfort zone</li> <li>– Demonstrates some personal resilience in the face of difficulties, beginning to recognise that risk taking and making mistakes are essential aspects of learning</li> <li>– Reflects on actions and outcomes in familiar contexts, recognising and correcting some errors in performance</li> </ul>		
<b>Goals and pathways</b>	<ul style="list-style-type: none"> <li>– Identifies personal/career goals and associated learning goals</li> <li>– Identifies appropriate formal/informal learning pathways, seeking information and advice as required</li> <li>– Develops a formal learning plan to achieve goals, incorporating simple achievable steps and timeframes</li> <li>– Anticipates some potential barriers to learning and identifies several strategies to address these</li> </ul>		
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>– Attempts new tasks/activities that may involve simple extrapolation and inferencing</li> <li>– Draws on prior knowledge to identify the nature and scope of new tasks in routine situations, with some awareness of the need to allow for contextual differences</li> <li>– Develops a sequenced plan for a specific task with prioritised steps and some attention to timelines</li> <li>– Independently accesses a range of support resources</li> <li>– Uses ICT based tools in familiar contexts with some appreciation of their strengths and limitations</li> </ul>		

**LEARNING LEVEL 3**

3.02	<b>Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/ known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involve a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Locating, evaluating and organising information</b>	<ul style="list-style-type: none"> <li>– Poses some who/what/why questions to help focus an information search</li> <li>– Independently searches the internet, using key words, simple questions and ‘trial and error’ approaches</li> <li>– Evaluates the reliability of sources in familiar contexts on the basis of a small set of criteria, e.g. directly relevant to purpose or opinion/factual</li> <li>– Begins to consider the validity of a source, e.g. an opinion or factual text on the internet</li> <li>– Uses some personal and/or workplace designed systems for ordering, classifying and storing familiar reference materials for easy retrieval, e.g. naming and dating, or version control</li> </ul>		
<b>Using prior knowledge and scaffolding</b>	<ul style="list-style-type: none"> <li>– Makes some explicit connections between new information/ideas and own prior knowledge and experience, using techniques like anecdotes and simple analogies</li> <li>– Begins to transfer key principles and concepts to new situations, allowing for some contextual differences</li> <li>– Uses routine ‘how to’ processes as scaffolding for learning, e.g. manuals or graphic organisers</li> <li>– Uses explicit strategies to organise and make connections between information/ideas, e.g. underlines main points or draws sequencing diagram</li> <li>– Uses a range of techniques to reinforce learning, e.g. mnemonics, visualising, rehearsing, summarising or explaining to someone else</li> </ul>		
<b>Learning with and from others</b>	<ul style="list-style-type: none"> <li>– Identifies own and others’ roles in a group or team and makes an active contribution</li> <li>– Participates in online collaborations where appropriate, e.g. discussion boards</li> <li>– Demonstrates awareness of different personal and cultural perspectives and makes some attempt to understand and accommodate these</li> <li>– Considers and responds to some advice and feedback on performance from a trusted person</li> </ul>		

DOMAINS OF COMMUNICATION	LEARNING LEVEL 3 - SAMPLE ACTIVITIES
<b>Personal and community</b>	<ul style="list-style-type: none"> <li>– Demonstrates navigational pathway used to access information via the internet</li> <li>– Understands that domains (.com, .gov, .net etc) are relevant to the way information is communicated on the internet</li> <li>– Identifies and evaluates several options for addressing a local community issue</li> <li>– Seeks advice on how to make an insurance claim</li> <li>– Participates in a local community group, helping to identify goals, constraints and consequences, e.g. considers alternative action plans to address a local issue</li> <li>– Allows time for learning how to use new technology, e.g. a new digital recorder</li> <li>– ‘Bounces’ ideas off others</li> </ul>
<b>Workplace and employment</b>	<ul style="list-style-type: none"> <li>– Reviews own skills in relation to job selection criteria to clarify future study or a training plan</li> <li>– Volunteers to learn a new skill in an area with limited prior knowledge</li> <li>– Schedules time for developing routine skills for work, e.g. to learn to use SharePoint</li> <li>– Approaches trusted, more experienced colleague to act as a sounding board and mentor</li> <li>– Contributes to problem solving processes</li> <li>– Plans and organises a routine job, identifying possible risks and accessing relevant resources</li> <li>– Participates in quality improvement processes in the workplace, considering the priorities and commitments of self and other members</li> <li>– Learns how to use new software, e.g. a spreadsheet package</li> </ul>
<b>Education and training</b>	<ul style="list-style-type: none"> <li>– Attends an information session and follows the enrolment process for a chosen course</li> <li>– Works with a partner or group on a short research project</li> <li>– Uses subheadings to organise key information for a presentation</li> <li>– Develops and uses personal organisation systems such as files, notebooks, folders and checklists</li> <li>– Lists references to be used for independent study</li> <li>– Interprets visual representations of information such as diagrams and illustrations and comments on the usefulness of these to own learning</li> <li>– Approaches information professionals for assistance with information searches</li> <li>– Participates in a learning support group</li> </ul>





LEARNING LEVEL 4

4.01	<b>Accepts new learning challenges, explicitly designing, reflecting on and redesigning approaches to learning as an integral part of the process</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Learner identity</b>	<ul style="list-style-type: none"> <li>– Identifies personal strengths and weaknesses in different contexts and seeks to develop skills and knowledge in areas of need</li> <li>– Recognises that confusion and mistakes are a part of the learning process and persists in the face of problems</li> <li>– Experiments with various approaches to learning and reflects on effectiveness in different situations</li> <li>– Self directs learning in an expanding range of contexts, seeking assistance as required</li> <li>– Stays focused on achieving learning goals despite distractions and problems</li> <li>– Uses some formal approaches to facilitate reflective practice, e.g. keeps a journal or discusses with a mentor</li> </ul>		
<b>Goals and pathways</b>	<ul style="list-style-type: none"> <li>– Sets/accepts learning goals that may lead into unfamiliar contexts and identifies appropriate learning pathways</li> <li>– Develops a formal learning plan with short and longer term objectives, timeframes and actions, taking some potential barriers to learning into account</li> <li>– Identifies different and possibly competing requirements and expectations (personal, workplace or formal learning) and builds potential solutions into the planning process</li> <li>– Reviews and adjusts plans and strategies regularly, seeking assistance as required</li> </ul>		
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>– Attempts relatively complex and unfamiliar tasks/activities that may involve abstraction</li> <li>– Poses explicit questions to help focus planning of new tasks, e.g. 'What do I need to achieve? Why is it important? How does it fit with what I already know? What questions do I have?'</li> <li>– Assesses the nature and scope of new tasks in unfamiliar contexts, identifies established procedures where applicable, and develops formal plans for completion with sequenced, prioritised steps and timeframes</li> <li>– Independently accesses a range of information resources/services</li> <li>– Assesses the appropriateness of available tools and equipment, including ICT based, taking into account their strengths and limitations in different contexts</li> </ul>		

**LEARNING LEVEL 4**

4.02	<b>Adapts a range of familiar strategies to new contexts and experiments with new approaches</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Locating, evaluating and organising information</b>	<ul style="list-style-type: none"> <li>– Develops a formal set of questions to focus an information search in an unfamiliar field</li> <li>– Uses some advanced web search queries to filter out irrelevant information</li> <li>– Considers the reliability of an information source against a range of criteria, e.g. the author's background, the intended audience and purpose, or the date of publication</li> <li>– Uses manual and/or ICT applications to collect, analyse, store, organise and facilitate ongoing access to information, e.g. systematic filing systems or spreadsheets</li> </ul>		
<b>Using prior knowledge and scaffolding</b>	<ul style="list-style-type: none"> <li>– Draws selectively on experience to adapt past learning to new circumstances</li> <li>– Draws on a repertoire of strategies to clarify and extend understanding, e.g. paraphrases, uses the outline feature of a word processing application, flow diagrams or mind maps</li> <li>– Begins to apply conceptual models developed by others, such as theories and frameworks, as an aid to understanding</li> <li>– Develops and trials own approaches to a task when templates and guides are not available</li> <li>– Actively reinforces learning by applying new knowledge and skills beyond a formal learning context, e.g. teaches someone else</li> <li>– Implements some formal approaches to help maintain the currency of professional knowledge and skills, e.g. regularly checks on updates in a specialised field</li> </ul>		
<b>Learning with and from others</b>	<ul style="list-style-type: none"> <li>– Contributes to effective group and team interaction by clarifying tasks, recognising each member's strengths, negotiating roles and assisting with conflict resolution</li> <li>– Participates in professional/ technical or community networks where appropriate</li> <li>– Recognises that individuals construct knowledge differently, building on past experience and influenced by personal and cultural values, beliefs and assumptions</li> <li>– Seeks advice, and reflects on and responds to feedback from trusted sources</li> </ul>		

DOMAINS OF COMMUNICATION	LEARNING LEVEL 4 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Actively elicits the views of others in relation to a specific problem</li> <li>– Identifies and uses a range of community resources for information and advice, e.g. financial planning, a men’s/women’s health line or government websites</li> <li>– Promotes problem solving with others, e.g. helps to settle a neighbourhood dispute</li> <li>– Accesses and scans a number of internet sites to compare reviews prior to a purchase</li> <li>– Identifies bias and misrepresentation in different news reports</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Organises own workplace professional development/training plan to achieve a negotiated outcome with consideration of personal priorities and demands on time</li> <li>– Actively seeks feedback from others as a way of improving performance, e.g. approaches peers, manager or customers</li> <li>– Takes a leadership role in professional/technical networks or project teams</li> <li>– Makes changes to work routine to meet deadlines, drawing on insights gained from previous experiences</li> <li>– Uses organisational file sharing and storage systems</li> <li>– Keeps a record of new technical terms or procedures encountered</li> <li>– Actively encourages others to learn</li> <li>– Initiates team problem solving sessions</li> <li>– Understands the implications of copyright in relation to the authorship of a text</li> <li>– Participates in and contributes to change management in the workplace</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Gathers information on a range of courses, assessing and comparing them in order to identify the most appropriate learning pathway</li> <li>– Uses a range of formal techniques to collaborate effectively with others to complete a multi-layered research task</li> <li>– Improves on study routine, drawing on insights gained from previous experiences</li> <li>– Experiments with different strategies, e.g. draws a picture to help understand a problem, works backwards from a possible solution or identifies a concrete example of an abstract problem</li> <li>– Uses a range of computer based information systems and collaborative tools as an aid to learning, e.g. email, blogs, wikis, discussion boards or online training programs</li> <li>– Accesses and scans a number of internet sites to evaluate suitability for research purposes</li> <li>– Uses library systems efficiently and effectively to access relevant resources</li> <li>– Contributes to course information sessions telling new students about the challenges posed by the course and suggesting some ways to manage these</li> <li>– Provides feedback to a teacher/trainer regarding relevance of a training course, with suggestions for improvement</li> </ul>

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**LEARNING LEVEL 5**

5.01	<b>Self directs learning, actively designing and managing learning processes appropriate to the context</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include analysing, reflecting, synthesising, evaluating, recommending
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Learner identity</b>	<ul style="list-style-type: none"> <li>– Critically evaluates personal strengths and weaknesses as a learner, making clear judgements about capacities and limitations in a particular context and seeking assistance as required</li> <li>– Actively seeks new learning challenges, recognising that moving into new contexts may ‘deskill’ for a time</li> <li>– Self directs and self regulates learning in contexts presenting high levels of challenge</li> <li>– Sets aside time for critical reflection using formal approaches to gain insights and learn from successes and failures</li> <li>– Explores underlying values, beliefs and assumptions as part of the reflective process</li> </ul>		
<b>Goals and pathways</b>	<ul style="list-style-type: none"> <li>– Develops long term strategies to achieve specialised personal/career goals involving management of a range of variables, e.g. formal study or finding opportunities to learn and demonstrate skills in the workplace</li> <li>– Implements a range of strategies to maintain learning motivation and momentum, some of which may require significant changes to behaviour</li> <li>– Actively monitors performance against goals and milestones, adjusting plans and expectations as required, and recognising that not all learning can be defined in advance</li> </ul>		
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>– Attempts complex tasks/activities requiring sophisticated conceptualisation and analysis that may be carried out over an extended period of time, e.g. major projects requiring research and recommendations</li> <li>– Draws on prior knowledge to assess, and where required renegotiate, the nature and scope of what has to be done</li> <li>– Employs systematic approaches to planning and managing sustained activities, recognising the need for flexibility to cover contingencies</li> <li>– Independently identifies, accesses and evaluates specialised resources and services</li> <li>– Selects from a range of specialised tools, many of which are technology based, e.g. project management software</li> </ul>		

**LEARNING LEVEL 5**

5.02	<b>Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Locating, evaluating and organising information</b>	<ul style="list-style-type: none"> <li>– Poses questions and develops hypotheses to focus the selection, organisation and prioritisation of information and ideas</li> <li>– Uses sophisticated web search queries (e.g. <i>and</i>, <i>or</i>, <i>not</i>), to identify relevant information sources efficiently</li> <li>– Critically evaluates the logic and reliability of information from a wide variety of sources, taking a range of criteria into account, e.g. the author's credibility, the validity of generalisations, potential bias, the nature of evidence or underlying assumptions</li> <li>– Uses sophisticated methods for storing and accessing information, e.g. customised databases, reference management software, project documentation or administration systems</li> </ul>		
<b>Using prior knowledge and scaffolding</b>	<ul style="list-style-type: none"> <li>– Generalises the concepts learned in one context for application in another</li> <li>– Applies and evaluates principles and sophisticated conceptual models as part of research and reflection</li> <li>– Selects from a broad range of lateral and analytical thinking techniques to facilitate perception, challenge, creativity and analysis, e.g. concept maps or formal problem solving processes</li> <li>– Uses structured approaches to maintain currency of knowledge and skills as a regular part of routine, e.g. professional email alerts, conferences or subscriptions to relevant journals</li> </ul>		
<b>Learning with and from others</b>	<ul style="list-style-type: none"> <li>– Leads work groups/teams, facilitating the achievement of outcomes through highly developed interpersonal, planning and time management skills and team leadership</li> <li>– Understands there are different ways of interpreting information and constructing knowledge within disciplines and professions, and across cultures</li> <li>– Actively seeks and acts on detailed feedback from a number of sources, recognising that both positive and negative feedback is potentially a rich source of learning</li> </ul>		

DOMAINS OF COMMUNICATION	LEARNING LEVEL 5 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Takes a leadership role in a volunteer organisation, supporting members to plan and implement a major charity event</li> <li>– Reviews personal organisation systems such as files, notebooks, folders and checklists, refining them as circumstances and technology change</li> <li>– Identifies paradigms underpinning the analysis of a world event by different commentators</li> <li>– Researches relevant background information and coordinates preparation of a lobby group's submission to address a contentious community issue</li> <li>– Uses software options to organise and present complex information, e.g. a facility financial investment package</li> <li>– Plans for the future based on evidence trends and projections, e.g. lobbies local council for a child care facility based on population trends</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Develops a project methodology and plans a timeframe to complete a project that involves identifying goals, designing and conducting research, analysing findings, determining conclusions and presenting recommendations to a specific audience</li> <li>– Develops a brief for a complex project that includes several staff with different skills</li> <li>– Uses software options to organise and present complex information, e.g. an index facility or Endnote to track references</li> <li>– Monitors contracts to ensure deliverables are met to the appropriate standard, and takes action to address any non-compliance issues</li> <li>– Leads performance management activities</li> <li>– Identifies an organisational issue and uses formal thinking techniques to develop a range of possible solutions</li> <li>– Mentors others</li> <li>– Leads change management processes in the workplace</li> <li>– Plans for the future based on evidence, trends and projections, e.g. planning for waste water management based on population growth trends</li> <li>– Evaluates workplace learning culture and pathways in relation to own need for further training and development</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Critically reflects on an extended research project, describes difficulties encountered, considers ways to improve performance and transfers insights to a new context</li> <li>– Volunteers as the student representative on a university/training provider course review panel</li> <li>– Takes a leadership role in a group and supports other members to complete a complex and sustained learning task</li> <li>– Uses formal techniques to facilitate team goal setting, scheduled meetings, active listening and creative problem solving</li> <li>– Evaluates the views of others and self in relation to issue/problem/task to arrive at an agreed solution or plan of action</li> <li>– Uses highly developed formatting, drafting and editing skills to refine thinking and clarify a message for others</li> <li>– Uses online academic databases efficiently and effectively to evaluate relevant resources</li> <li>– Implements systematic action to support learning during a group project</li> <li>– Understands the implications of copyright in relation to the authorship of a text</li> </ul>



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# Reading

## Reading

The ACSF core skill of Reading describes a reader's performance in making meaning from different text types, including their awareness of an author's purpose and intended audiences, of their own purposes for reading, and of the role they themselves play in the construction of meaning.

Drawing on a broad range of theories and research, the Reading core skill recognises the degree to which a reader can:

- articulate a purpose for reading and pose questions that reading may answer
- select texts and locate information appropriate to needs and interests
- draw on, and make connections with, prior knowledge and experience
- use semantic and syntactic cues
- interpret and analyse texts where meaning may be embedded or implicit

- critically evaluate the purpose of a text, examining the relationship between the intended audience and the text, including unstated power relations and positioning of the reader
- reflect on meaning, taking into account the understanding of the world and cultural knowledge presumed by the text, and of the reader's own position in relation to it
- self monitor, drawing on a range of strategies to aid comprehension when meaning is lost.

### Reading Indicators

An adult's reading performance is described against two Performance Indicators.

- The first Reading Indicator addresses audience, purpose and meaning-making.
- The second Reading Indicator addresses reading strategies.

Specific Indicator statements describe exit performance at each level.

### READING INDICATORS BY LEVEL

Level	Indicator	
1	1.03	Identifies personally relevant information and ideas from texts on highly familiar topics
	1.04	Uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts
2	2.03	Identifies and interprets relevant information and ideas from texts on familiar topics
	2.04	Uses a number of reading strategies to identify and interpret relevant information within familiar text types
3	3.03	Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types
	3.04	Selects and applies a range of reading strategies as appropriate to purpose and text type
4	4.03	Interprets and critically analyses complex texts
	4.04	Applies appropriate strategies to construct meaning from complex texts
5	5.03	Organises, evaluates and critiques ideas and information from a range of complex texts
	5.04	Draws on a broad range of strategies to build and maintain understanding throughout complex texts

## Reading Focus Areas

Detailed descriptors called Performance Features are organised against a set of Focus Areas common across all levels.

INDICATOR .03	INDICATOR .04
Audience, purpose and meaning-making	Reading strategies
<ul style="list-style-type: none"> <li>– Purpose</li> <li>– Complexity</li> <li>– Prediction and prior knowledge</li> <li>– Critical reading and text analysis</li> </ul>	<ul style="list-style-type: none"> <li>– Text navigation</li> <li>– Comprehension strategies</li> <li>– Decoding and fluency</li> <li>– Syntax and language patterns</li> <li>– Vocabulary</li> </ul>

During the reading process, an effective reader is likely to combine many or all of these elements while constructing meaning. Some examples of the complex relationship between the factors are outlined below.

### Indicator .03: Audience, purpose and meaning-making

*Purpose.* A reader's purpose for reading drives the whole reading process. What does a reader want to achieve, find out or feel? Purpose is also connected to motivation. Has the reader set the purpose on the basis of interest or need, or has it been externally determined (e.g. by a supervisor or a teacher/trainer)? What the reader needs or wants to achieve then sets the agenda for text selection and decisions about reading strategies (e.g. Do I need to understand all of this in order to put it into practice or am I just looking for the gist, or for one piece of information?). Being clear about purpose is also part of a reader's awareness of reading as an interactive process in which they play a key role.

Whether reading fiction or non-fiction, effective readers pose questions that they want to answer by reading and constantly monitor the reading process to see if they have asked the right questions, and if this is the right text to be of use. Questions also provide an important way of connecting and comparing new ideas and information to a reader's prior knowledge.

*Complexity.* Text complexity influences the nature and degree of meaning a reader may make and is influenced by a combination of factors, including sentence structure, length, text structure, vocabulary, and coherence and unity.

Familiarity of the content, degree of assumed background knowledge, personal interest, audience and the quality and style of writing also play a role.

*Prediction and prior knowledge.* Readers bring varying degrees of knowledge and experience to a reading task. This influences text selection and comprehension. Readers draw on prior knowledge of a wide range of variables (e.g. topic, text type, sentence structure, syntax or vocabulary) to help make meaning, predicting what will come next. They read to confirm predictions and bring various strategies into play if they are not confirmed. Cultural knowledge can play a key role. The more difficult a reader finds it to make connections between a text and personal knowledge and understandings, the more challenging meaning-making becomes.

*Critical reading and text analysis.* Effective readers see reading as an interactive process involving the reader and the writer. Readers develop the skills and confidence to think about their role in constructing meaning and are aware that their prior knowledge may influence the meaning they construct. They think about the context within which they are reading, and take the writer's background and possible intentions into account when evaluating the reliability and validity of information. Stronger readers develop skills in 'reading between the lines'. Depending on their purpose for reading, they may actively identify the various ways in which an author seeks to get a message across (e.g. choice of text type, mode, structure, register or language choices) and consider the potential for bias.

### Indicator .04: Reading strategies

*Text navigation.* Effective readers are selective in what they read. They use explicit strategies to help focus their attention and find what they need, or quickly dismiss texts that are not relevant.

*Comprehension strategies.* Readers use a range of strategies to self monitor their understanding as they read, to make connections between their prior knowledge and new ideas and information, and to re-engage with a text when meaning is lost.

*Decoding and fluency.* Effective readers with a broad vocabulary and background knowledge of topics and context decode automatically. This means that their close reading of a text (silently or aloud) is seldom interrupted. This fluency makes it easier to make connections between ideas or follow an argument. Readers with smaller banks of instantly recognised words need to employ a range of explicit decoding strategies to help them identify unknown words, and may find it more difficult to make meaning from complex texts.

*Syntax and language patterns.* Syntax refers to the conventions and rules for assembling words into meaningful sentences. Effective readers implicitly or explicitly understand grammatical rules and patterns of language use. They draw on that understanding to identify potential meanings of unknown words, predict the next words in a phrase or sentence, and recognise register.

*Vocabulary.* To make meaning out of written text, readers need to recognise some words and be able to identify the meanings of unknown words. The act of reading also helps to increase vocabulary when a reader draws on formal strategies for identifying, recording and remembering new words.

### How the Reading core skill is structured

The Reading core skill is organised into five performance levels, from 1 to 5.

Each level contains the following elements:

- four performance variables to be taken into account in determining the performance level
- two Performance Indicators providing an overview of exit performance at each level
- a set of Focus Areas for each Indicator against which Performance Features are organised
- a set of Performance Features providing detailed descriptions of what an individual is able to do at each level
- a set of Sample Activities providing examples of tasks and text types from a range of contexts, grouped according to the Domains of Communication.

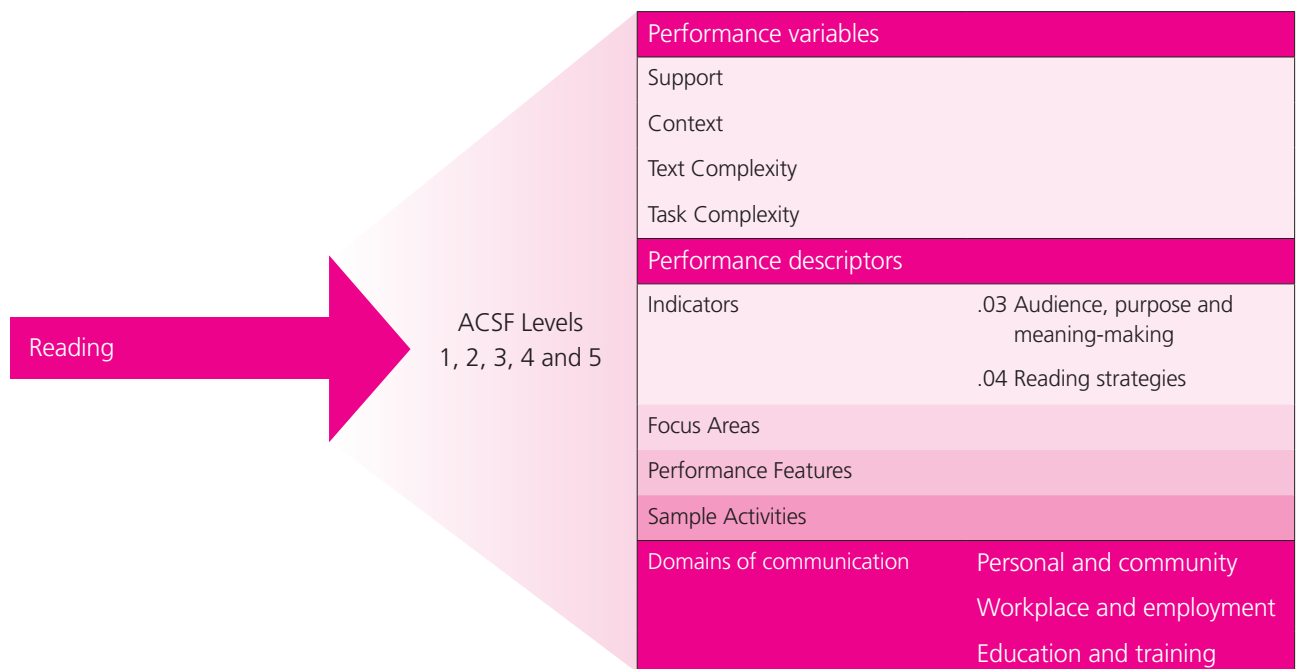


Diagram 3: Reading overview

**READING LEVEL 1**

1.03	<b>Identifies personally relevant information and ideas from texts on highly familiar topics</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Purpose</b>	– Identifies personally relevant reasons for reading		
<b>Complexity</b>	<ul style="list-style-type: none"> <li>– Understands a limited range of short, highly explicit and culturally accessible texts, some of which may be ICT based, e.g. SMS texts</li> <li>– Understands texts with clear consistent formats that are written in simple sentences</li> </ul>		
<b>Prediction and prior knowledge</b>	<ul style="list-style-type: none"> <li>– Makes some predictions about content on the basis of the title and illustrations</li> <li>– With assistance, makes some connections between prior knowledge and text content on a subject relevant to needs and interest</li> </ul>		
<b>Critical reading and text analysis</b>	– Recognises some simple ways in which visual features like layout are used to send a message and how this may influence interpretation, e.g. the placement of a photo or heading in a newspaper		



## READING LEVEL 1

1.04	<b>Uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Text navigation</b>	<ul style="list-style-type: none"> <li>– Locates one or two pieces of information from a simple text</li> <li>– Identifies information in a simple diagram, table, map or plan</li> </ul>		
<b>Comprehension strategies</b>	<ul style="list-style-type: none"> <li>– Uses simple processes to make links between two or more pieces of information, e.g. matching or grouping</li> </ul>		
<b>Decoding and fluency</b>	<ul style="list-style-type: none"> <li>– May read word by word</li> <li>– Uses a limited range of decoding strategies for unfamiliar words, e.g. sounding out letters and syllables</li> </ul>		
<b>Syntax and language patterns</b>	<ul style="list-style-type: none"> <li>– Begins to use surrounding words in a simple sentence to help identify an unknown word, e.g. recognises the need for a verb</li> <li>– Uses knowledge of familiar phrases to predict the next word, e.g. Once upon a ...</li> <li>– Recognises some basic punctuation and understands its use in meaning-making, e.g. a full stop</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Recognises a number of high frequency words/basic sight words and common phrases, e.g. <i>down, would, have, little, come, when</i></li> <li>– Recognises common signs and symbols</li> <li>– Uses simple strategies to assist with word identification and extend vocabulary, e.g. a pictorial or bilingual dictionary, or a personal word list</li> </ul>		

DOMAINS OF COMMUNICATION	READING LEVEL 1 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Locates and confirms name, address, phone number and date of birth on a simple form</li> <li>– Locates the expiry date and personal details on own driver's licence</li> <li>– Reads a brief personal message, e.g. a birthday greeting, an SMS text, email or e-card</li> <li>– Locates information on a monthly calendar, e.g. appointments, important dates or public holidays</li> <li>– Identifies the operating hours of local organisations, e.g. the library or health centre</li> <li>– Recognises familiar words, phrases, symbols, abbreviations, numerical and number codes in procedural texts, e.g. recipes or ATM instructions</li> <li>– Recognises and knows the value of Australian notes and coins, e.g. uses self serve machines</li> <li>– Reads titles and phrases of public importance in the immediate local environment, e.g. street names, names of service providers or Indigenous place names</li> <li>– Reads simple diagrams, e.g. a hand-drawn map of the local area to locate public facilities such as schools, hospitals or bus stops</li> <li>– Locates and follows relevant pictorial information, e.g. how to change a battery</li> <li>– Locates key information in a public notice of immediate interest, e.g. changes to rubbish collection times</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Recognises own name and personal details, e.g. locates own name on a team list or OHS subcommittee</li> <li>– Locates and matches pieces of information, e.g. the time and place of a team meeting on a notice board</li> <li>– Follows simple written or pictorial instructions, e.g. simple signs and warnings, emergency stop procedures for machines, warnings such as 'prohibited area' and 'wash hands before entering' or safety symbols on chemical containers</li> <li>– Recognises time, dates and months, e.g. a work roster, shifts, rostered day off or job interview details</li> <li>– Follows simple, familiar work timetable or schedule of activities specific to own job</li> <li>– Locates specific information from a short text, e.g. a memo about overtime</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Recognises own name and personal details, e.g. personal information on a class attendance sheet</li> <li>– Locates the time and place of classes on a weekly timetable</li> <li>– Reads a short, simple biography about a peer</li> <li>– Locates some specific information in a simple diagram, e.g. follows a campus map</li> <li>– Reads and fills in a simple form, e.g. an excursion form</li> <li>– Identifies operating hours of facilities, e.g. the library or computer room</li> <li>– Follows simple pictorial instructions, e.g. how to turn on a computer</li> <li>– Reads a personal word reference list, which may include photos or diagrams to support understanding</li> </ul>



READING LEVEL 2

2.03	<b>Identifies and interprets relevant information and ideas from texts on familiar topics</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Purpose</b>	<ul style="list-style-type: none"> <li>– Identifies texts in the immediate environment that are relevant to own needs and interests</li> <li>– Recognises that some texts are more appropriate for a purpose than others</li> <li>– With assistance, identifies one or two questions that reading a text may answer</li> </ul>		
<b>Complexity</b>	<ul style="list-style-type: none"> <li>– Understands the main ideas in at least two types of short, unambiguous texts, including simple non-linear web based texts</li> <li>– Understands texts incorporating sentences of one or two clauses linked by simple cohesive devices such as <i>and, but, then</i></li> <li>– Comprehends texts incorporating adjectives, pronouns and prepositions</li> </ul>		
<b>Prediction and prior knowledge</b>	<ul style="list-style-type: none"> <li>– Makes content predictions on the basis of prior knowledge of the subject and emerging understanding of text structures, e.g. layout and headings</li> <li>– Identifies connections between prior knowledge and some information and ideas in a text on a familiar subject</li> </ul>		
<b>Critical reading and text analysis</b>	<ul style="list-style-type: none"> <li>– Compares and contrasts information within short, unambiguous texts</li> <li>– Interprets ideas and information in a prose text appropriate to the level, e.g. a narrative or a newspaper article</li> <li>– Recognises the difference between formal and informal registers in simple familiar texts</li> <li>– Understands that the meaning of some familiar words and phrases may change in different contexts</li> <li>– Shows some awareness of how a text may reflect the author's position and begins to recognise bias, e.g. in a how to vote card published by a political party</li> </ul>		

## READING LEVEL 2

2.04	<b>Uses a number of reading strategies to identify and interpret relevant information within familiar text types</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Text navigation</b>	<ul style="list-style-type: none"> <li>– Recognises that texts have different structures and identifies some distinguishing features of those with personal relevance, e.g. the sequential nature of instructions</li> <li>– Recognises some features of diagrammatic texts, e.g. grid references, dot points or arrows</li> <li>– Begins to skim and scan familiar texts, using pictures and graphics to help locate specific information</li> <li>– Begins to use hyperlinks in online texts</li> </ul>		
<b>Comprehension strategies</b>	<ul style="list-style-type: none"> <li>– Applies a small set of strategies to aid comprehension, e.g. identifies some key words, chunks information and searches surrounding text, re-reads or slows down when meaning is lost</li> </ul>		
<b>Decoding and fluency</b>	<ul style="list-style-type: none"> <li>– Uses a small set of decoding strategies to identify unknown words, e.g. phonic and visual letter patterns, knowledge of everyday word families, prefixes, suffixes or common stems</li> </ul>		
<b>Syntax and language patterns</b>	<ul style="list-style-type: none"> <li>– Uses understanding of simple sentence structure and word function to predict the meaning of some unknown words and phrases in familiar contexts</li> <li>– Recognises the function of most common punctuation marks, e.g. a comma is used to divide two parts of a sentence or quotation marks signal someone's words being presented as if spoken</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Has an expanding bank of words associated with personally relevant contexts, incorporating some compound words, abbreviations and acronyms</li> <li>– Is aware that words can have more than one meaning and recognises some everyday examples</li> <li>– Uses a dictionary or online resource to check word meanings</li> </ul>		

DOMAINS OF COMMUNICATION	READING LEVEL 2 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Reads short, simple factual or fictional texts for personal enjoyment</li> <li>– Locates and selects information from a written text presented in hard copy or online, e.g. a gym timetable with descriptions of classes, the 7-day forecast on a weather website or short, simple newspaper articles</li> <li>– Reads and compares information contained in two column tables, e.g. uses a timetable to find the time of the next bus</li> <li>– Uses touch screen instructions in a shopping complex to search for information and follows the map to a specific shop</li> <li>– Reads through an application form, e.g. for a bank account or health care card</li> <li>– Expresses an opinion about the author's intention after reading a simple persuasive text, e.g. a political slogan or public service advertisement</li> <li>– Locates specific information in print/online text, e.g. information about a favourite sports team or community events on a council website</li> <li>– Reads a public notice, e.g. advising road works to be carried out in the local area</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Identifies the main points in a job advertisement</li> <li>– Extracts information from a list with language and numeracy components, e.g. selects items from a menu for a workplace group lunch based on a prearranged budget or identifies names and tasks on a new work roster</li> <li>– Reads a message from a fellow worker, e.g. a note at a shift changeover</li> <li>– Matches and cross-references words, symbols, codes and signs contained in work instructions or labels related to own job</li> <li>– Interprets instructions which combine pictorial and written information, e.g. directions on how to operate a piece of machinery safely or routine step-by-step instructions for logging on to an organisation's computer network</li> <li>– Locates specific information from a short text, e.g. a table of employee benefits, a pay slip, own job description or a work update from a staff memo</li> <li>– Reads forms or notices containing personally relevant information, e.g. a notice at the workplace about a fire drill</li> <li>– Reads dials and scales on machinery/equipment, e.g. an automatic weigher on a packaging machine, temperature dials, counters, a franking machine or an air pressure gauge</li> <li>– Reads dials and scales on machinery/equipment, e.g. a temperature scale</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Uses PC icons on the toolbar, e.g. font, underline or bold</li> <li>– Interprets instructions which combine pictorial and written information, e.g. uses established log-in routine to access computer based learning materials</li> <li>– Finds information about courses of personal or vocational interest</li> <li>– Reads and retells the main points of a short story or newspaper article of own choice</li> <li>– Reads an email from the teacher/trainer about a change of class time</li> <li>– Uses the calendar in a mobile phone to record appointments and term dates</li> <li>– Reads entries in a training log book</li> <li>– Extracts information from a simple text, e.g. identifies the names and tasks on a group project plan or an email from the teacher/trainer about a change of class time</li> </ul>

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**READING LEVEL 3**

3.03	<b>Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involve a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferring, simple abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Purpose</b>	<ul style="list-style-type: none"> <li>Identifies some explicit <i>who/what/when/why/how</i> questions to be answered by reading fiction or non-fiction texts</li> <li>Begins to reflect on the usefulness of a selected text for the purpose</li> </ul>		
<b>Complexity</b>	<ul style="list-style-type: none"> <li>Understands familiar texts of limited complexity that may incorporate graphs, tables and charts</li> <li>Understands texts requiring integration of a number of ideas and pieces of information and some inference</li> <li>Identifies the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and may involve the use of some abstract language and use of the passive voice</li> <li>Understands texts on familiar subjects that incorporate some abstract language and use of the passive voice</li> </ul>		
<b>Prediction and prior knowledge</b>	<ul style="list-style-type: none"> <li>Draws on prior knowledge of familiar topics and text structures to read ahead</li> <li>Integrates new ideas and information with existing understanding</li> </ul>		
<b>Critical reading and text analysis</b>	<ul style="list-style-type: none"> <li>Identifies the purpose and intended audiences of a range of familiar, and some unfamiliar, text types</li> <li>Separates fact from opinion</li> <li>Recognises that words and grammatical choices may carry particular shades of meaning in different contexts</li> <li>Recognises that authors select structure, tone and language to achieve specific purposes</li> <li>Interprets and extrapolates information from texts containing graphs and diagrams</li> <li>Understands why it may be important to identify who has created a text and begins to consider the validity of the source</li> <li>Identifies some implicit meanings and draws simple inference, e.g. infers an author's stance from a cartoon used to illustrate a text</li> </ul>		



## READING LEVEL 3

3.04	<b>Selects and applies a range of reading strategies as appropriate to purpose and text type</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/ known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involve a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Text navigation</b>	<ul style="list-style-type: none"> <li>– Recognises the structures and distinguishing features of a range of familiar text types</li> <li>– Begins to use knowledge of text structures and features (e.g. headings, paragraphing or punctuation) as an aid to skimming and scanning</li> </ul>		
<b>Comprehension strategies</b>	<ul style="list-style-type: none"> <li>– Uses a range of strategies to facilitate comprehension, e.g. creates a mental image, reads ahead or underlines topic sentences</li> <li>– Self monitors reading for sense and accuracy and selects from a range of strategies to aid comprehension when meaning is lost, e.g. self corrects or reads aloud</li> <li>– Uses explicit strategies to make connections between information and ideas while reading, e.g. margin notes or simple diagrams</li> </ul>		
<b>Decoding and fluency</b>	<ul style="list-style-type: none"> <li>– Reads familiar texts fluently, automatically recognising most everyday words and some specialised vocabulary</li> <li>– Recognises when unknown words are essential to meaning and uses a range of decoding strategies to identify them, e.g. syllabification, spelling patterns or analogy</li> </ul>		
<b>Syntax and language patterns</b>	<ul style="list-style-type: none"> <li>– Predicts the meaning of unknown words by considering surrounding words, phrases and sentences and cross-checks that this makes syntactic and semantic sense</li> <li>– Recognises introductory phrases which indicate that an opinion or a fact is being offered</li> <li>– Identifies some signalling devices, including those that refer to words or phrases in previous clauses or sentences, e.g. <i>although, when, if, while, the second point is</i></li> <li>– Recognises that punctuation is used to clarify meaning and reduce ambiguity</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Recognises and comprehends common idioms, slang, acronyms and some specialised terminology and dialect in routine texts</li> <li>– Understands that some words and phrases have figurative meanings</li> <li>– Routinely uses dictionaries and other references to determine the meaning of unknown words</li> </ul>		

DOMAINS OF COMMUNICATION	READING LEVEL 3 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Selects information from a range of written texts both online and in hard copy, e.g. finds the time and date of a music concert on an online ticket website, finds appropriate podcasts, uses internet banking or plans an itinerary using holiday brochures and fact sheets</li> <li>– Reads and responds to postings on a chat site or instant messaging program</li> <li>– Identifies key messages in a longer text, e.g. a newspaper feature article or a health website</li> <li>– Selects personally relevant job advertisements in a newspaper or online</li> <li>– Interprets diagrams to inform practical tasks, e.g. how to program a digital recorder or assemble flat-packed furniture</li> <li>– Uses key word, name, author and other search fields of an internet search engine</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Selects and applies the procedures and strategies needed to perform a range of tasks after reading appropriate texts, e.g. machinery/equipment manuals, standard operating procedures or work instructions</li> <li>– Interprets information in a range of formats that has been produced using familiar software programs, e.g. memos, instant messages, reports, spreadsheets or data presentations</li> <li>– Interprets information gained from tables, charts and other graphic information using a range of sources, including brochures, internet and memos, e.g. plans travel arrangements using a flight schedule and/or brochure, completes work according to work schedule/timeframe or takes issues for discussion to team meetings</li> <li>– Uses the 'help' facility on a software program to assist with using the program, e.g. how to format text or write formula for a spreadsheet</li> <li>– Reads and interprets diagrammatic/graphic texts, e.g. a flow chart to describe a familiar workplace operation or dials and warning symbols on a heavy vehicle dashboard</li> <li>– Reads information of relevance to the work team and suggests how information may apply, e.g. annual profit and loss over a period of time</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Uses text organisers in books and manuals as an aid to locating information, e.g. table of contents, indexes or drop down menus</li> <li>– Follows information presented in manuals, instructions and technical drawings, e.g. an equipment instruction manual</li> <li>– Identifies relevant information from a range of written texts, e.g. identifies specific information in an online course handbook or locates information on an intranet</li> <li>– Reads and interprets diagrams and graphs that are unambiguously presented, e.g. pathways of classes/subjects</li> <li>– Interprets information from a graphic, table or chart to form an opinion, predict a trend or make recommendations</li> <li>– Reads a narrative of choice and discusses the author's presentation of characters, events or ideas</li> <li>– Explains key differences of presentation and layout in a range of texts presenting similar information, e.g. a website, brochure, manual or magazine article</li> <li>– Reads a diagram and comments on how information supports or refutes a particular point of view, e.g. how statistics on road fatalities presented in a graph might be used to justify stricter road rules</li> </ul>

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READING LEVEL 4

4.03	<b>Interprets and critically analyses complex texts</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving the application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Purpose</b>	<ul style="list-style-type: none"> <li>– Actively identifies an explicit purpose for reading, e.g. to gather background information, identify specific facts or understand a concept</li> <li>– Identifies a range of questions to be answered by reading and generates further questions during the reading process</li> <li>– Evaluates the usefulness of texts to meet the purpose</li> </ul>		
<b>Complexity</b>	<ul style="list-style-type: none"> <li>– Understands texts with complex syntactic structures that may incorporate some technical specificity and information presented in graphic, diagrammatic or visual form</li> <li>– Understands texts incorporating some abstract ideas, symbolism and embedded information, in which the relationship between concepts and information is not explicit and requires inference and interpretation</li> <li>– Synthesises relevant ideas and information from several sources</li> </ul>		
<b>Prediction and prior knowledge</b>	<ul style="list-style-type: none"> <li>– Integrates prior knowledge with new information to predict, construct, confirm, challenge or extend understanding</li> </ul>		
<b>Critical reading and text analysis</b>	<ul style="list-style-type: none"> <li>– Recognises and reflects on the connections between context, purpose and audience across a range of text types</li> <li>– Explicitly identifies some ways in which an author uses structure, language and tone to create an impression and explain or reinforce a message, e.g. through choice of text structure, use of rhetorical questions, repetition, simile and metaphor or figures of speech</li> <li>– Identifies some stylistic conventions of a relevant discipline/field/profession</li> <li>– Begins to appreciate that reading is an active and interactive process in which the reader's expectations and past experience influence their interpretation</li> <li>– Begins to evaluate the credibility, reasonableness and relevance of information and ideas as a routine part of the reading process</li> </ul>		

## READING LEVEL 4

READING LEVEL 4			
4.04	Applies appropriate strategies to construct meaning from complex texts		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and initiates and uses support from a range of established resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving the application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Text navigation</b>	<ul style="list-style-type: none"> <li>– Selects an appropriate reading approach according to text structure and purpose, e.g. skims and scans to identify areas of interest, reads closely to identify explicit and implicit information and ideas, understands that reports do not necessarily need to be read sequentially and uses contents page and headings to find relevant sections</li> <li>– Recognises and responds to some conventions of complex texts, e.g. section numbering, use of footnotes or accepted styles of referencing</li> </ul>		
<b>Comprehension strategies</b>	<ul style="list-style-type: none"> <li>– Uses knowledge of structure and layout to create a context prior to a detailed reading of a non-fiction text, e.g. pays attention to the title and introductory paragraph, skim reads subheadings and first sentence of each paragraph or examines visual content</li> <li>– Selects from a range of strategies to maintain focus on meaning-making when reading complex texts, e.g. annotates, records main points under headings or checks for accuracy of information by consulting other references</li> <li>– Uses a range of strategies to synthesise ideas and information from several texts, e.g. constructs mind maps to show connections between ideas</li> <li>– Self monitors comprehension and uses a combination of strategies when the meaning is lost, e.g. re-reads to identify the main argument or identifies a specific area of confusion and seeks clarification from another source</li> </ul>		
<b>Decoding and fluency</b>	<ul style="list-style-type: none"> <li>– Uses a broad range of decoding strategies to comprehend complex or irregularly spelled unknown words, e.g. understanding of word usage, visual and phonic patterns, word derivations and meaning, or less common prefixes and suffixes</li> </ul>		
<b>Syntax and language patterns</b>	<ul style="list-style-type: none"> <li>– Recognises how language features can be used to alert a reader to a shift in focus or meaning, e.g. a change of tense</li> <li>– Responds to transitional words and phrases that signal important information or a shift in focus</li> <li>– Understands how linking devices are used to demonstrate conceptual connections and/or causal relationships</li> <li>– Demonstrates some understanding of nominalisation and modality</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Understands an increasing number of uncommon words, including words with non-literal meanings and abstractions</li> <li>– Understands specialised vocabulary and acronyms relevant to own fields of expertise and interest</li> <li>– Understands how words and word families may be generated (e.g. from a root) and uses known parts of words to predict word meanings and extend vocabulary</li> <li>– Draws on support resources as required to clarify or confirm word meanings, e.g. a thesaurus or Wikipedia</li> </ul>		

DOMAINS OF COMMUNICATION	READING LEVEL 4 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Integrates information and ideas from a range of texts in order to form an opinion on a contentious issue</li> <li>– Identifies information from a range of online texts, considering the potential validity of each source, e.g. options for the treatment of a health condition in order to formulate questions for a health specialist</li> <li>– Reads a complex text incorporating information presented in a variety of forms and relates it to personal circumstances, e.g. analyses charts depicting predicted rises in the cost of living and considers the impact on family expenditure or compares superannuation funds over a period of time</li> <li>– Reads various reports about one event and analyses different opinions and perspectives</li> <li>– Recognises the impact that the visual information and language used in advertising may have on personal spending decisions</li> <li>– Follows diagrammatic texts to inform practical tasks, e.g. to how to install software</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Extracts relevant information from texts which include some abstraction, symbolism and technicality, e.g. identifies critical circuits from a complex circuit diagram or identifies procedures for dealing with a technical fault or breakdown</li> <li>– Analyses, compares and contrasts information gained from tables and charts, e.g. information on products and materials in order to determine the suitability of cleaning chemicals for use in a laboratory</li> <li>– Identifies critical information from the organisational plan, work programs and team members' individual training needs assessments to design a program for team skills development</li> <li>– Reviews team members' individual work plans and makes recommendations for skills development</li> <li>– Demonstrates understanding of texts describing interrelationships of events, e.g. reviews conflicting incident reports to identify key issues and possible follow up action</li> <li>– Analyses and evaluates the validity of product review data to make procurement recommendations</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Reads and responds to online postings in chat rooms and discussion forums as part of an online training course</li> <li>– Locates, analyses, integrates and applies relevant information from a range of sources, e.g. reads and interprets complex diagrams and texts, including technical standards regulations, codes of practice, technical manuals and textbooks, to verify the compliance and functionality of general electrical installations</li> <li>– Locates and critically analyses information from a variety of sources for a research project, e.g. journal articles, internet sites or blogs</li> <li>– Selects references relevant to purpose from an academic paper on the basis of the title, author and publication date</li> <li>– Summarises key arguments and supporting evidence from several texts, e.g. reviews several studies on the impact of public health campaigns on smoking</li> <li>– Compares and contrasts texts on a contentious issue and identifies several ways in which the authors have attempted to influence the reader to adopt a particular position</li> </ul>

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**READING LEVEL 5**

5.03	<b>Organises, evaluates and critiques ideas and information from a range of complex texts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Purpose</b>	<ul style="list-style-type: none"> <li>– Reads strategically and selectively, identifying a purpose before reading, and continually reflecting on the relevance of a text to meet the identified need</li> </ul>		
<b>Complexity</b>	<ul style="list-style-type: none"> <li>– Understands highly complex, lexically dense texts, including those incorporating a high level of technical specificity</li> <li>– Selects, synthesises and critically evaluates evidence, arguments and ideas from complex primary and secondary sources with highly embedded information</li> </ul>		
<b>Prediction and prior knowledge</b>	<ul style="list-style-type: none"> <li>– Draws on broad general knowledge to aid understanding of texts on a wide range of subjects and within specialised disciplines</li> <li>– Uses specialised background knowledge to support the interpretation of highly complex texts specific to a particular field</li> <li>– Builds breadth and depth of understanding by integrating prior knowledge with ideas and information from multiple texts</li> </ul>		
<b>Critical reading and text analysis</b>	<ul style="list-style-type: none"> <li>– Critically reflects on the explicit and implied purpose of a text and its potential impact on different audiences as an integral part of the reading process, e.g. considers why an author may have chosen to include or omit certain information or identifies how features such as register and idiom are used to convey and shape meaning</li> <li>– Identifies how social relations, register and audience influence an author's choice of text type, structure and language and how they may be used to express or hide attitudes and bias</li> <li>– Evaluates the credibility, reasonableness and relevance of information and ideas in a text against criteria such as selection and omission, use and quality of evidence, language choice and tone or placement of headlines and illustrations</li> </ul>		



## READING LEVEL 5

5.04	<b>Draws on a broad range of strategies to build and maintain understanding throughout complex texts</b>		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Text navigation</b>	– Recognises the distinguishing structures, layout, features and conventions of a broad range of complex text types and understands how to use these as an aid to locating information, developing understanding and focusing reading effort		
<b>Comprehension strategies</b>	– Sustains reading activity for long periods when required using a range of strategies to maintain comprehension and integrate concepts, particularly when moving between texts, e.g. reference cards, matrices of key points or flow diagrams		
<b>Decoding and fluency</b>	– Uses sophisticated decoding strategies to support comprehension of unfamiliar words, e.g. knowledge of Greek and Latin word derivations		
<b>Syntax and language patterns</b>	– Understands the stylistic conventions of complex fiction and non-fiction texts – Interprets sophisticated stylistic devices such as nominalisation		
<b>Vocabulary</b>	– Draws on an extensive vocabulary, including specialised terms and cultural references – Uses a range of support resources to extend understanding, and to investigate, research and reflect on the use of specific words and phrases		

DOMAINS OF COMMUNICATION	READING LEVEL 5 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Prepares a review for a book club meeting, recognising that there are varying interpretations possible</li> <li>– Critically evaluates and responds to documents on a matter of public concern, identifying different perspectives, value systems and potentially misleading information, e.g. a local council report on proposed re-zoning of public space</li> <li>– Compares and contrasts competing offers, taking note of the fine print, e.g. health insurance, superannuation or mortgage packages</li> <li>– Reads aloud with confidence, demonstrating a sophisticated control over the translation of written to spoken language, e.g. records a talking book for the visually impaired</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Reads a series of complex texts which include commentary or interpretative remarks and discusses how these may relate to the organisation, e.g. analyses information comparing the impact of downturns in the global economy on the cost of producing and selling a product</li> <li>– Identifies and extracts relevant information from complex diagrams, graphs and charts, e.g. tracks the source of non-compliance through a workplace process or analyses a diagram representing a business process and identifies areas for improvement</li> <li>– Reads a detailed text describing a new organisational approach, e.g. a book on leading and managing change in the workplace</li> <li>– Evaluates the validity of recommendations from an OHS consultant on the basis of the executive summary</li> <li>– Compares and contrasts technical specifications provided in a number of technical journals in order to recommend the purchase of a particular system or equipment</li> <li>– Reads a detailed manual for a complex new machine and highlights key information to be included in an operator manual</li> <li>– Reviews relevant national, state and local legislation and regulations relevant to the job role</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Compares and evaluates information on several management courses and summarises the key aspects for discussion during a personal performance appraisal</li> <li>– Evaluates the potential relevance of an academic journal article on the basis of the academic abstract and the author's standing in the field</li> <li>– Compares and contrasts the arguments in a range of complex texts on a specialist subject and discusses the validity of each author's interpretation</li> <li>– Identifies the key concepts and arguments from a range of academic sources in a specialised field of knowledge and uses these as the basis for forming own views on the topic in question</li> <li>– Critically evaluates a complex fictional text, forming opinions about the author's intended message and identifying the ways in which the author has used features such as language, tone and style to influence the reader</li> </ul>





# Writing

## Writing

The Writing core skill identifies a set of skills, knowledge and strategies concerned with the ability to shape written language according to purpose, audience and context. Effective writers employ a combination of strategies, including 'big picture' strategies (e.g. audience and purpose) and strategies around the 'mechanics' of writing (e.g. spelling and punctuation). The writer needs to consider the appropriate text type to convey the message in each context.

The Writing skill includes traditional pen and paper modes of writing. In different contexts it can also include other forms of writing such as computer literacy (e.g. word processing, chat or emailing), and other technologies such as mobile phone SMS.

The core skill of Writing recognises the following.

- Writing performance is influenced by whether the writing fulfils its purpose and meets the needs of its intended audience.
- Writing performance at higher levels includes the ability to write for an increasing range of purposes and audiences.

- Writing performance at higher levels incorporates increasing depth of knowledge and skill in writing in specialist areas.

A set of factors influencing development of expertise as a writer forms the basis for describing Performance Features within the two Indicators across the five ACSF Writing levels. These factors have been organised into Focus Areas that assist in understanding the writing process. Although presented separately, an effective writer is likely to combine many or all of these Focus Areas. A developing writer needs to consider all elements but is likely to have different strengths and weaknesses in relation to the different Focus Areas.

### Writing Indicators

An adult's writing performance is described against two Performance Indicators.

- The first Writing Indicator addresses audience, purpose and meaning-making.
- The second Writing Indicator addresses the mechanics of writing.

Specific Indicator statements describe exit performance at each level.

### WRITING INDICATORS BY LEVEL

Level	Indicator	
1	1.05	Conveys a simple idea, opinion, factual information or message in writing
	1.06	Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text
2	2.05	Conveys intended meaning on familiar topics for a limited range of purposes and audiences
	2.06	Produces familiar text types using simple vocabulary, grammatical structures and conventions
3	3.05	Communicates relationships between ideas and information in a style appropriate to audience and purpose
	3.06	Selects vocabulary, grammatical structures and conventions appropriate to the text
4	4.05	Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
	4.06	Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text
5	5.05	Generates complex written texts, demonstrating control over a broad range of writing styles and purposes
	5.06	Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning

## Writing Focus Areas

Detailed descriptors called Performance Features are organised against a set of Focus Areas common across all levels.

INDICATOR .05	INDICATOR .06
<b>Audience, purpose and meaning-making</b>	<b>The mechanics of writing</b>
<ul style="list-style-type: none"> <li>– Range</li> <li>– Audience and purpose</li> <li>– Structure and cohesion</li> <li>– Register</li> <li>– Plan, draft, proof and review</li> </ul>	<ul style="list-style-type: none"> <li>– Vocabulary</li> <li>– Grammar</li> <li>– Punctuation</li> <li>– Spelling</li> <li>– Legibility</li> </ul>

### Indicator .05: Audience, purpose and meaning-making

*Range* refers to the number of text types and contexts in which writing performance can be demonstrated. The ACSF assumes that the range will increase with progression from level 1 to level 5.

*Audience and purpose* is a central Focus Area. Why you write and for whom impacts on decisions about text type, register and presentation. As writers progress they develop a more sophisticated understanding of how to construct language to take into account social relationships, to explore and create ideas, and to plan and problem solve.

*Structure and cohesion* refers to how writing is organised and sequenced. It includes choosing the appropriate text type and layout.

*Register* refers to the various styles of language available for writing. Choosing the appropriate style depends on the context, purpose, participants, subject matter and channel of communication.

*Plan, draft, proof and review* has elements of both Indicator .05 and Indicator 06. However, the key reason to plan, draft, proof and review is to enhance meaning-making for a particular purpose and audience. Therefore it has been included as a first Indicator Focus Area.

### Indicator .06: The mechanics of writing

*Vocabulary* outlines the building of a word bank from a small individual list to a comprehensive vocabulary, including specialist vocabulary, idioms and colloquialisms.

*Grammar* is concerned with the rules and patterns governing the use of written language. It includes information about verb tenses, time markers (e.g. *first, after*), cohesive devices and sentence construction.

*Punctuation* refers to the set of marks used to organise language in order to clarify meaning. Punctuation marks include full stops, commas, brackets and parentheses.

*Spelling* refers to the accepted order of organising letters in words. It includes information about phonic letter patterns, suffixes and prefixes, word derivations, use of a dictionary and the accepted level of variation and accuracy through the five levels.

*Legibility* refers to the ability to produce writing that can be read or deciphered. It includes both handwritten and computer script. The ACSF states that, by exit level 3, legibility is well handled by the performer and can therefore be assumed at levels 4 and 5.

## How the Writing core skill is structured

The Writing core skill is organised into five performance levels, from 1 to 5.

Each level contains the following elements:

- four performance variables to be taken into account in determining the performance level
- two Performance Indicators providing an overview of exit performance at each level
- a set of Focus Areas for each Indicator against which Performance Features are organised
- a set of Performance Features providing detailed descriptions of what an individual is able to do at each level
- a set of Sample Activities providing examples of tasks and text types from a range of contexts, grouped according to the Domains of Communication.

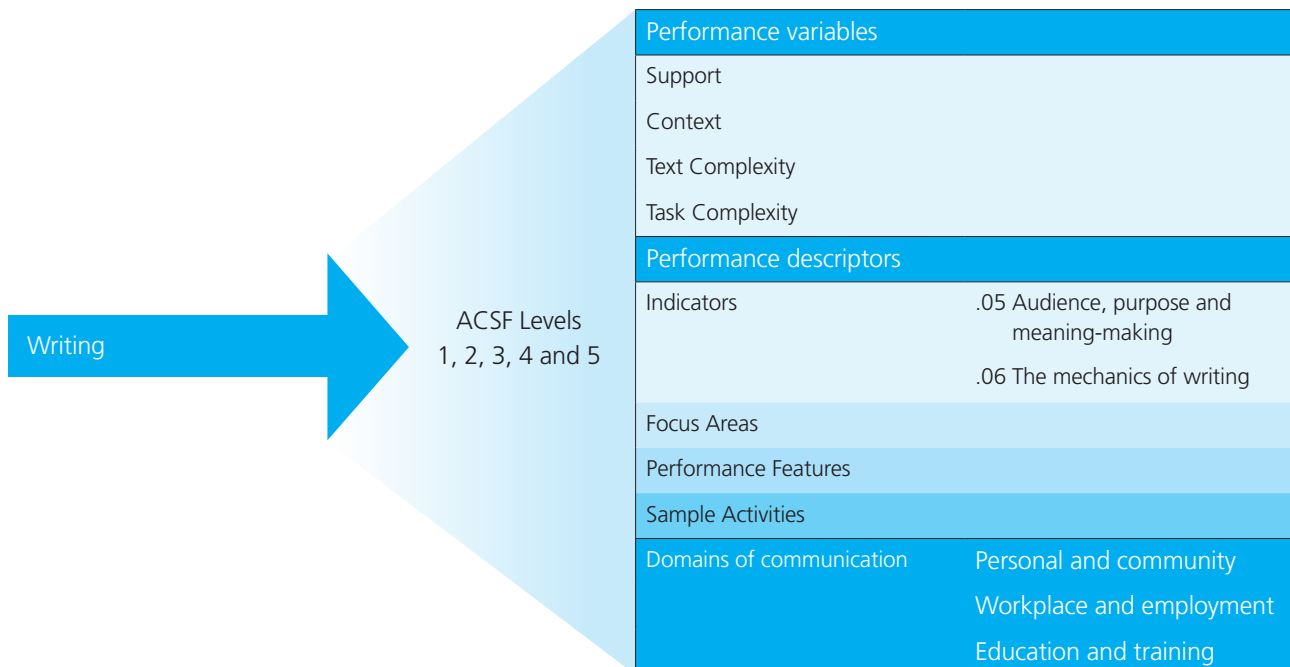


Diagram 4: Writing overview





**WRITING LEVEL 1**

1.05	<b>Conveys a simple idea, opinion, factual information or message in writing</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range</b>	– Writes two short, simple text types, e.g. a form with basic personal details or a simple personal story		
<b>Audience and purpose</b>	– Shows some recognition that texts have different purposes		
<b>Structure and cohesion</b>	– Writes short texts with simple structures – Demonstrates a very limited understanding of sequence		
<b>Register</b>			
<b>Plan, draft, proof and review</b>	– Begins to check writing by re-reading and makes some corrections with guidance, e.g. capital letters and full stops		

## WRITING LEVEL 1

1.06	<b>Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Vocabulary</b>	– Uses a small bank of individual words and phrases or word lists related to giving personal details or meeting survival needs. May be memorised or formulaic		
<b>Grammar</b>	– Uses basic structures and limited verb tenses		
<b>Punctuation</b>	– Uses basic punctuation (e.g. capital letters and full stops), but this may be inconsistent		
<b>Spelling</b>	– Approximates spelling, with inconsistencies and variations apparent		
<b>Legibility</b>	– Writes mostly legible script. May prefer to print rather than write in cursive script, with lack of consistency likely between printed and cursive letters, and upper and lower case		

DOMAINS OF COMMUNICATION	WRITING LEVEL 1 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Conveys information by writing a brief and highly contextualised personal message, e.g. writes a brief personal message on a greeting card</li> <li>– Fills in personal details section and signs name on a form, e.g. to join a social club</li> <li>– Uses a calendar to record information related to community or public dates, e.g. culturally significant celebrations</li> <li>– Sends a short SMS text</li> <li>– Uses some common abbreviations, e.g. Mr/Mrs/Ms, AM/PM or symbols such as a tick, a cross or an arrow</li> <li>– Records key information relevant to a group, e.g. names and phone numbers of group members or emergency contacts</li> <li>– Writes personal details and signs own name on a club/union membership form or roster</li> <li>– Draws on a personal word bank or picture dictionary to write short sentences</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Writes one or two sentences or notes to summarise a group activity or work process, e.g. notes key words to record personal action resulting from a team meeting</li> <li>– Receives, opens and replies to a simple workplace email message using short, simple text</li> <li>– Writes routine, everyday workplace specific vocabulary and abbreviations, e.g. product names</li> <li>– Fills in details on a simple form, e.g. an application for leave, a payroll authority or a quality log form</li> <li>– Uses some common symbols to fill in a form, e.g. a tick or a cross</li> <li>– Completes workplace checklists, e.g. a vehicle pre start inspection</li> <li>– Sends a short SMS text to a colleague or supervisor</li> <li>– Completes simple information in a vehicle management system</li> <li>– Writes contact numbers for personal reference, e.g. an immediate supervisor or emergency services</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Types own personal details into a computer-assisted learning program</li> <li>– Writes one or two sentences to support an application, e.g. for a further English class within the same centre</li> <li>– Records class dates on a calendar</li> <li>– Uses a diary to record information from notices and information sheets, e.g. class times or appointments</li> <li>– Completes and signs a simple enrolment form, e.g. name, address and phone number</li> <li>– Completes a report by writing short, simple text appropriate to purpose</li> </ul>



WRITING LEVEL 2

2.05	<b>Conveys intended meaning on familiar topics for a limited range of purposes and audiences</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Range</b>	<ul style="list-style-type: none"> <li>– Creates at least two text types, e.g. a personal history, a recipe or an email message</li> <li>– Focuses on topics relevant to personal needs and interests</li> <li>– Writes at least one paragraph (prose text)</li> <li>– Writes factual or personal information using notes or dot point lists</li> </ul>		
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Recognises that words and grammatical choices may vary to meet the requirements of the audience and purpose</li> <li>– Makes some connections between own knowledge and experience and the ideas, events and information in written texts</li> </ul>		
<b>Structure and cohesion</b>	<ul style="list-style-type: none"> <li>– Recognises that texts have a structure, e.g. beginning, middle and end</li> <li>– Begins to sequence writing with some attention to organising principles of time and importance</li> </ul>		
<b>Register</b>	<ul style="list-style-type: none"> <li>– Recognises some differences between the formal and informal registers of familiar written texts</li> </ul>		
<b>Plan, draft, proof and review</b>	<ul style="list-style-type: none"> <li>– Begins to plan writing, using strategies such as listing to organise information</li> <li>– Begins to review writing, incorporating teacher/mentor comments into the drafting process</li> </ul>		

## WRITING LEVEL 2

2.06	<b>Produces familiar text types using simple vocabulary, grammatical structures and conventions</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Extends key vocabulary to include personal details of self, family and relevant others, most aspects of everyday life and other vocabulary of personal significance</li> </ul>		
<b>Grammar</b>	<ul style="list-style-type: none"> <li>– Uses action words and simple verb tenses in sentences of one or two clauses</li> <li>– Uses adjectives, pronouns and prepositions to describe people, places, things and events</li> <li>– Uses simple cohesive devices such as <i>and, but, then</i></li> <li>– Uses time/location markers such as <i>first, then, yesterday, in, at</i></li> </ul>		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>– Uses basic punctuation, e.g. capital letters, full stops and commas</li> </ul>		
<b>Spelling</b>	<ul style="list-style-type: none"> <li>– Attempts spelling by using familiar letter patterns, including phonic letter patterns, common stems, suffixes and prefixes</li> <li>– Uses a spellchecker with support</li> <li>– Refers to a dictionary to check spelling or vocabulary choices</li> <li>– Shows some variation in spelling that does not interfere with the overall meaning</li> </ul>		
<b>Legibility</b>	<ul style="list-style-type: none"> <li>– Writes legible script</li> <li>– Consistently uses upper or lower case, and print or cursive script</li> </ul>		

DOMAINS OF COMMUNICATION	WRITING LEVEL 2 - SAMPLE ACTIVITIES
<b>Personal and community</b>	<ul style="list-style-type: none"> <li>- Writes a paragraph describing country of origin/job history</li> <li>- Accesses and uses a range of computer learning programs, e.g. Crossword Magic</li> <li>- Enters a short recount in a diary/journal/log book</li> <li>- Writes a list of tasks to be completed by other members of the group, e.g. a community roster or an action plan</li> <li>- Contributes to a short report summarising a group response, e.g. a local community action group</li> <li>- Creates a list or simple flyer on information to be discussed at a social or sporting club meeting</li> <li>- Prepares brief instructions for a friend or family member on a familiar process, e.g. a favourite recipe</li> <li>- Creates and responds to SMS texts using accepted presentation</li> <li>- Completes forms related to participation in community services/activities, e.g. completes a brief local council survey or participates in an online competition</li> <li>- Writes a short description of an item for sale to be placed on a notice board/e-board</li> </ul>
<b>Workplace and employment</b>	<ul style="list-style-type: none"> <li>- Enters routine data associated with production processes and control procedures into a database using familiar software</li> <li>- Records simple and routine information from a telephone message (e.g. takes a phone message with name, phone number and short message) on a form designed for this purpose</li> <li>- Writes brief systems-related texts using an established format, e.g. a brief shift report, a menu, an order form or an OHS incident report on a standard workplace form/pro-forma</li> <li>- Completes a range of forms requiring routine, factual data, e.g. OHS records, a job application, a reimbursement form for expenses such as use of a vehicle, or pickup and delivery dockets</li> <li>- Enters familiar information into a database using familiar software</li> <li>- Writes a list of tasks to be completed by other members of the work group, e.g. a roster or an action plan</li> <li>- Contributes to a short report summarising a group response, e.g. a workplace problem solving group</li> <li>- Creates a list or simple flyer on information to be discussed at a workplace meeting</li> <li>- Writes a brief message for a fellow worker, e.g. a shift changeover note</li> <li>- Writes a brief dot-point statement about a process/procedure decided in a team meeting</li> </ul>
<b>Education and training</b>	<ul style="list-style-type: none"> <li>- Creates a short report, e.g. describes previous English classes or another training course</li> <li>- Completes a training log book or diary with familiar information</li> <li>- Writes a list of tasks to be completed by members of a project team, e.g. an action plan</li> <li>- Writes a brief dot-point statement about information provided in a training session</li> <li>- Writes a brief text expressing an opinion, e.g. for a training provider's learner suggestion box</li> <li>- Writes a short description of an item for sale to be placed on a student notice board/e-board</li> <li>- Writes a paragraph suggesting improvements, e.g. longer class times or improved facilities at the student lounge/canteen</li> <li>- Completes familiar detail on an application form, e.g. to apply for computer access</li> <li>- Contributes to a short report summarising a group response</li> <li>- Writes a note of explanation, e.g. explains own absence in a note to the teacher/trainer/manager</li> </ul>





WRITING LEVEL 3

3.05	<b>Communicates relationships between ideas and information in a style appropriate to audience and purpose</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Range</b>	– Produces a range of text types (familiar and some unfamiliar), with appropriate structures		
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Demonstrates the need to vary written language to meet requirements of the audience and purpose</li> <li>– Chooses appropriate text type to communicate relevant information and/or ideas effectively, e.g. a memo, dialogue or a poem</li> <li>– Begins to use writing as a tool for identifying issues and generating new ideas</li> </ul>		
<b>Structure and cohesion</b>	<ul style="list-style-type: none"> <li>– Sequences writing to produce cohesive text</li> <li>– Interrelates ideas and information and some support material when writing about familiar topics</li> <li>– Uses layout consistent with text type</li> </ul>		
<b>Register</b>	– Demonstrates an understanding of a range of formal and informal registers		
<b>Plan, draft, proof and review</b>	<ul style="list-style-type: none"> <li>– Uses basic models to produce a range of text types, although may handle some more easily than others</li> <li>– Uses the process of planning, drafting and proofreading</li> <li>– Self corrects own writing to check for consistency and accuracy</li> </ul>		

## WRITING LEVEL 3

3.06	<b>Selects vocabulary, grammatical structures and conventions appropriate to the text</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/ known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available</li> <li>– Uses vocabulary with increasing precision to show how words carry particular shades of meaning</li> <li>– Uses an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank</li> <li>– Uses some familiar acronyms</li> <li>– Where appropriate to task or context, uses some common idioms</li> </ul>		
<b>Grammar</b>	<ul style="list-style-type: none"> <li>– Uses introductory phrases which indicate that an opinion, or a fact, is being offered</li> <li>– Uses some complex and compound sentences</li> <li>– Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints</li> <li>– Uses dependent clauses introduced by words such as <i>although, when, if, while</i></li> <li>– Uses a range of tenses</li> </ul>		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>– Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks</li> </ul>		
<b>Spelling</b>	<ul style="list-style-type: none"> <li>– Uses a spell checker with increasing understanding, independence and awareness of its limitations</li> <li>– Spells with reasonable accuracy</li> <li>– Attempts to spell unfamiliar words, using a range of strategies, including phonic and visual letter patterns, syllabification and word origin</li> </ul>		
<b>Legibility</b>	<ul style="list-style-type: none"> <li>– Uses a legible handwriting style or a computer font appropriate to the audience and purpose</li> </ul>		

DOMAINS OF COMMUNICATION	WRITING LEVEL 3 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Composes a letter/email to a friend recounting recent events</li> <li>– Sends and receives an email in a formal context, e.g. to enquire about accommodation</li> <li>– Writes a creative/expressive/imaginative text, e.g. a poem or a song</li> <li>– Expresses own opinion about a local issue of personal concern by writing a letter to the relevant authority outlining concerns, e.g. a letter to a local newspaper or city council</li> <li>– Prepares an agenda for a community meeting</li> <li>– Completes a survey about the quality of a local service</li> <li>– Writes a short formal letter outlining instructions for a particular purpose, e.g. closure of a bank account</li> <li>– Uses a word processing program on a computer to produce own texts, e.g. brief reports or a contribution to a community newsletter</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Writes clear sequenced instructions for using routine/everyday technology, e.g. office equipment or machinery</li> <li>– Writes a routine report, e.g. an accident report, an incident report, a report on a case where repair work is not able to be completed as requested or a summary of a service provided</li> <li>– Completes workplace records and forms accurately and legibly using correct technical and enterprise specific vocabulary</li> <li>– Enters routine data into a computer based management system</li> <li>– Uses email for routine workplace communication</li> <li>– Writes a factual text, e.g. a job history as part of a job application letter, following organisational guidelines</li> <li>– Completes a performance appraisal review form and documents personal goals</li> <li>– Takes notes in a short discussion in order to inform work colleagues who were not present</li> <li>– Records comments from a customer regarding the quality of service provided</li> <li>– Completes a range of formatted texts, e.g. selects and integrates information relevant to a completed job on a job report form, records information on a vehicle-maintenance record form or completes an incident report form</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Prepares an assignment or written project report which may include graphs or diagrams for a specified purpose</li> <li>– Takes coherent notes from a public lecture or training session</li> <li>– Uses a range of software packages to complete assignments, e.g. a word processing package, a spreadsheet, email or the internet</li> <li>– Uses functions such as format, copy and paste to integrate/save/ transfer information for assessment</li> <li>– Uses a spell checker with an awareness of its limitations</li> <li>– Uses email for routine communication with co-learners and the teacher/trainer</li> <li>– Documents detail of on-the-job training in a log book</li> <li>– Completes a training evaluation or feedback form</li> </ul>



WRITING LEVEL 4

4.05	<b>Communicates complex relationships between ideas and information, matching style of writing to purpose and audience</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, inferencing, extrapolating, reflecting, abstracting
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Range</b>	<ul style="list-style-type: none"> <li>– Constructs meaning by employing a knowledge of principal conventions of a broad range of text types</li> <li>– Demonstrates control of most distinguishing linguistic structures and features of a range of text types, e.g. reports, discussions, procedures and narratives</li> </ul>		
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Writes for a range of purposes (e.g. self reflection, personal communication or social action) to demonstrate knowledge and understanding</li> <li>– Addresses the context, purpose and audience when generating text</li> </ul>		
<b>Structure and cohesion</b>	<ul style="list-style-type: none"> <li>– Integrates information and ideas from a range of sources, utilising appropriate support materials, e.g. photographs, quotations or flow charts</li> <li>– Displays logical organisational structure in writing through the use of coherently linked paragraphs</li> <li>– Uses some references</li> </ul>		
<b>Register</b>	<ul style="list-style-type: none"> <li>– Chooses the appropriate register and structure</li> </ul>		
<b>Plan, draft, proof and review</b>	<ul style="list-style-type: none"> <li>– Uses a variety of strategies for planning, drafting, reviewing and proofreading own writing, e.g. plans according to purpose, uses drafting techniques or checks with a mentor/peer</li> </ul>		

## WRITING LEVEL 4

4.06	<b>Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, inferencing, extrapolating, reflecting, abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Selects vocabulary to create shades of meaning in chosen fields of knowledge or in particular contexts</li> <li>– Understands and uses vocabulary specific to a topic</li> </ul>		
<b>Grammar</b>	<ul style="list-style-type: none"> <li>– Uses grammatical structures and vocabulary appropriate to register</li> <li>– Uses structurally complex sentences</li> <li>– Demonstrates some understanding of nominalisation and condenses ideas, processes, descriptions and/or explanations into abstract nouns</li> <li>– Has some control over modality, using modal verbs and other modification devices</li> </ul>		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>– Uses punctuation accurately and effectively to convey a range of meanings, e.g. emotions or intentions</li> </ul>		
<b>Spelling</b>	<ul style="list-style-type: none"> <li>– Uses a range of spelling strategies, e.g. understanding of word usage, visual and phonic patterns, or word derivations and meanings</li> <li>– Accurately spells frequently used words, including relevant technical terms and specialised vocabulary</li> </ul>		
<b>Legibility</b>			

DOMAINS OF COMMUNICATION	WRITING LEVEL 4 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>- Creates a detailed narrative where ideas, details and events relevant to the story-line are developed and described</li> <li>- Writes a text of personal relevance drawing on varying examples, incidents, opinions and information to support a general theme or provide contrasting viewpoints, e.g. for a community newsletter</li> <li>- Writes a text drawing on a range of evidence to support a position, e.g. writes a letter to a local authority expressing an opinion on a local issue, providing supporting evidence and making a recommendation</li> <li>- Develops a text that describes the interrelationships depicted in tabular/graphic form, e.g. a report of a survey comparing the range of opinions on a matter of public importance</li> <li>- Participates actively in a community meeting by taking detailed and accurate minutes</li> <li>- Writes a book review, including a summary of a book's plot, characters and writing style, and incorporating opinions from members of a book club</li> <li>- Documents roles, responsibilities and timeframes for a community project</li> <li>- Prepares a detailed report for a funding body, including details of activity and expenditure over a set time</li> <li>- Develops the format of a document to collect information from the public, e.g. a survey</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>- Prepares an induction manual or standard operating procedures to be used in the workplace</li> <li>- Documents roles, responsibilities and timeframes for a project plan</li> <li>- Compiles a report (e.g. on sales figures) with input from a range of sources</li> <li>- Documents a care management plan for a client incorporating a number of services</li> <li>- Writes clear and detailed instructions organised sequentially, for individual members of a group in order to complete a group activity</li> <li>- Writes organisational procedures and time frames to take account of different roles and perspectives, e.g. writes a report as a committee member to resolve difficulties about definitions of job responsibilities</li> <li>- Writes a technical/design brief or a complex work instruction based on client and stakeholder requirements</li> <li>- Prepares data for a team/group using graphs to compare production or activity over a period of time, and includes recommendations for improvements</li> <li>- Gathers information from a range of sources and rewrites using headings, instructions and layout that meet the needs of the audience and purpose of the text, e.g. job instructions or evacuation instructions</li> <li>- Writes a report on the impact of a particular procedure or technology for a specific audience, e.g. management committees or tripartite committees</li> <li>- Writes an instruction manual for a new piece of equipment or machinery</li> <li>- Creates a range of formal texts incorporating specific workplace proformas and language and maintains records on a computer, e.g. memos, letters to clients, agendas, minutes, emails or reports</li> <li>- Demonstrates understanding of a text describing complex interrelationships of events, e.g. writes a letter to a customer apologising for a lost item or prepares a report for a manager detailing a problem and steps taken to address it</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>- Applies research skills to obtain specific information using a range of documents, then summarises the data collected to produce a written report</li> <li>- Develops a storyboard for a multi-media product</li> <li>- Documents a plan for research incorporating multiple sources of data collection and proposed methods of analysis, including proposed timelines</li> <li>- Gathers information from a range of sources and rewrites using headings and layout that meet the needs of the audience and purpose of the text, e.g. a summary of theory relating to a particular process</li> <li>- Prepares an application for further study, e.g. writes a comprehensive application for admission to a targeted study program</li> <li>- Develops a survey tool to collect data</li> <li>- Writes an academic essay on a particular topic, using various strategies to plan, draft, review or edit own writing</li> <li>- Documents a detailed action plan for a group study activity, including roles, tasks, collaboration strategies and timelines</li> </ul>





**WRITING LEVEL 5**

5.05	<b>Generates complex written texts, demonstrating control over a broad range of writing styles and purposes</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range</b>	– Demonstrates sophisticated control of a broad range of text types		
<b>Audience and purpose</b>	– Selects text type, subject matter and language to suit specific audience and purpose – Uses writing as a tool to develop hypotheses, explore complex issues, plan and problem solve		
<b>Structure and cohesion</b>	– Organises content in a manner that supports the purposes and format of the product, e.g. a report or web page – Structures writing to move from introduction through several connected ideas/evidence/points of view to a summary/recommendation where this is appropriate to the context – Uses clear, logical organisational structures in writing – Uses and experiments with a broad range of structures and features – Understands and adheres to organisational conventions, e.g. footnotes and references – Uses formatting appropriate to text, e.g. heading weights and styles		
<b>Register</b>	– Has established register flexibility and sensitivity and interprets register related to social relationships in a broad range of contexts		
<b>Plan, draft, proof and review</b>	– Uses the drafting and revision process to extend and clarify thinking		

## WRITING LEVEL 5

5.06	<b>Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Understands and uses broad vocabulary, including idioms, colloquialisms and cultural references as appropriate</li> <li>– Understands and uses appropriate specialised vocabulary in a variety of situations, e.g. explanations, descriptions or arguments</li> </ul>		
<b>Grammar</b>	<ul style="list-style-type: none"> <li>– Uses a variety of words and grammatical structures to achieve precise meaning</li> <li>– Uses and interprets sophisticated stylistic devices such as nominalisation</li> <li>– Uses grammatical structures accurately and effectively</li> <li>– Understands and uses linking devices effectively to demonstrate complex conceptual connections and/or causal relationships</li> </ul>		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>– Uses all features of punctuation, font and layout effectively, e.g. semi-colons, brackets and italics</li> <li>– Avoids over use and/or misuse of punctuation</li> </ul>		
<b>Spelling</b>	<ul style="list-style-type: none"> <li>– Spells with a high degree of accuracy using the patterns and rules that are characteristic of English spelling, or by taking measures to check accuracy and make corrections</li> </ul>		
<b>Legibility</b>			

DOMAINS OF COMMUNICATION	WRITING LEVEL 5 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Writes a personal letter which details complex personal circumstances/responses where a level of subtlety is required, e.g. a letter of support for a court case</li> <li>– Co-ordinates a collective response, e.g. in relation to a letter of complaint about cutbacks to funding for a local/community service such as a library, a childcare centre or a drop-in centre</li> <li>– Documents a management plan with procedures for a community centre, including processes for feedback, evaluation and review</li> <li>– Writes for a specific audience in order to convey detailed information and/or explore different perspectives on complex, challenging issues, e.g. revises a needlessly complicated community education leaflet and presents it in plain English</li> <li>– Writes a cohesive, well-structured article for a local community newspaper on a complex issue, presenting alternative views, evidence and recommendations</li> <li>– Writes a story or play with a developed storyline or plot, including events and characters developed and described in detail</li> <li>– Writes a series of songs to represent different perspectives on one theme</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Writes a position paper or report based on analysis of data and stakeholder consultations</li> <li>– Writes an organisational plan based on task analysis, worker input and financial data</li> <li>– Writes a case analysis report, including recommendations for future care</li> <li>– Prepares a contract for service delivery</li> <li>– Develops website content or promotional material designed specifically for the needs of the audience</li> <li>– Writes a risk management plan for a particular workplace, identifying possible risks and treatments</li> <li>– Writes a detailed procedural text, including alternative courses of action, after defining the needs of the audience and the purposes of the information, e.g. develops work instructions supported by graphics, taking into account the needs of a culturally and linguistically diverse workforce</li> <li>– Defines the purposes and objectives for the use of a particular technology, e.g. writes a report that includes a detailed analysis of a new form of technology for a particular workplace or environment</li> <li>– Adapts task instructions to suit changes in a process or technology, e.g. writes plain English instructions for the operation of a new machine, based on the manufacturer's instructions</li> <li>– Writes a position paper or report based on analysis of data and consultations conducted with a range of stakeholders, e.g. external and internal customer feedback on quality of service</li> <li>– Designs a survey to accurately ascertain customer satisfaction levels and presents a process to evaluate responses</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Writes a recount of a short story from the point of view of one of the characters, using devices such as descriptive techniques, development of character and appropriate tone</li> <li>– Prepares a critical evaluation of information regarding possible training courses available as part of own performance appraisal review</li> <li>– Prepares a task and required documentation for an assessment event using clear and comprehensible language and layout</li> <li>– Uses software capabilities to insert footnotes or references, or to prepare an automatic contents page</li> <li>– Identifies, analyses and evaluates information from a wide variety of sources, e.g. carries out a task analysis to design and develop a program for implementation or a literature review</li> <li>– Writes a review of various theories for a particular purpose and audience, including summary details and an analysis</li> <li>– Prepares a laboratory report detailing data collection, analysis methods and findings for a particular audience</li> <li>– Writes a lengthy essay, e.g. to explore application of theory to practice</li> </ul>

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# Oral Communication

### Oral Communication

Oral Communication, like other skill areas in the ACSF, is based on the view that language is a social everyday event, which is shaped by purpose and context. In the ACSF, Oral Communication has been divided into two areas – speaking and listening.

Oral Communication involves both transactional and interpersonal exchanges. Transactional exchanges are primarily practical in purpose, designed to achieve a specific outcome such as providing or obtaining information, goods and services. Exchanges tend to be more formulaic and structured and may often involve situations where speakers have no prior knowledge of each other.

Interpersonal exchanges involve an engagement of the speakers with each other for the purposes of establishing, building and maintaining a relationship, problem solving, exploring issues, dealing with conflict and sharing/expressing emotions. The speakers may not have had previous contact and the relationship may or may not be ongoing.

Exchanges may be formal or informal and will be influenced by factors such as the context of the exchange, cultural understandings, power relations, social distance and emotional/attitudinal factors. They will also be influenced by the medium of the exchange; that is, not all oral events occur face to face. As technology improves, there is an ever increasing number of avenues by which oral communication takes place such as online interactive telecommunication. Listening activities may not involve interaction with another person but the listener interacts purely with other mediums such as listening to music, movies, radio, etc.

The core skill of Oral Communication recognises the following:

- that there are a range of ways to interact and that these are determined by audience, context and purpose. Where there are more than two speakers participating in the one conversation, participating effectively becomes more complex and requires each person to draw on an increasing range of communicative strategies. Understanding what strategies to use as both speaker and listener will be determined partly by the medium used for the exchange and partly by accepted patterns or rules that govern the particular form of interaction
- use of register, i.e. various styles of language available for speaking. Choosing the appropriate style depends on the context, purpose, participants, subject matter and channel of communication

#### **Oral Communication across the five levels reflects:**

- fluency and sustained interaction
- use of generic structures (vocabulary, grammatical forms and relationships between utterances as they occur in specific types of spoken and other aural texts)
- use of appropriate paralinguistics (non-verbal communication) to support the communicative process
- aural information processing demands (reflective response to aural spoken texts, which may be spoken or, for example, music).



### Oral Communication Indicators

An adult's oral communication performance is described against two Performance Indicators.

- The first Oral Communication Indicator primarily addresses speaking.
- The second Oral Communication Indicator primarily addresses listening.

Specific Indicator statements describe exit performance at each level.

ORAL COMMUNICATION INDICATORS BY LEVEL		
Level	Indicator	
1	1.07	Gives or elicits basic information in a short, simple spoken context
	1.08	Listens for basic information in short, simple oral texts
2	2.07	Uses everyday language to provide information or maintain a conversation in familiar spoken contexts
	2.08	Listens for relevant information in oral texts across familiar contexts
3	3.07	Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts
	3.08	Derives meaning from a range of oral texts in familiar and some unfamiliar contexts
4	4.07	Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts
	4.08	Applies appropriate strategies to extract main ideas from oral texts across a range of contexts
5	5.07	Establishes and maintains complex and effective spoken communication in a broad range of contexts
	5.08	Displays depth of understanding of complex oral texts which include multiple and unstated meanings

### Oral Communication Focus Areas

Detailed descriptors called Performance Features are organised against a set of Focus Areas common across all levels.

INDICATOR .07	INDICATOR .08
<b>Speaking</b>	<b>Listening</b>
<ul style="list-style-type: none"> <li>– Range and context</li> <li>– Audience and purpose</li> <li>– Register</li> <li>– Cohesion and structure</li> <li>– Grammar</li> <li>– Vocabulary</li> <li>– Pronunciation and fluency</li> <li>– Non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>– Range and context</li> <li>– Audience and purpose</li> <li>– Structure and grammar</li> <li>– Comprehension</li> <li>– Vocabulary</li> <li>– Rhythm, stress and intonation</li> <li>– Non-verbal communication</li> </ul>

## How the Oral Communication core skill is structured

The Oral Communication core skill is organised into five performance levels, from 1 to 5.

Each level contains the following elements:

- four performance variables to be taken into account in determining the performance level
- two Performance Indicators providing an overview of exit performance at each level
- a set of Focus Areas for each Indicator against which Performance Features are organised
- a set of Performance Features providing detailed descriptions of what an individual is able to do at each level
- a set of Sample Activities providing examples of tasks and text types from a range of contexts, grouped according to the Domains of Communication

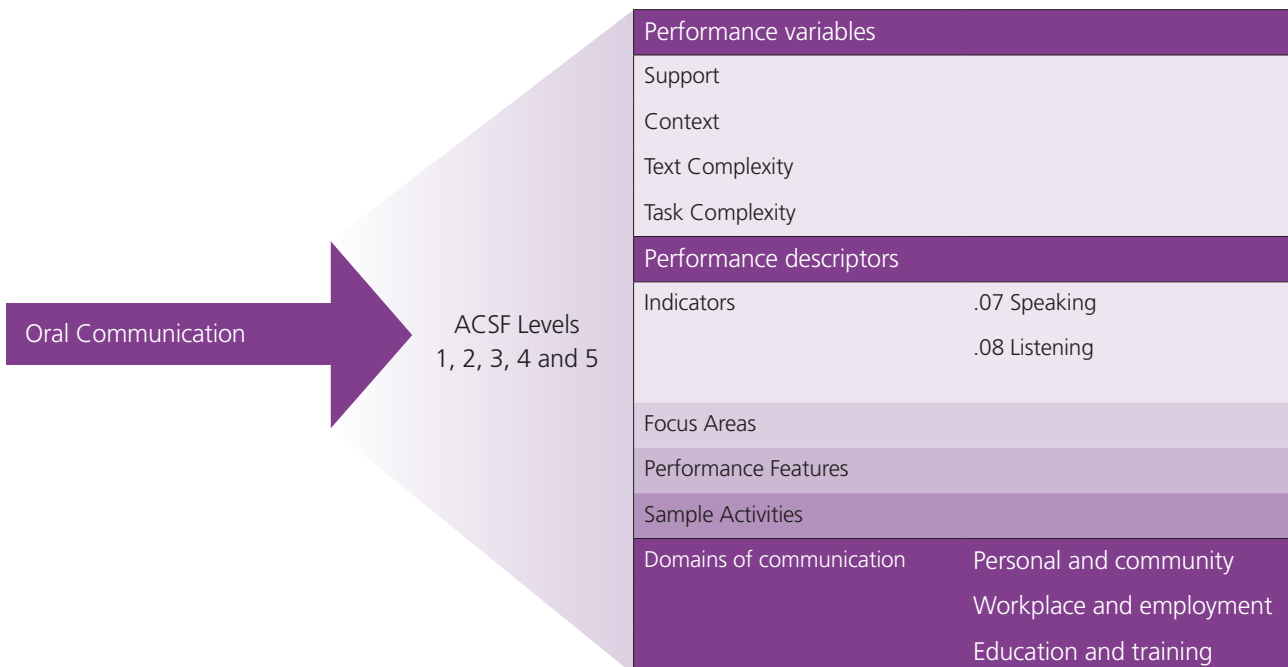


Diagram 5: Oral Communication overview

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**ORAL COMMUNICATION LEVEL 1**

1.07	<b>Gives or elicits basic information in a short, simple spoken context</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range and context</b>	– Understands and responds appropriately in highly familiar oral contexts where exchanges are short and explicit		
<b>Audience and purpose</b>	– Asks simple questions and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content – Responds to a request for clarification or repetition and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content		
<b>Register</b>			
<b>Cohesion and structure</b>			
<b>Grammar</b>	– Uses basic structures and very limited verb tenses		
<b>Vocabulary</b>	– Uses a small bank of individual words and phrases, which may be memorised and formulaic, including those related to giving personal details, exchanging or obtaining information, goods and services, and those necessary to meet survival needs		
<b>Pronunciation and fluency</b>	– Produces utterances which may feature variations in pronunciation, stress patterns and intonation, possibly requiring verification – Uses speech that is characterised by long pauses, numerous repetitions or isolated words and phrases		
<b>Non-verbal communication</b>	– Relies on non-verbal communication support such as gestures and facial expressions to express meaning		

**ORAL COMMUNICATION LEVEL 1**

1.08	<b>Listens for basic information in short, simple oral texts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range and context</b>	<ul style="list-style-type: none"> <li>– Understands exchanges that are short and explicit</li> <li>– Depends on prior knowledge of context and personal experience when listening</li> </ul>		
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Identifies specific information in spoken texts relating to items, people and/or activities in the immediate environment</li> </ul>		
<b>Structure and grammar</b>	<ul style="list-style-type: none"> <li>– Comprehends basic structures and very limited verb tenses</li> </ul>		
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>– Comprehends simple questions</li> <li>– Indicates a need for clarification or repetition</li> <li>– Identifies requests for clarification or repetition</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Comprehends a small bank of individual words and phrases, which may be formulaic, including those related to giving personal details, exchanging or obtaining information, goods and services, and those necessary to meet survival needs</li> </ul>		
<b>Rhythm, stress and intonation</b>	<ul style="list-style-type: none"> <li>– Requests repetition of utterances when necessary</li> <li>– Requires slow, clear speech</li> </ul>		
<b>Non-verbal communication</b>	<ul style="list-style-type: none"> <li>– Relies on gestures and facial expressions to make meaning</li> </ul>		

DOMAINS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 1 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Exchanges personal details in a casual conversation with a known or familiar person</li> <li>– Listens and responds to direct questions by reciting personal details such as name, address, age, country of origin, date of birth and date of arrival</li> <li>– Asks questions and responds to brief, factual information to fulfil personal needs, e.g. establishes the price of a cup of coffee to make a purchase</li> <li>– Elicits and responds to information in order to undertake simple oral negotiations, e.g. uses public transport by locating a destination on a public transport map, asking for a ticket and tendering the fare</li> <li>– Listens to short text of immediate interest and identifies key information, e.g. television weather report</li> <li>– Introduces self and exchanges greetings appropriately in an institutional setting, e.g. at a Medicare office or a reception area at a hospital</li> <li>– Listens to suggestions and participates in a negotiated group activity, e.g. comes to agreement about a meeting place for a celebration or family picnic</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Tells a supervisor about a problem/hazard/defect</li> <li>– Listens to short announcements and identifies key information such as own name or department</li> <li>– Expresses a personal opinion or preference in a discussion with co-workers, e.g. preferred roster days</li> <li>– Asks questions and follows specific information/instructions in an immediate environment in order to complete a highly familiar procedure, e.g. stop machine when a red light goes on</li> <li>– Describes a routine task, using workplace specific vocabulary as appropriate, supported by body language, e.g. explains how to turn on a familiar piece of machinery or operate a piece of technology, such as the drink machine, to a new worker or club member</li> <li>– Listens to and responds to short, clearly worded requests, e.g. attends a meeting area, takes an early lunch break or indicates availability for weekend work</li> <li>– Gives basic facts about own personal background in a survey at work</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Makes and responds to simple enquiries relevant to personal needs, e.g. asks about a training program advertised on a notice board or asks for directions to a training room</li> <li>– Exchanges highly familiar information, e.g. introduces self to class and listens to the introductions of others, responding appropriately</li> <li>– Exchanges information in order to complete a group task, e.g. indicates a need for, or availability of, a particular technology or support</li> <li>– Listens to suggestions and participates in a negotiated group activity, e.g. comes to an agreement about a meeting time and a place for a class excursion</li> <li>– Asks questions and follows specific information or an instruction, e.g. how to key in ID information to access a computer program, or use equipment in a learning centre or library</li> <li>– Gives short, straightforward instructions consisting of one or two steps, e.g. provides directions to the canteen, nearest emergency exit or office/reception/ student administration area</li> <li>– Listens to and follows brief, simple instructions to complete learning activities, e.g. turn to the person next to you and say 'good morning, how are you today?'</li> </ul>



**ORAL COMMUNICATION LEVEL 2**

2.07	<b>Uses everyday language to provide information or maintain a conversation in familiar spoken contexts</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range and context</b>	<ul style="list-style-type: none"> <li>– Demonstrates language use appropriate to some different interactional purposes, e.g. gives an opinion or explanation, makes an enquiry or seeks clarification</li> </ul>		
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Begins to provide key information relevant to an exchange</li> <li>– Recognises that words and grammatical choices may vary to meet the requirements of the audience and purpose</li> </ul>		
<b>Register</b>	<ul style="list-style-type: none"> <li>– Begins to demonstrate a recognition of the differences between formal and informal registers</li> </ul>		
<b>Cohesion and structure</b>	<ul style="list-style-type: none"> <li>– Makes connections between own knowledge and experience, and ideas, events and information when speaking</li> <li>– Uses simple questions and instructions in order to exchange or obtain goods or services, or gather and provide information</li> </ul>		
<b>Grammar</b>	<ul style="list-style-type: none"> <li>– Refines conversational skills by using common openings and closings</li> <li>– Uses adjectives, pronouns and prepositions to describe people, places, things and events</li> <li>– Uses simple verb tenses in sentences with one or more clauses</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Extends key vocabulary to include personal details of self and family and relevant others, most aspects of everyday life, and other vocabulary of personal significance</li> </ul>		
<b>Pronunciation and fluency</b>	<ul style="list-style-type: none"> <li>– Produces mostly intelligible pronunciation, stress patterns and intonation. Some variations may require clarification</li> <li>– Speaks slowly and pronounces key words deliberately</li> </ul>		
<b>Non-verbal communication</b>	<ul style="list-style-type: none"> <li>– Relies on facial expressions and gestures to clarify or confirm meaning</li> </ul>		



**ORAL COMMUNICATION LEVEL 2**

2.08	<b>Listens for relevant information in oral texts across familiar contexts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range and context</b>	<ul style="list-style-type: none"> <li>– Comprehends language used in a limited range of contexts</li> <li>– Makes connections between own knowledge and experience and the purpose of oral texts</li> </ul>		
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Begins to demonstrate a recognition of the differences between formal and informal registers</li> </ul>		
<b>Structure and grammar</b>	<ul style="list-style-type: none"> <li>– Follows the use of adjectives, pronouns and prepositions to describe people, places, things and events</li> <li>– Comprehends the use of simple verb tenses in sentences with one or more clauses</li> <li>– Comprehends oral texts which have a predictable structure and familiar vocabulary</li> </ul>		
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>– Comprehends straightforward questions and instructions in order to exchange or obtain goods or services, and gather and provide information</li> <li>– Responds to questions and takes turns to maintain simple conversations</li> <li>– Begins to identify key information relevant to an exchange</li> <li>– Asks questions to clarify meaning when listening</li> <li>– Indicates the need for repetition</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Recognises vocabulary related to personal details of self and family and relevant others, most aspects of everyday life, and other vocabulary of personal significance</li> </ul>		
<b>Rhythm, stress and intonation</b>	<ul style="list-style-type: none"> <li>– Recognises changes in stress and intonation</li> </ul>		
<b>Non-verbal communication</b>	<ul style="list-style-type: none"> <li>– Interprets facial expressions and gestures to refine or confirm meaning</li> </ul>		

DOMAINS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 2 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Makes a telephone call and responds appropriately to questions that require basic personal details, e.g. makes an appointment at the community health centre</li> <li>– Participates in a short, casual conversation with a friend, expressing personal understanding of an event/issue/preference</li> <li>– Locates and selects information from a spoken text, e.g. listening for the time and channel of a preferred TV program</li> <li>– Follows instructions for a familiar activity, e.g. how to borrow a DVD at a local video store or a library</li> <li>– Listens to brief recorded telephone instructions and follows prompts, e.g. uses keypad selection to pay a bill</li> <li>– Elicits and responds to information given in a public setting, e.g. information booth personnel to more effectively access public event/tourism venue/secure special-needs service</li> <li>– Listens to a radio program on a familiar, personally relevant topic and comments on an item of interest</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Participates in straightforward face to face discussions with customers or co-workers</li> <li>– Listens to short, explicit instructions for new work procedures and asks questions to clarify</li> <li>– Receives and passes on phone messages</li> <li>– Explains routine procedures to others, e.g. workplace safety procedures or fire drill</li> <li>– Reports a problem/hazard/fault/defect to a supervisor or utility company</li> <li>– Follows directions to perform a sequence of routine tasks, e.g. uses machinery/equipment such as fax machine or forklift, or makes pre operational checks on machinery/plant equipment</li> <li>– Listens for specific information in a formal workplace meeting</li> <li>– Asks questions to clarify and confirm instructions, e.g. questions steps in a new procedure if unsure</li> <li>– Discusses with colleagues issues from a company newsletter</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Participates in an informal conversation, e.g. exchanges greetings with and expresses opinion to a fellow class member, asks questions and makes comments that expand ideas, or seeks clarification</li> <li>– Follows instructions to use distance education computer software to join in a discussion</li> <li>– Listens to short, explicit instructions to learn new procedures needed to complete a task, e.g. follows instructions to download software for a specific purpose</li> <li>– Receives and passes on straightforward messages, e.g. variations to a training timetable or due by date for assessment</li> <li>– Participates in a face to face oral exchange, e.g. enquires about training opportunities</li> <li>– Listens to information provided orally on a topic and responds appropriately</li> <li>– Asks questions to clarify information and instructions</li> </ul>



**ORAL COMMUNICATION LEVEL 3**

3.07	<b>Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range and context</b>	<ul style="list-style-type: none"> <li>– Uses structure and register appropriate for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving, and exploring issues in everyday situations</li> </ul>		
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Demonstrates an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose</li> </ul>		
<b>Register</b>	<ul style="list-style-type: none"> <li>– Demonstrates awareness of choices for register, especially in situations that are familiar</li> </ul>		
<b>Cohesion and structure</b>	<ul style="list-style-type: none"> <li>– Identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate</li> </ul>		
<b>Grammar</b>	<ul style="list-style-type: none"> <li>– Uses introductory phrases which indicate that an opinion or a fact is being offered</li> <li>– Uses dependent clauses introduced by words such as <i>although, when, if, while</i></li> <li>– Uses appropriate grammatical forms and vocabulary in everyday contexts, e.g. to give instructions, give explanations, ask questions or express viewpoints</li> <li>– Uses a range of tenses</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Uses some common idioms</li> <li>– Uses vocabulary that is sufficiently broad so that a relevant word is almost always available for both everyday and more specific contexts</li> </ul>		
<b>Pronunciation and fluency</b>	<ul style="list-style-type: none"> <li>– Refines intended meaning, varying speed and changing tone or emphasis when speaking</li> <li>– Uses pronunciation, stress patterns and intonation which do not obscure meaning but may require occasional clarification</li> <li>– Uses speech that may be characterised by uneven flow, with some repetition, especially in longer utterances</li> </ul>		
<b>Non-verbal communication</b>	<ul style="list-style-type: none"> <li>– Uses interactional strategies such as non-verbal feedback in order to support effective communication</li> </ul>		

**ORAL COMMUNICATION LEVEL 3**

3.08	<b>Derives meaning from a range of oral texts in familiar and some unfamiliar contexts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range and context</b>	<ul style="list-style-type: none"> <li>Derives meaning from language used for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving and exploring issues in everyday situations</li> <li>Identifies gist of oral texts with some unfamiliar elements, e.g. movies or presentations</li> </ul>		
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>Recognises the way structure and register may change according to the purpose of the oral text</li> </ul>		
<b>Structure and grammar</b>	<ul style="list-style-type: none"> <li>Recognises introductory phrases which indicate that an opinion or a fact is being offered</li> <li>Comprehends dependent clauses introduced by words such as <i>although, when, if, while</i></li> <li>Identifies cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate</li> <li>Follows the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions or viewpoints</li> <li>Understands a range of tenses</li> </ul>		
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Comprehends longer oral texts with limited complexity</li> <li>Listens for relevant information in order to make notes from oral texts on a range of everyday topics</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Comprehends both everyday vocabulary and vocabulary from more specific contexts</li> <li>Recognises some common idioms</li> </ul>		
<b>Rhythm, stress and intonation</b>	<ul style="list-style-type: none"> <li>Can generally interpret stress patterns and intonation</li> <li>Follows speech at normal rate of utterance</li> </ul>		
<b>Non-verbal communication</b>	<ul style="list-style-type: none"> <li>Provides non-verbal feedback in order to show interest or attitude</li> </ul>		

DOMAINS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 3 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Expresses own opinion and elicits the opinion of others in a casual conversation, e.g. discusses issues related to public transport or issues associated with underage drinking</li> <li>– Actively participates in a small group discussion, e.g. to solve a problem or share an opinion on a subject of interest to a group, such as reducing waste or planning a group activity</li> <li>– Listens to sequenced instructions of several steps and performs tasks related to using technology, e.g. manage files and discs, print documents and use a mouse or complete a telephone banking transaction</li> <li>– Attends and participates in a community meeting, either listening for specific information or following the flow of ideas and contributing as appropriate</li> <li>– Expresses own opinion about a local issue and elicits the views of others by participating in a casual conversation</li> <li>– Provides information about services and facilities in own community to people who have recently moved to the area</li> <li>– Negotiates a timetable for housework activities with co-habitants</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Delivers a short prepared talk to co-workers and responds to audience questions</li> <li>– Listens and responds to routine customer complaints requiring limited negotiation</li> <li>– Listens to clear, sequenced instructions of several steps, and asks clarifying questions as required</li> <li>– Questions the implications of new processes or procedures, e.g. no mobile phone use in trucks</li> <li>– Gives clear sequenced instructions of several steps, e.g. how to use a photocopier or hand-held drill, or how to log on or off a computer</li> <li>– Expresses an opinion regarding the use of technology, e.g. most appropriate use of email, mobile phone, fax or SMS for a particular task</li> <li>– Communicates using radio equipment, e.g. report to base on a location or field emergency</li> <li>– Participates in an oral exchange requiring some negotiation, e.g. responds to specific enquiries, complaints or problems with clients or customers</li> <li>– Listens to and notes specific information from an announcement such as workplace emergency evacuation procedures</li> <li>– Canvasses a group of people for issues and views, e.g. makes recommendations on quality of food in a canteen or at a truck stop, on changes to a shift/roster, or identifies preferred activities for a workplace social club</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Presents narrative by telling a story to a co-learner or colleague, adjusting language as appropriate to the audience</li> <li>– Works with a partner to develop an oral presentation</li> <li>– Listens to or views a persuasive text and discusses the main idea by identifying key features supporting the intended message, e.g. a TV advertisement, public notice, political advertisement or documentary</li> <li>– Provides information on how own skills meet a criterion, e.g. for internal promotion or transfer, or prerequisites for a training course</li> <li>– Expresses an opinion and makes a suggestion regarding an assessment procedure</li> <li>– Listens to spoken instructions and chooses appropriate action, e.g. how to organise course materials and complete work, including electronic storage</li> <li>– Presents information to a small group on a particular topic and responds to questions</li> </ul>



**ORAL COMMUNICATION LEVEL 4**

4.07	<b>Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/ or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range and context</b>	<ul style="list-style-type: none"> <li>Engages in complex oral negotiations, such as exploring issues, problem solving, reconciling points of view or bargaining</li> </ul>		
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>Reflects on the underlying meaning of the communication and responds appropriately</li> <li>Considers aspects of context, purpose and audience when generating oral texts</li> </ul>		
<b>Register</b>	<ul style="list-style-type: none"> <li>Uses register appropriate to the context</li> <li>Uses vocabulary, grammar and structure appropriate to register in order to exchange or obtain goods and services, establish, maintain and develop relationships, and to gather and provide information</li> </ul>		
<b>Cohesion and structure</b>	<ul style="list-style-type: none"> <li>Relates separate pieces of information within a spoken text, rather than treating them as separate units of information</li> <li>Participates effectively in spoken interactions by using strategies to confirm, clarify or repair understanding, and makes constructive additions to what has been said</li> <li>Initiates topic shifts and points of clarification, and gives verbal and non-verbal feedback</li> </ul>		
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Demonstrates control of most distinguishing linguistic structures and features of a range of oral genres, such as reports, discussions, procedures and narratives</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Selects vocabulary to create shades of meaning in fields of knowledge or in particular contexts</li> </ul>		
<b>Pronunciation and fluency</b>	<ul style="list-style-type: none"> <li>Uses stress, intonation and gesture effectively to convey a range of emotions or intentions</li> <li>Uses intelligible pronunciation, and stress and intonation patterns</li> <li>Demonstrates generally appropriate flow of speech though may have occasional repetition, hesitation or self correction</li> </ul>		
<b>Non-verbal communication</b>	<ul style="list-style-type: none"> <li>Monitors the effectiveness of the interaction by adjusting gesture and other non-verbal features</li> </ul>		



**ORAL COMMUNICATION LEVEL 4**

4.08	<b>Applies appropriate strategies to extract main ideas from oral texts across a range of contexts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and initiates and uses support from a range of established resources	Range of contexts including some that are unfamiliar and/ or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organization and analysis involving application of a number of steps Processes include extracting, comparing, extrapolating, reflecting, abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range and context</b>	– Uses knowledge of principal conventions of language to assist with constructing meaning from a range of oral text types, including conversations, discussions and negotiations		
<b>Audience and purpose</b>	– Interprets register pertaining to particular contexts – Considers aspects of context, purpose and audience when comprehending oral texts		
<b>Structure and grammar</b>	– Understands oral texts which use complex syntactic structures – Follows oral texts which use modal verbs and other modification devices, abstract nouns and some nominalisation		
<b>Comprehension</b>	– Relates pieces of information within an oral text, rather than treating them as separate units of information – Reflects on underlying meaning of the communication and responds appropriately – Listens in order to make notes from oral texts in chosen fields of knowledge		
<b>Vocabulary</b>	– Understands vocabulary specific to a topic – Follows oral texts which include vocabulary that creates shades of meaning		
<b>Rhythm, stress and intonation</b>	– Responds to cues such as change of pace and particular words which indicate a new or important point is about to be made – Reflects on the effectiveness of the interaction as it occurs requesting clarification, and/or variation in volume and pace as necessary		
<b>Non-verbal communication</b>	– Interprets gestures and other non-verbal features – Responds to topic shifts and points of clarification, and gives non-verbal feedback		

DOMAINS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 4 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Develops and refines personal views when expressing opinion, reflecting on perspectives offered in discussion, e.g. drug testing in schools or the benefits of changes to recruitment policy</li> <li>– Listens to an oral text such as a speech, lecture, play or other public performance, and gives a personal and reflective response</li> <li>– Uses a range of persuasive responses to a particular issue and makes comparisons which show an understanding of the different perspectives taken, e.g. community meeting about use of public land</li> <li>– Gives prepared talk to a community group on a familiar subject which is of general interest, adapting information to context and needs of the audience, e.g. addresses a school/Rotary/Probus club about career path followed, overcoming adversity or living with chronic illness</li> <li>– Negotiates with others to achieve agreed outcomes, using a range of oral strategies, e.g. presenting opinion, persuasion or presenting options for compromise</li> <li>– Listens to oral presentation of community interest and takes comprehensive, structured and systematic notes (e.g. of Legal Aid talk), including abstractions and technicalities</li> <li>– Deals with conflict using strategies such as modulating voice, actively listening to clarifying points of conflict and offering options</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Provides feedback to a trainee in a structured setting</li> <li>– Discusses causes of a problem with co-workers and negotiates a solution</li> <li>– Provides feedback to a service provider about delivery</li> <li>– Determines client and stakeholder requirements to inform a design or technical brief</li> <li>– Presents explanation of a workplace procedure to a group, choosing language appropriate to the audience, e.g. passes on information about a new work process gained from attending an in-service</li> <li>– Actively participates in workplace meetings</li> <li>– Interacts effectively with members of the public to identify and remedy problems/complaints/disagreements, e.g. responds to calls from clients regarding service provision</li> <li>– Listens to a set of instructions detailing changes to workplace processes and notes key changes and the reasons for the changes, e.g. improved handling of biological material</li> <li>– Sequences complex technical instructions to ensure understanding, including pitfalls to be avoided when training others to use machinery, appliances or equipment</li> <li>– Follows a sustained sequence of instructions presented orally when using new technology, machinery, appliance or equipment</li> <li>– Facilitates team discussions and negotiations, e.g. on suggested changes to work practices or the implications of workplace mission/vision statements</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Listens to a sequence of instructions and explanations in order to report information back to the project team</li> <li>– Gives a personal response to an oral text, such as a movie, by discussing the motives and feelings of key personalities, as well as recounting the plot</li> <li>– Presents an issue/agenda item in a class meeting, and furthers group understanding of relevant ideas through constructive engagement in subsequent discussion</li> <li>– Negotiates a process to complete a group activity</li> <li>– Actively participates in a group discussion of an issue and the implications, e.g. new technology available at an education centre and subsequent changes to study routines and processes</li> <li>– Takes part in a training teleconference, using audio cues to engage in dialogue, further own viewpoint and listen and respond to the views of others</li> <li>– Listens strategically and systematically records spoken information in institutional settings, e.g. takes lecture notes as a resource</li> <li>– Listens to, reviews and discusses current news items and contemporary issues as reported and depicted in the media, and summarises and presents issues orally to accurately reflect and capture information as presented, e.g. government policies regarding health/immigration/education</li> </ul>



**ORAL COMMUNICATION LEVEL 5**

5.07	<b>Establishes and maintains complex and effective spoken communication in a broad range of contexts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range and context</b>	– Demonstrates sophisticated control of a range of oral genres		
<b>Audience and purpose</b>	– Uses spoken language to make hypotheses, to plan and to influence others		
<b>Register</b>	– Demonstrates command of language structures, registers, vocabulary and idioms required in formal and informal communication – Demonstrates flexible and effective use of register		
<b>Cohesion and structure</b>	– Negotiates complex problematic spoken exchanges by establishing a supportive environment or bringing together different points of view – Revises own speaking to enhance meaning and effectiveness		
<b>Grammar</b>	– Uses grammatical structures to achieve precise meaning, such as when gathering and providing information, exploring issues or problem solving		
<b>Vocabulary</b>	– Uses specialised vocabulary appropriate to context, e.g. explanations, descriptions, debates or in exchanging or obtaining goods and services – Uses broad vocabulary, including idioms, colloquialisms and cultural references as appropriate		
<b>Pronunciation and fluency</b>	– Adjusts stress and intonation in order to convey mood and meaning – Demonstrates fluency in a range of contexts		
<b>Non-verbal communication</b>	– Reflects on and revises use of non-verbal communication to enhance performance		

**ORAL COMMUNICATION LEVEL 5**

5.08	<b>Displays depth of understanding of complex oral texts which include multiple and unstated meanings</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Range and context</b>	– Demonstrates command of language structures, registers, vocabulary and idiom required to participate in complex problematic oral exchanges as well as extended conversational exchanges		
<b>Audience and purpose</b>	– Demonstrates sensitivity to register across a broad range of contexts		
<b>Structure and grammar</b>	– Follows oral texts which include structurally complex sentences – Understands oral texts which use sophisticated stylistic devices such as nominalisation		
<b>Comprehension</b>	– Draws on a repertoire of active listening strategies to maintain understanding throughout oral texts – Listens in order to make notes of key points from spoken texts across a range of contexts		
<b>Vocabulary</b>	– Understands broad vocabulary, including idioms, colloquialisms and cultural references – Understands appropriate specialised vocabulary in a variety of situations, e.g. explanations, descriptions, debates or exchanging or obtaining goods and services		
<b>Rhythm, stress and intonation</b>	– Actively interprets mood and meaning conveyed through stress and intonation		
<b>Non-verbal communication</b>	– Interprets subtle shifts in dialogue indicated by gestures and/or other non-verbal features – Picks up on possible subtexts indicated by gestures and/or other non-verbal features		

DOMAINS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 5 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Listens to and critically reviews a complex oral text of personal interest, e.g. a performance, radio program, public debate or ritual</li> <li>– Explores ideas in discussion by comparing them with those of peers and others, building on others' ideas to advance discussion and questioning others to clarify ideas</li> <li>– Delivers a sustained oral report on an issue of public interest featuring a clear introduction to the topic, relevant evidence, suggestions for action if appropriate, and a suitable closing statement with an open question time at the end of the talk, elaborating on information if required</li> <li>– Participates in formal debate on an issue of public concern using appropriate staging, supporting evidence to justify opinion, and demonstrating effective and appropriate use of persuasive language</li> <li>– Critiques an interview of a public figure, noting the interviewer's style and line of questioning, implicit bias and agenda, and evaluating it for effective and fair presentation of interviewee and issues</li> <li>– Negotiates agreed outcomes for a group with diverse needs or points of view</li> <li>– Diffuses conflict and mediates between parties with conflicting needs</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Explains technological concepts to a work group unfamiliar with the concepts involved, using visual aids such as photos and diagrams</li> <li>– Leads a discussion with a focus group to explore solutions to a complex workplace problem</li> <li>– Determines customer requirements through open-ended questioning, active listening, paraphrasing and summarising</li> <li>– Expresses own values, ideas and attributes through language choice as appropriate to various contexts, e.g. job interview or group discussion</li> <li>– Presents an explanation of a workplace procedure to a group, adapting, reiterating, summarising and clarifying information as required to facilitate maximum learning for the audience</li> <li>– Negotiates a win-win outcome with a work colleague, demonstrating conflict resolution skills</li> <li>– Leads and/or facilitates group discussion which explores solutions to specific problems with new technology, e.g. implementation issues arising from changing work practices as a result of installation of a new computer system</li> <li>– Discusses organisational or system requirements in a conversation with a colleague or supervisor, e.g. discusses suitability of skills and prior experience for an advertised position or in-house promotion or mentors a new colleague on the demands of the role</li> <li>– Negotiates outcomes in discussions which embrace a range of potentially conflicting perspectives within an organisation, e.g. changes to work practices or formulation of a mission statement</li> <li>– Uses aids (e.g. machine/equipment parts, photos, diagrams or scaled models) to explain technological concepts or scientific phenomena to an audience or work group</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Expresses conceptual and analytical understanding in personal response to a text by discussing the motives and feelings of key personalities, themes explored and the way these have been developed by the author</li> <li>– Presents detailed researched arguments to the class, engaging in subsequent discussion to elaborate, clarify and persuade as appropriate</li> <li>– Presents complex information to a large group, taking into account audience needs, e.g. makes a presentation at a conference</li> <li>– Listens to a range of sustained materials on challenging ideas and issues such as presentations by guest speakers and debates, noting key ideas in a systematic way and including a comparative evaluation of the effectiveness of the presentations</li> <li>– Facilitates a teleconference, taking responsibility for issues such as timing, staging and access of participants during discussion</li> <li>– Listens strategically and evaluates spoken information in institutional settings, e.g. writes a personal memorandum of a discussion, noting implicit as well as clearly stated meanings or gives detailed evaluative feedback on a persuasive presentation</li> <li>– Negotiates agreed outcomes for a group activity, incorporating diverse needs and opinions</li> </ul>







# Numeracy

### Numeracy

Numeracy in the ACSF is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose. Numeracy gives meaning to mathematics and mathematics is the tool (the knowledge and skills) to be used efficiently and critically (Johnston 1995, Tout & Schmitt 2002, Gal et al 2009).

Numeracy is concerned with dealing with situations that involve the use and application of a range of mathematical skills and knowledge which arise in the three Domains of Communication: personal and community, workplace and employment, and education and training.

Numeracy involves understanding and applying mathematical skills. It also involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use. Numeracy requires reflecting on and evaluating the use of the mathematics, and being able to represent and communicate the mathematical results.

## Numeracy Indicators

An adult's numeracy performance is described against three Performance Indicators.

- The first Numeracy Indicator addresses the identification of mathematical information and meaning in activities and texts.
- The second Numeracy Indicator addresses the use and application of mathematical knowledge and problem solving processes across a range of mathematical skill areas.
- The third Numeracy Indicator addresses the way informal and formal language, symbolic and diagrammatic representations and conventions of mathematics are used to communicate.

Specific Indicator statements describe exit performance at each level.

NUMERACY INDICATORS BY LEVEL		
Level	Indicator	
1	1.09	Locates and recognises key mathematical information in simple activities or texts
	1.10	Uses simple mathematical and personal problem solving strategies in highly familiar contexts
	1.11	Uses everyday informal oral language or highly familiar written representation to communicate simple mathematical information
2	2.09	Identifies and comprehends relevant mathematical information in familiar activities or texts
	2.10	Selects and uses appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts
	2.11	Uses informal and some formal oral and written mathematical language and representation to communicate mathematically
3	3.09	Selects and interprets mathematical information that may be partly embedded in a range of familiar, and some less familiar, tasks and texts
	3.10	Selects from and uses a variety of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts
	3.11	Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically
4	4.09	Extracts and evaluates the mathematical information embedded in a range of tasks and texts
	4.10	Selects from, and applies, an expanding range of mathematical and problem solving strategies in a range of contexts
	4.11	Uses a range of informal and formal oral and written mathematical language and symbols to communicate mathematically
5	5.09	Analyses and synthesises highly embedded mathematical information in a broad range of tasks and texts
	5.10	Selects from, and flexibly applies, a wide range of highly developed mathematical and problem solving strategies and techniques in a broad range of contexts
	5.11	Uses a wide range of mainly formal, and some informal, oral and written mathematical language and representation to communicate mathematically

## Numeracy Focus Areas

Detailed descriptors called Performance Features are organised against a set of Focus Areas common across all levels.

INDICATOR .09	INDICATOR .10	INDICATOR .11
Identifying mathematical information and meaning in activities and texts	Using and applying mathematical knowledge and problem solving processes	Communicating and representing mathematics
<ul style="list-style-type: none"> <li>– Explicitness of mathematical information</li> <li>– Complexity of mathematical information</li> </ul>	<ul style="list-style-type: none"> <li>– Problem solving processes, including estimating and reflecting</li> <li>– Mathematical methods and use of tools</li> <li>– Mathematical knowledge and skills: number and algebra</li> <li>– Mathematical knowledge and skills: measurement and geometry</li> <li>– Mathematical knowledge and skills: statistics and probability</li> </ul>	<ul style="list-style-type: none"> <li>– Written mathematical language</li> <li>– Oral mathematical language</li> <li>– Complexity of mathematical symbolism, representation and conventions</li> </ul>

### Indicator .09: The identification of mathematical information and meaning in activities and texts

The first Numeracy Indicator relates to a person's ability to identify and extract the mathematics embedded in a contextualised task.

There are two Focus Areas:

- the explicitness of the mathematical information (how easy or difficult it is to find out what to do)
- the complexity of the mathematical information embedded in the text.

Both these factors play an important role in determining the complexity of the task for the learner.

### Indicator .10: Using and applying mathematical knowledge and problem solving processes

The second Numeracy Indicator relates explicitly to doing the mathematics. In the process of using and applying the mathematics there are a range of factors that need to be utilised. These include:

- the problem solving processes utilised, including estimating and reflecting the range of mathematical methods used and the tools utilised

- the mathematical knowledge and skills used in processing the problem, including three content areas – number and algebra, measurement and geometry, and statistics and probability.

*Coverage of content.* Relevant mathematical knowledge and skills will be determined by the context, the needs of the learners, and the demands of a job or training. Therefore it may not be appropriate to cover all three mathematical knowledge areas. However, it would be expected that a learner can demonstrate evidence in two of the three mathematical knowledge and skill areas in order to achieve a particular level.

### Indicator .11: Communicating and representing mathematics

The third Numeracy Indicator relates to the ability to represent and communicate the mathematics embedded in the situation. The Focus Areas incorporated here include the use of both written and oral mathematical language. The third important Focus Area relates to the complexity of the mathematical symbolism, representation and conventions that are used and expected in solving and representing the results and outcomes of the mathematical process.

### How the Numeracy core skill is structured

The Numeracy core skill is organised into five performance levels, from 1 to 5.

Each level contains the following elements:

- four performance variables to be taken into account in determining the performance level
- three Performance Indicators providing an overview of exit performance at each level
- a set of Focus Areas for each Indicator against which Performance Features are organised
- a set of Performance Features providing detailed descriptions of what an individual is able to do at each level
- a set of Sample Activities providing examples of tasks and text types from a range of contexts, grouped according to the Domains of Communication.

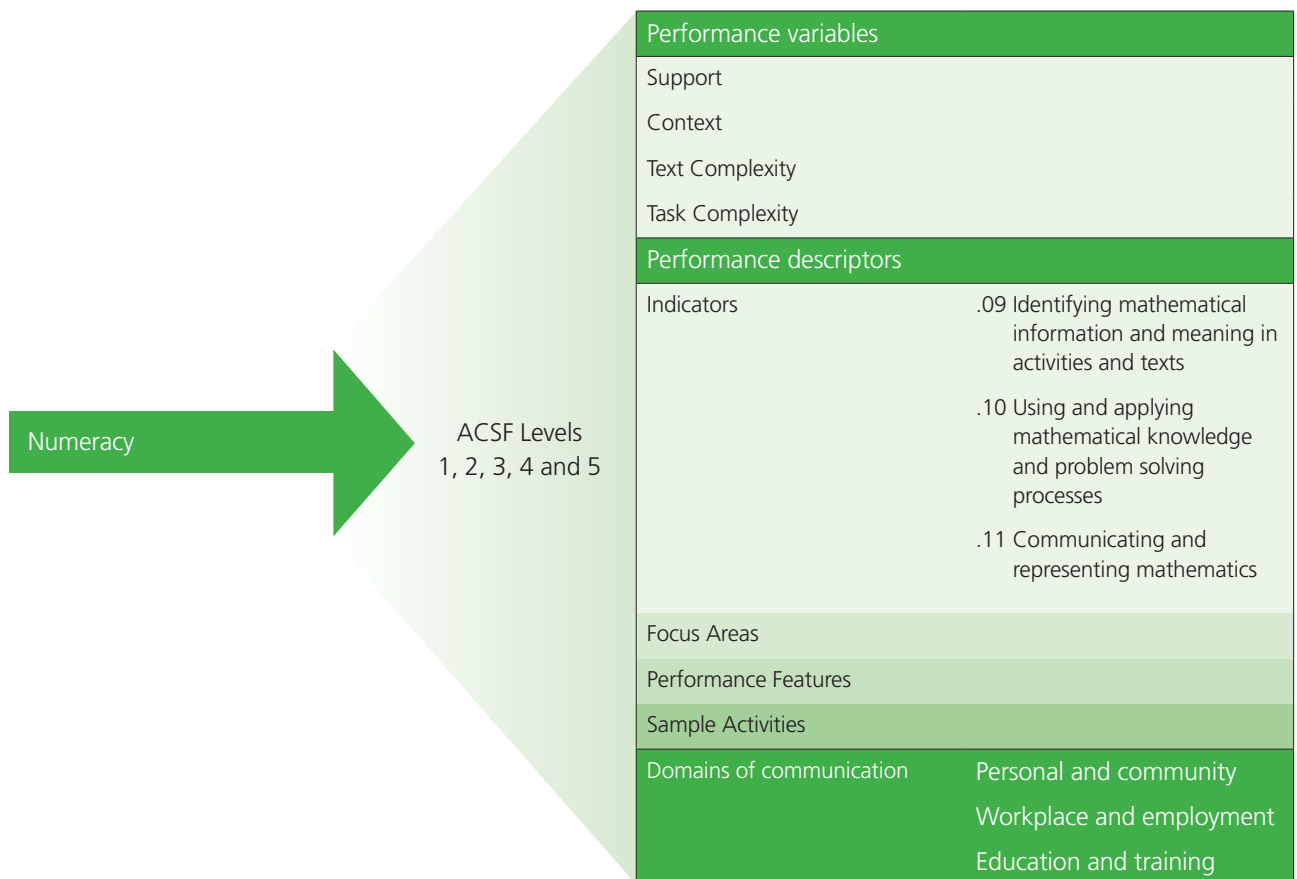


Diagram 6: Numeracy overview

**NUMERACY LEVEL 1**

1.09	<b>Locates and recognises key mathematical information in simple activities or texts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Explicitness of mathematical information</b>	– Locates and recognises simple, everyday mathematical information in highly familiar short and simple oral and/or written materials where the mathematics is highly explicit		
<b>Complexity of mathematical information</b>	– Locates and recognises: <ul style="list-style-type: none"> <li>• whole numbers and money into the 100s, and halves</li> <li>• digital time, including AM/PM and familiar dates</li> <li>• familiar 2 dimensional (2D) shapes and objects such as triangles, squares and circles</li> <li>• basic and familiar metric measurements and quantities</li> <li>• simple and familiar oral directions</li> <li>• simple data in highly familiar, simple graphs and tables</li> </ul>		

## NUMERACY LEVEL 1

1.10	<b>Uses simple mathematical and personal problem solving strategies in highly familiar contexts</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Problem solving processes including estimating and reflecting</b>	<ul style="list-style-type: none"> <li>– Relies heavily on hands-on (concrete) and real life materials, personal experience and prior knowledge to: <ul style="list-style-type: none"> <li>• use one or two pieces of information in performing a simple mathematical process</li> <li>• roughly check the reasonableness of the outcome(s) with support via prompting or questioning</li> </ul> </li> </ul>		
<b>Mathematical methods and use of tools</b>	<ul style="list-style-type: none"> <li>– Uses personal, informal 'in-the-head' methods to calculate or uses a calculator to calculate</li> <li>– Identifies and uses appropriate tools at a basic level in a limited range of applications, e.g. uses a ruler to decide whether an item is longer than 10 cm or uses a simple calculator to subtract two numbers</li> </ul>		
<b>Mathematical knowledge and skills: number and algebra</b>	<ul style="list-style-type: none"> <li>– Understands place value and recognises and compares whole number amounts (into the 100s), halves and quantities, including money, in personally relevant contexts</li> <li>– Adds and subtracts simple whole number amounts (into the 100s) and familiar monetary amounts in personally relevant contexts</li> </ul>		
<b>Mathematical knowledge and skills: measurement and geometry</b>	<ul style="list-style-type: none"> <li>– Recognises and compares familiar shapes and objects in relation to size and shape</li> <li>– Recognises and compares familiar basic metric measurements and quantities such as length, mass, capacity/volume, time, temperature, e.g. personal height and weight, a litre of milk or vehicle height clearances</li> <li>– Gives and follows simple and familiar oral directions, including using highly familiar maps/diagrams</li> </ul>		
<b>Mathematical knowledge and skills: statistics and probability</b>	<ul style="list-style-type: none"> <li>– Compares information and data within highly familiar simple texts, lists, charts, diagrams and tables</li> </ul>		

**NUMERACY LEVEL 1**

1.11	<b>Uses everyday informal oral language or highly familiar and simple written representation to communicate simple mathematical information</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Written mathematical language</b>	– Writes numbers and monetary amounts into the 100s		
<b>Oral mathematical language</b>	– Uses common, everyday, informal language and gestures to convey numeracy-based information and processing, e.g. language of position such as <i>up, down, behind, right, left, over, through</i> ; comparative language such as <i>taller, heavier, hotter, smaller</i> ; and language of shape, size or colour such as <i>straight, curved, square, circle, triangle</i>		
<b>Complexity of mathematical symbolism, representation and conventions</b>	– Uses simple and informal symbolism, diagrams and conventions relevant to the mathematical knowledge of the level, e.g.: <ul style="list-style-type: none"> <li>• 57, \$5.98, <math>\frac{1}{2}</math></li> <li>• +, –</li> <li>• 21/5/12</li> </ul>		



DOMAINS OF COMMUNICATION	NUMERACY LEVEL 1 - SAMPLE ACTIVITIES
<b>Personal and community</b>	<ul style="list-style-type: none"> <li>- Estimates lengths of familiar objects using metric units, e.g. a person's height, lengths of fabric or lengths of rooms</li> <li>- Locates and adds the whole dollar price of two items in an electrical goods catalogue or advertisement</li> <li>- Decides whether change should be expected when purchasing items, e.g. buying a coffee and paying with \$10</li> <li>- Discusses specific information located in a simple chart or diagram, e.g. comments on the most popular fruit eaten by school children presented in a simple bar graph in a newspaper, or discusses the results of a recent newspaper or TV poll</li> <li>- Identifies and discusses changes in pricing, e.g. increased costs of car parking at a sporting venue or workplace</li> <li>- Identifies and discusses with a group the differences in pricing of similar objects, e.g. soft drinks bought from different venues – supermarket and vending machine</li> </ul>
<b>Workplace and employment</b>	<ul style="list-style-type: none"> <li>- Gives oral directions, using common language of space, distance and direction, for getting from one familiar place to another, e.g. directions for a new worker to get to the canteen</li> <li>- Identifies and compares familiar items, their quantities, sizes and costs, e.g. checks the weight and/or length of a product against a job ticket</li> <li>- Recognises and knows safe handling weights of familiar objects, e.g. gives the go ahead for a fellow worker to shift a package, box or pallet with appropriate equipment</li> <li>- Reads time from a digital clock</li> <li>- Uses a calculator to add whole numbers of stock of familiar items in a workplace store</li> <li>- Reads digital weight scales and accurately copies onto a recording sheet</li> <li>- Names and compares common two dimensional shapes in familiar situations, e.g. compares two different road or warning signs</li> <li>- Understands time-to-task allocations in a work instruction</li> <li>- Uses a calendar or planner to record information, e.g. meeting times and dates</li> <li>- Discusses specific information located in a simple graph or chart related to work, e.g. simple production report or lost time injuries</li> </ul>
<b>Education and training</b>	<ul style="list-style-type: none"> <li>- Knows the costs of public transport to get to classes/training</li> <li>- Compares and discusses with classmates what metric units are appropriate for measuring a range of characteristics or features relevant to the course being studied, e.g. personal height and weight in a fitness course, or the mass and volume of ingredients in a hospitality course</li> <li>- Uses a calendar to record information related to education or training dates, e.g. class term dates or due dates for assessments</li> <li>- Reads times in familiar texts, e.g. class times</li> <li>- Gives oral directions, using common language of space, distance and direction, for getting from one familiar place to another, e.g. directions to a classmate to get to the canteen or a snack shop</li> <li>- Discusses specific information located in simple graph or chart related to the course being studied, e.g. in a chart published in a recent newspaper or a TV report about the latest political poll</li> </ul>

**NUMERACY LEVEL 2**

2.09	<b>Identifies and comprehends relevant mathematical information in familiar activities or texts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Explicitness of mathematical information</b>	– Identifies and interprets simple mathematical information in familiar and simple oral instructions and written texts where the mathematics is partially embedded		
<b>Complexity of mathematical information</b>	– Identifies and interprets: <ul style="list-style-type: none"> <li>• whole numbers, including numbers into the 1000s, money and simple, everyday fractions, decimals and percentages, e.g. 1/4, 1/10, 50%, 25% or 0.25</li> <li>• analogue and digital times and dates</li> <li>• common 2D shapes and some common 3 dimensional (3D) shapes, e.g. spheres or cubes</li> <li>• familiar and simple length, mass, volume/capacity and temperature measures</li> <li>• familiar and simple maps/street directories/plans</li> <li>• familiar data in simple graphs and tables</li> </ul>		

## NUMERACY LEVEL 2

2.10	<b>Selects and uses appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Problem solving processes including estimating and reflecting</b>	<ul style="list-style-type: none"> <li>– Relies substantially on hands-on (concrete) and real life materials, personal experience and prior knowledge to: <ul style="list-style-type: none"> <li>• decide on an appropriate method of processing, using one or two familiar mathematical steps to solve the problem</li> <li>• make estimations and check reasonableness of processes and outcomes in relation to the context</li> </ul> </li> </ul>		
<b>Mathematical methods and use of tools</b>	<ul style="list-style-type: none"> <li>– Uses personal and informal ‘in-the-head’ methods and pen and paper methods to calculate or uses calculator/technological processes and tools to calculate</li> <li>– Identifies appropriate tools and uses them in familiar applications, e.g. uses a familiar measuring instrument, such as a tape measure, to measure length in cm or records workplace data on a simple hand-held device</li> </ul>		
<b>Mathematical knowledge and skills: number and algebra</b>	<ul style="list-style-type: none"> <li>– Identifies and uses whole numbers, including numbers into the 1000s, money and simple everyday fractions, decimals and percentages, e.g. <math>\frac{1}{4}</math>, <math>\frac{1}{10}</math>, 50% or 0.25</li> <li>– Performs a limited range of familiar and predictable calculations with the four operations (+, –, <math>\times</math>, <math>\div</math>) with division and multiplication related to small whole number values</li> <li>– Begins to understand the order of the four arithmetical operations</li> </ul>		
<b>Mathematical knowledge and skills: measurement and geometry</b>	<ul style="list-style-type: none"> <li>– Orders and groups shapes and measurements, explaining any simple relationships or patterns, e.g. four-sided shapes or quantities from smallest to largest</li> <li>– Identifies, draws and describes common 2D shapes and some common 3D shapes, e.g. sphere, cube or cylinder</li> <li>– Measures and estimates length, mass, capacity/volume, time and temperature, using simple instruments graduated in familiar units, e.g. cm, m, ml, °C or hours/min/sec</li> <li>– Uses knowledge of direction and location (e.g. N, S, E, W or clockwise), including simple coordinates to read familiar and simple maps, street directories or plans</li> </ul>		
<b>Mathematical knowledge and skills: statistics and probability</b>	<ul style="list-style-type: none"> <li>– Orders, where appropriate, and uses familiar data to construct simple charts and tables based on provided scales and axes with gradations of 1s, 5s or 10s</li> </ul>		

**NUMERACY LEVEL 2**

2.11	<b>Uses informal and some formal oral and written mathematical language and representation to communicate mathematically</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
May work with expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps  Processes include identifying, simple interpreting, simple sequencing
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Written mathematical language</b>	– Uses a combination of mainly informal and some formal written mathematical and general language to represent the mathematical and problem solving process		
<b>Oral mathematical language</b>	– Uses a combination of mainly informal and some formal oral mathematical and general language to report on and discuss the mathematical and problem solving process		
<b>Complexity of mathematical symbolism, representation and conventions</b>	– Uses a combination of mainly informal and some formal symbolism, diagrams, graphs and conventions relevant to the mathematical knowledge of the level, e.g. <ul style="list-style-type: none"> <li>• <math>\frac{1}{4}</math>, <math>\frac{1}{10}</math>, 50%, 0.25.</li> <li>• +, -, x, ÷</li> <li>• ml, °C</li> <li>• 16 cm, map reference D5, N, E</li> </ul>		

DOMAINS OF COMMUNICATION	NUMERACY LEVEL 2 - SAMPLE ACTIVITIES
<b>Personal and community</b>	<ul style="list-style-type: none"> <li>– Uses a street directory to locate a position and describes the route to a familiar place, e.g. locates own street and explains how to get to local shops</li> <li>– Compares and contrasts the value of items from two catalogues with regard to quantity, price, quality and additional costs, e.g. buying kitchen appliances, food, office stationery or hardware</li> <li>– Writes a purchase list and calculates the cost to undertake a simple task, e.g. lunch for a group of friends or planting a vegetable garden</li> <li>– Orders and compares familiar and predictable sets of data and comments on the data in collaboration with others, e.g. sports performances/results</li> <li>– Uses familiar timetables and fare information to compare different ways of making the same journey, e.g. compares the cost, the time taken and the convenience of using different forms of transport for a familiar journey</li> <li>– Compares and discusses changes and any trends in petrol prices over the past month</li> <li>– Reads and discusses data from simple charts or tables in a newspaper or on a website, e.g. road accident statistics or sports results</li> <li>– Compares and orders the use-by dates (or best before dates) on a selection of packaged fresh produce, e.g. meat or cheese</li> <li>– Calculates cost of two items and estimates change due after making a payment</li> </ul>
<b>Workplace and employment</b>	<ul style="list-style-type: none"> <li>– Works in group to construct a simple chart/table and comment on information, e.g. the number of workplace accidents over a given period</li> <li>– Correctly follows simple instructions and measures content in order to make a product, e.g. the ingredients in a recipe or in mixing up weed control spray</li> <li>– Keeps a record of casual hours of work and uses a calculator to calculate gross pay expected</li> <li>– Measures familiar and predictable quantities using simple and routine measuring instruments and units</li> <li>– Records numbers or quantities of materials distributed or enters sales figures and data onto a spreadsheet, a familiar workplace computer or a hand-held device</li> <li>– Identifies and names common uses of shapes in a familiar environment, e.g. compares use of the shapes used for road or OHS danger signs</li> <li>– Accesses and compares information contained in two-column tables, e.g. calculates postage and fees for certified mail</li> <li>– Uses a street directory to locate position and describe the route to a familiar place, e.g. gives directions to a local timber supplier</li> </ul>
<b>Education and training</b>	<ul style="list-style-type: none"> <li>– Orders and compares familiar and predictable sets of data arising from a course of study and comments on the data in collaboration with others</li> <li>– Uses familiar timetables and fare information to estimate the cost and time taken to get to a course/training venue</li> <li>– Reads and discusses data from simple charts or tables provided as part of course materials/handouts in a course of study, and comments on the data</li> <li>– Uses a calculator to undertake familiar and predictable numerical calculations (the four operations with division and multiplication by small whole number values) required as part of a course of study, e.g. can calculate an increase of 25% on a set of relevant values</li> </ul>

**NUMERACY LEVEL 3**

3.09	<b>Selects and interprets mathematical information that may be partly embedded in a range of familiar, and some less familiar, tasks and texts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Explicitness of mathematical information</b>	<ul style="list-style-type: none"> <li>– Interprets and comprehends a range of everyday mathematical information that is embedded in familiar and routine texts</li> </ul>		
<b>Complexity of mathematical information</b>	<ul style="list-style-type: none"> <li>– Interprets and comprehends:                             <ul style="list-style-type: none"> <li>• whole numbers and familiar or routine fractions, decimals and percentages</li> <li>• dates and time, including 24 hour times</li> <li>• familiar and routine 2D and 3D shapes, including pyramids and cylinders</li> <li>• familiar and routine length, mass, volume/capacity, temperature and simple area measures</li> <li>• familiar and routine maps and plans</li> <li>• familiar and routine data, tables, graphs and charts, and common chance events</li> </ul> </li> </ul>		

## NUMERACY LEVEL 3

3.10	<b>Selects from and uses a variety of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/ known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Problem solving processes including estimating and reflecting</b>	<ul style="list-style-type: none"> <li>– Draws on a combination of hands-on, in-context materials, personal experience, mathematical and other prior knowledge to: <ul style="list-style-type: none"> <li>• select appropriate methods of solution from a limited range of mathematical processes</li> <li>• use developing estimation, and other assessment skills, to check and reflect on the outcome and its appropriateness to the context and task</li> </ul> </li> </ul>		
<b>Mathematical methods and use of tools</b>	<ul style="list-style-type: none"> <li>– Uses a blend of personal 'in-the-head' methods and formal pen and paper methods to calculate and uses calculator/technological processes and tools to undertake the problem solving process</li> <li>– Selects and uses appropriate tools, hand-held devices, computers and technological processes, e.g. uses a tape measure to measure the dimensions of a window in mm or creates a personal weekly budget in a spreadsheet</li> </ul>		
<b>Mathematical knowledge and skills: number and algebra</b>	<ul style="list-style-type: none"> <li>– Calculates with whole numbers and everyday or routine fractions, decimals and percentages, and where appropriate converting between equivalent forms (includes dividing by small whole numbers only, with division by decimal values and long division worked out on a calculator; calculations with simple fractions to be multiplication of whole number values only, e.g. 20% or 1/5 of \$250</li> <li>– Uses and applies order of arithmetical operations to solve multi-step calculations</li> <li>– Uses and applies rates in familiar or routine situations, e.g. km/hr, \$/kg or \$/m</li> </ul>		
<b>Mathematical knowledge and skills: measurement and geometry</b>	<ul style="list-style-type: none"> <li>– Applies knowledge of properties of 2D and 3D shapes to describe and draw everyday objects, including constructing common 3D shapes</li> <li>– Measures, estimates and calculates length, perimeter, mass, capacity/volume, time, temperature and simple area (for rectangular areas only, using <math>A = L \times W</math>, or estimates area of a non-rectangular shape by counting squares)</li> <li>– Identifies and estimates common angles, e.g. as a rotation with a full turn = <math>360^\circ</math> and recognition of right angles as <math>90^\circ</math></li> <li>– Converts between routine metric units by applying understanding of common prefixes, e.g. milli, centi or kilo</li> <li>– Uses distance, direction, coordinates, simple scales, labels, symbols and keys to read and use everyday maps and plans</li> </ul>		
<b>Mathematical knowledge and skills: statistics and probability</b>	<ul style="list-style-type: none"> <li>– Collects and organises familiar data and constructs tables, graphs and charts, manually or with spreadsheets, using simple and familiar or routine scales and axes</li> <li>– Describes, compares and interprets the likelihood of everyday chance events (e.g. rolling a six on a dice or the chance of rain) using qualitative terms such as certain, likely, impossible and relates these to everyday or routine fractions, decimals or percentages</li> </ul>		

**NUMERACY LEVEL 3**

3.11	<b>Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Written mathematical language</b>	– Uses a combination of both informal and formal written mathematical language and symbols and general language to document and report on the mathematical and problem solving process and results		
<b>Oral mathematical language</b>	– Uses a combination of both informal and formal oral mathematical and general language to present and discuss the mathematical and problem solving process and result		
<b>Complexity of mathematical symbolism, representation and conventions</b>	– Uses a combination of both formal and informal symbolism, diagrams, graphs and conventions relevant to the mathematical knowledge of the level, e.g. <ul style="list-style-type: none"> <li>• 1/100, 12.5%</li> <li>• km/hr, \$/kg</li> <li>• 1.25 m = 1250 mm</li> </ul>		



DOMAINS OF COMMUNICATION	NUMERACY LEVEL 3 - SAMPLE ACTIVITIES
<b>Personal and community</b>	<ul style="list-style-type: none"> <li>– Compares the costs of purchasing everyday items in different sized containers to work out the best way to purchase (e.g. compares the cost of buying drinks in three different sized containers – 500 ml, 1.25 litre and 2 litre), taking into account the rate of usage and wastage</li> <li>– Gives instructions, including a sketch map and an estimate of distance and travel time, for an everyday route, e.g. for a friend to drive home from work</li> <li>– Accurately measures a range of quantities to follow a recipe or operating instructions incorporating making a product of a smaller or larger size than specified, e.g. follows a recipe for six people and can adjust it to cater for 24 people</li> <li>– Compares and contrasts costs of alternate types of travel, e.g. travel options for three people using a plane, a bus, a train, a taxi or a hired car for a journey between two large cities</li> <li>– Reads and explains costs, data and graphical information on a bill or invoice from a utility organisation, e.g. a phone, gas, electricity or water bill</li> <li>– Collects data and information about a community or social issue from newspapers or the internet and writes a report presenting the information using everyday tables and graphs, e.g. showing the impact of a drought on a community, road accident statistics for a dangerous local intersection or sporting team results</li> <li>– Uses a calculator to compare the cost of a particular item from different retail outlets, e.g. from listings in a sales catalogue, from a local shop or from the internet, decides on the best buy and explains the reasons for that choice</li> <li>– Uses the rate of application to work out the amount of a product required for a particular area, such as a rectangle or square, e.g. the amount of paint needed to cover a room or the amount of lawn seed needed for a rectangular lawn</li> <li>– Creates a personal weekly budget in a spreadsheet</li> </ul>
<b>Workplace and employment</b>	<ul style="list-style-type: none"> <li>– Works in a group to undertake a simple survey and record the results, including at least one everyday or routine graph, e.g. a workplace survey of workers' OHS knowledge or accident rates</li> <li>– Works in a team to organise and cater for a meal or event (e.g. afternoon tea for a meeting) and decide on the cost per person</li> <li>– Identifies and explains uses and application of shapes in different work-related contexts, e.g. use of 2D and 3D shapes in building plans or in industrial packaging</li> <li>– Selects, totals and orders items from a catalogue within budgetary constraints, e.g. a workplace stationery order or food for a special event</li> <li>– Prepares a bill of materials or parts list for a particular job, e.g. to build a fence of a set length</li> <li>– Uses rate of application to work out the quantities required for a routine task, e.g. to paint a room or calculate the amount of pesticide required</li> <li>– Correctly enters data onto an electronic cash register and undertakes end-of-day summaries and the balancing of a till or accounts ledger</li> <li>– Uses appropriate technological devices to measure and record data and interpret the results, e.g. uses a blood pressure machine or reads micrometers and temperature gauges</li> <li>– Correctly adjusts quantities and follows operating instructions, including measuring quantities in order to make a product of a smaller or larger size than specified, e.g. adjusts and follows instructions specified for five litres of spray for volume of 20 litres</li> </ul>
<b>Education and training</b>	<ul style="list-style-type: none"> <li>– Uses a calculator and/or a spreadsheet to undertake the numerical calculations required as part of a course of study and discusses the results, e.g. the impact of percentage increases and decreases on values, profit and loss statements, and analysis of the state or national economy</li> <li>– Uses familiar timetables and fare information to estimate the total daily time taken and total weekly travel costs to get to and from home to a course/training venue</li> <li>– Collects, collates and discusses data from a survey undertaken and prepares a report, e.g. makes a PowerPoint presentation on data that includes a routine chart or graph</li> <li>– Measures a number of different quantities to make a product according to given specifications, e.g. to follow a recipe (hospitality course) or to build a wooden box (building and construction course)</li> </ul>

**NUMERACY LEVEL 4**

4.09	<b>Extracts and evaluates the mathematical information embedded in a range of tasks and texts</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Explicitness of mathematical information</b>	– Extracts, interprets and comprehends a range of mathematical information that is embedded in relevant but possibly unfamiliar or non-routine texts		
<b>Complexity of mathematical information</b>	– Extracts, interprets and comprehends: <ul style="list-style-type: none"> <li>• fractions, decimals and percentages, including their equivalent values</li> <li>• ratio, rates and proportions</li> <li>• positive and negative numbers</li> <li>• numbers expressed as powers, e.g. <math>2^3</math> or <math>3.6 \times 10^3</math></li> <li>• routine formulae and algebraic representations and conventions</li> <li>• 2D and 3D shapes, including compound shapes</li> <li>• detailed maps and plans</li> <li>• statistical data in complex tables and spreadsheets, graphs, measures of central tendency, simple measures of spread and common chance events</li> </ul>		

## NUMERACY LEVEL 4

4.10	<b>Selects from, and applies, an expanding range of mathematical and problem solving strategies in a range of contexts</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/ or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Problem solving processes including estimating and reflecting</b>	<ul style="list-style-type: none"> <li>– Draws on prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to: <ul style="list-style-type: none"> <li>• represent the mathematical information in a form that is personally useful as an aid to problem solving, e.g. table, summary or sketch</li> <li>• select appropriate strategies from an expanding range of mathematical processes</li> <li>• use estimation and other assessment skills to check the outcomes and decide on the appropriate accuracy for the outcome</li> <li>• reflect on and evaluate the mathematics used and the outcomes obtained relative to personal, contextual and real-world implications</li> </ul> </li> </ul>		
<b>Mathematical methods and use of tools</b>	<ul style="list-style-type: none"> <li>– Flexibly uses both 'in-the-head' methods and formal pen and paper methods to calculate and uses technological processes and tools, including a range of calculator or spreadsheet functions, e.g. memory function on a calculator, formulae in a spreadsheet or software to undertake a problem solving process</li> <li>– Selects and flexibly uses a range of tools, hand-held devices, computers and technological processes, e.g. enters a set of statistical data into a spreadsheet and uses it to calculate the mean and to plot an appropriate graph</li> </ul>		
<b>Mathematical knowledge and skills: number and algebra</b>	<ul style="list-style-type: none"> <li>– Uses and applies relevant ratio, rates and proportions, e.g. scales on maps and plans, in the mixing of chemicals or ingredients, or calculating magnification factors</li> <li>– Calculates with fractions, decimals and percentages and flexibly uses equivalent forms; calculates with relevant positive and negative numbers; and uses numbers expressed as roots and powers, e.g. <math>2^3 = 8</math>, <math>\sqrt{4} = 2</math> or <math>3.6 \times 10^3 = 3,600</math></li> <li>– Develops, interprets and uses routine formulae and algebraic representations and conventions that describe relationships between variables in relevant contexts, e.g. in sport, when considering the cost of repairs, in calculating routine area and volume, using Pythagoras's theorem or in using workplace formulae</li> </ul>		
<b>Mathematical knowledge and skills: measurement and geometry</b>	<ul style="list-style-type: none"> <li>– Uses knowledge about space and shape, including angle properties, symmetry and similarity to describe, draw or construct relevant common 2D and 3D shapes, such as compound shapes</li> <li>– Estimates, accurately measures and calculates quantities, including areas and volumes, using relevant routine formulae</li> <li>– Converts within the metric system and between metric and other relevant non-metric units</li> <li>– Uses, calculates and interprets information based on maps and plans, including scales, bearings, travel distances, speeds and times, and time zones</li> </ul>		
<b>Mathematical knowledge and skills: statistics and probability</b>	<ul style="list-style-type: none"> <li>– Collects, represents, summarises and interprets a range of statistical data appropriately, e.g. in tables, spreadsheets, graphs, plots, measures of central tendency (mean, median, mode) and simple measures of spread</li> <li>– Uses knowledge about chance and probability to estimate and interpret the outcomes of common chance events in both numerical and qualitative terms</li> </ul>		

**NUMERACY LEVEL 4**

4.11	<b>Uses a range of informal and formal oral and written mathematical language and symbols to communicate mathematically</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Written mathematical language</b>	– Uses a combination of informal, but mostly formal, written mathematical and general language, including some specialised mathematical symbolism, abbreviations, terminology and representation to document, interpret and communicate the processes, results and implications of the mathematical activities or tasks		
<b>Oral mathematical language</b>	– Uses a combination of informal and formal oral mathematical and general language, including some specialised mathematical language and terminology, to discuss and explain the processes, results and implications of a mathematical investigation		
<b>Complexity of mathematical symbolism, representation and conventions</b>	– Uses a combination of informal but mostly formal mathematical symbolism, diagrams, graphs, algebraic representation and conventions relevant to the mathematical knowledge of the level, e.g. <ul style="list-style-type: none"> <li>• <math>A = 2\pi r</math>; <math>\sqrt{2}</math>, <math>-5^{\circ}\text{C}</math></li> <li>• <math>2:3=4:?</math></li> <li>• <math>2^3</math>, <math>3.6 \times 10^3</math></li> </ul>		

DOMAINS OF COMMUNICATION	NUMERACY LEVEL 4 - SAMPLE ACTIVITIES
<b>Personal and community</b>	<ul style="list-style-type: none"> <li>– Draws up a scale plan and uses simple formulae and rates to calculate and interpret dimensions, quantities and costs required for making a personally relevant item, e.g. constructing a child's playhouse, making furniture or a garden shed, painting the exterior of a house or designing a patio</li> <li>– Develops a detailed budget for a household, including income and expenses, and creates a matching spreadsheet, e.g. a yearly budget, a budget for a holiday or a budget for the purchase of a car</li> <li>– Works in a group to write a questionnaire, conduct a survey and collect and collate the results, including at least one graph, e.g. results of surveying community attitudes to building a toxic dump</li> <li>– Plans and works in organising and running a community event, including costs, promotion and budgeting, e.g. fund-raising for a barbeque, or running a sports competition or a dance</li> <li>– Uses a calculator or spreadsheet to analyse and compare the repayments on an expensive item (e.g. a plasma TV, car or piece of machinery) by two different means, e.g. a credit card versus a personal loan or a lease versus outright purchase</li> <li>– Establishes criteria and categories for the budgeting and financial management of a project or activity of a community organisation, and sets up a spreadsheet that allows the monitoring of income and expenditure against these categories</li> </ul>
<b>Workplace and employment</b>	<ul style="list-style-type: none"> <li>– Works in a group to investigate and report on the options and costs for the use of a fleet of vehicles for the running of a business, e.g. comparing the use of cars versus motor bikes for a courier service or comparing leasing cars versus outright purchase</li> <li>– Works in a team to plan and develop an operating budget for a task or project, including the income from different sources (e.g. government funding, membership fees or sales) and expenses (e.g. staffing, materials, marketing, overheads, travel, training or IT support)</li> <li>– Collects and accurately records data (e.g. measurements, quantities or digital outputs) on to an appropriate device (e.g. a graph, chart, spreadsheet or hand-held device), interprets results and outcomes, identifies anomalies or errors and can respond appropriately by acting to correct processes or inputs</li> <li>– Interprets and uses ratios and scales to read and discuss the design and dimensions on the plan of a property (e.g. a building, workplace, office or shop) in order to allocate working space and furniture</li> <li>– Represents statistical system information and data (e.g. customer satisfaction survey results, phone enquiry data or customer profiles), and analyses and interprets the data using graphical and numerical processes (e.g. graphs, charts or averages) to show different interpretations and influences</li> <li>– Uses a job or task description or a set of instructions for making up a mixture based on ratios and selects, measures and makes up the mixture to any required amount correctly and according to OHS constraints, e.g. a chemical spray or industrial recipe</li> <li>– Calculates, compares and interprets the probabilities of some given or described events in both numerical and qualitative terms, e.g. production numbers or faults, or accidents</li> <li>– Prepares a detailed budget for a project and manages expenditure, making adjustments to ensure the project is completed within budget</li> </ul>
<b>Education and training</b>	<ul style="list-style-type: none"> <li>– Undertakes a survey (including writing the questionnaire and collecting the data), documents the results, including a graph and some measures of central tendency conducted as part of a course of study, and prepares a report</li> <li>– Calculates, compares and interprets the probabilities of some given or described events in both numerical and qualitative terms, e.g. weather predictions as part of weather forecasts or sport predictions</li> <li>– Undertakes a survey on personal health or diet as part of a health, fitness or sports course, analyses the results and documents the outcomes</li> <li>– Plans and documents a day trip to a venue or site as part of a course of study (e.g. to a city business, National or State Park or museum). The plan should include details of the expected distance travelled, time, location, time of breaks and estimated total cost</li> <li>– Designs a new box-shaped or cylindrical product container or package based on an existing one with the same volume but a different size or shape. Calculates the approximate area of material required for the new container and comments on the feasibility of the different possible shapes</li> </ul>

**NUMERACY LEVEL 5**

5.09	<b>Analyses and synthesises highly embedded mathematical information in a broad range of tasks and texts</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Explicitness of mathematical information</b>	– Extracts, comprehends and analyses a broad range of relevant mathematical information that is highly embedded in complex texts and, where necessary, gathers additional mathematical information from other sources		
<b>Complexity of mathematical information</b>	– Extracts, comprehends and analyses a wide range of mathematical information related to number and algebra, measurement and geometry, and statistics and probability, including: <ul style="list-style-type: none"> <li>• rational and relevant irrational numbers</li> <li>• selected appropriate concepts and information from specialist areas of mathematics relevant to personal, study or workplace needs, e.g. trigonometry, statistics, geometry, linear and non-linear relationships, including parabolas, hyperbolas, circles and exponential functions, introductory calculus, matrices or vectors</li> </ul>		

## NUMERACY LEVEL 5

5.10	<b>Selects from, and flexibly applies, a wide range of highly developed mathematical and problem solving strategies and techniques in a broad range of contexts</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Problem solving processes including estimating and reflecting</b>	<ul style="list-style-type: none"> <li>– Uses prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to: <ul style="list-style-type: none"> <li>• organise and represent the mathematical information in an alternative, useful form as an aid to problem solving, e.g. as a table, summary, algebraic representation or graph</li> <li>• select appropriate methods of solution from an expanded range of processes</li> <li>• use developed estimating and assessment skills to check the outcomes and decide on the appropriate degree of accuracy required</li> <li>• critically review the mathematics used and the outcomes obtained to reflect on and question the outcomes and real-world implications</li> </ul> </li> </ul>		
<b>Mathematical methods and use of tools</b>	<ul style="list-style-type: none"> <li>– Uses a range of mathematical processes flexibly and interchangeably selecting from formal pen and paper and mental and technologically assisted processes and tools, such as scientific, graphics or CAS calculators for calculations, including using trigonometrical, statistical or algebraic functions</li> <li>– Selects and flexibly uses a range of specialised tools, hand-held devices, computers and technological processes, e.g. uses a CAS calculator to solve a pair of simultaneous linear equations</li> </ul>		
<b>Mathematical knowledge and skills: number and algebra</b>	<ul style="list-style-type: none"> <li>– Calculates with rational and relevant irrational numbers</li> <li>– Uses and solves a range of equations using a variety of algebraic techniques</li> <li>– Applies graphical techniques to analyse and solve algebraic relationships and equations, including the connections between formulae, their graphical representations and the situations they represent, e.g. linear, quadratic, exponential or inverse relationships</li> </ul>		
<b>Mathematical knowledge and skills: measurement and geometry</b>	<ul style="list-style-type: none"> <li>– Uses and applies knowledge about space and shape, including angle properties, symmetry and similarity to describe, draw or construct accurate 2D and 3D shapes and scale plans and drawings</li> <li>– Estimates, accurately measures and calculates quantities, including for complex areas and volumes using measurement formulae</li> <li>– Converts between a range of metric and non-metric units</li> </ul>		
<b>Mathematical knowledge and skills: statistics and probability</b>	<ul style="list-style-type: none"> <li>– Collects, organises and analyses data, including grouped data, using measures of central tendency, percentiles and measures of spread, and interprets and draws conclusions about trends and data reliability</li> <li>– Uses and applies knowledge about probability to a range of relevant contexts (e.g. sporting events), calculates theoretical probabilities and uses tree diagrams to investigate the probability of outcomes in simple multiple event trials</li> </ul>		

**NUMERACY LEVEL 5**

5.11	<b>Uses a wide range of mainly formal, and some informal, oral and written mathematical language and representation to communicate mathematically</b>		
<b>SUPPORT</b>	<b>CONTEXT</b>	<b>TEXT COMPLEXITY</b>	<b>TASK COMPLEXITY</b>
Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending
<b>FOCUS AREA:</b>	<b>PERFORMANCE FEATURES INCLUDE:</b>		
<b>Written mathematical language</b>	– Uses a combination of formal, written specialised mathematical and general language and representation to document, interpret and communicate the mathematical thinking, problem solving processes, outcomes and implications of the mathematical investigation		
<b>Oral mathematical language</b>	– Uses a combination of oral specialised mathematical and general language to discuss, explain and interpret the processes, results and implications of the mathematical investigation		
<b>Complexity of mathematical symbolism, representation and conventions</b>	– Flexibly uses a combination of specialised formal and general mathematical symbolism, diagrams, algebraic representation, graphs and conventions relevant to the mathematical knowledge of the level, e.g. <ul style="list-style-type: none"> <li>• <math>\sin 60^\circ = \sqrt{3}/2</math></li> <li>• <math>V = \pi r^2 h</math></li> <li>• <math>x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}</math></li> </ul>		



DOMAINS OF COMMUNICATION	NUMERACY LEVEL 5 - SAMPLE ACTIVITIES
<p><b>Personal and community</b></p>	<ul style="list-style-type: none"> <li>– Researches and investigates at least two different sports, including comparing and analysing a number of features and aspects of the sports such as the playing areas, the rules of the game, the sports' records, payments to players and participation rates, including any gender issues and benefits or otherwise to the community</li> <li>– Investigates personal loan financing options and decides on a major purchase to be financed by a loan, researches the types and conditions of each loan, calculates interest payable using appropriate interest formulae and calculates monthly repayments over a chosen repayment period, compares and contrasts information gathered, and decides on the best loan deal relative to repayment affordability and conditions</li> <li>– Given particular financial constraints and personal or family requirements, investigates and analyses the options for where best to rent or buy a home or holiday house, considers and compares location, price and availability, and makes recommendations</li> <li>– Works in a team to research, investigate and analyse options for the establishment of a community enterprise, considering factors that may impact on the feasibility of the enterprise or business, describes its services or products, and develops a budget and draft business plan</li> <li>– Researches and conducts an investigation into the impact of an environmental issue, gathers data and undertakes a statistical analysis (e.g. of traffic pollution or greenhouse emissions), presents the data graphically using measures of central tendency and spread, and analyses and discusses the data and outcomes</li> </ul>
<p><b>Workplace and employment</b></p>	<ul style="list-style-type: none"> <li>– Investigates financial options for a business or organisation, e.g. decides on a major purchase that would need to be financed by a loan, compares options, including interest paid and repayment schedules, and recommends the best loan deal relative to repayment affordability and conditions</li> <li>– Investigates and analyses an organisational and logistical problem and documents and explains a mathematical solution to the problem, e.g. given time constraints and working times, allocates staffing to fill out a known roster that meets designated requirements; given simple networking problem such as delivering materials to four different sites knowing their travelling times/distances, finds most economical delivery route; using simultaneous equations and graphs, analyses and works out the best options for choosing between different service providers whose charges are based on different initial fixed charges and hourly rates</li> <li>– Works in a team to research, investigate and analyse workplace data gathered on a selected topic (e.g. accident rates, sales figures or causes of contamination or pollution), writes a detailed report based on a comprehensive statistical analysis and develops recommendations based on the analysis</li> <li>– Provides a materials list for a building project that requires trigonometric calculations to determine outcomes, e.g. roof structure with bull nose veranda and 30° pitch</li> <li>– Designs a product using geometry and trigonometry or a Computer Assisted Drawing (CAD) software package (e.g. a tool or a part) according to client specifications</li> </ul>
<p><b>Education and training</b></p>	<ul style="list-style-type: none"> <li>– Uses algebraic and graphical techniques to measure, record and analyse data obtained by experiment, as part of a course, to ascertain any relationship between the variables, and establishes the type of relationship (e.g. parabolic, exponential or variation) it explains, extracts key information from graphs to create formula connecting variables and tests formula against experimental data</li> <li>– Researches and investigates statistical data gathered through individual research or experimentation, organises data into groups in a frequency table, represents data graphically, calculates and records measures of central tendency and spread, and analyses and discusses the results, including the relevance of the data and the impact on the topic of research or investigation</li> <li>– Researches and investigates the relationship between two measures (e.g. height and weight, goals kicked or Brownlow votes for year) and conducts a set of measurements with at least 20 pairs of data, or obtains data from a published source and creates a scatter plot. Collates, analyses and summarises the results and describes the scatter plot in terms of the strength and direction of the relationship</li> <li>– Researches and investigates a fictional sales company and considers whether to employ a sales representative on a retainer and commission or on a straight commission basis and writes a report considering this from the point of view of both the company and the salesperson. This needs to include an analysis from both a graphical and an algebraic perspective</li> <li>– Designs an item using geometry and trigonometry or a CAD software package (e.g. new packaging, shed or office), decides on required size and shape, creates scale drawings and builds a model of the item. Calculates the quantities and the costs of materials for a full sized item, assessing the process and results, and discusses ways to improve the design</li> </ul>



# Appendices

## Performance Features Grids - Learning

**Learning indicator .01:** Awareness of self as a learner, planning and management of learning

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Learner identity</b>	<ul style="list-style-type: none"> <li>– Identifies some past experiences of successful learning and some areas of need</li> <li>– Identifies some preferred approaches to learning, e.g. alone, with a group or on a computer</li> <li>– Engages in learning activities where scaffolding reduces the need for risk taking</li> <li>– Follows instructions provided by a supervisor, teacher/trainer or mentor</li> </ul>	<ul style="list-style-type: none"> <li>– Identifies some strengths and weaknesses as a learner</li> <li>– Identifies preferred learning modes/ styles, e.g. hands-on, observing or copying</li> <li>– Takes responsibility for some aspects of learning in familiar contexts</li> <li>– Takes limited risks within a supportive environment</li> <li>– Demonstrates some persistence in the approach to learning</li> </ul>
<b>Goals and pathways</b>	<ul style="list-style-type: none"> <li>– Identifies a personal/career goal involving a need to develop new understandings, skills and knowledge</li> <li>– Identifies one or two short term learning objectives with assistance</li> <li>– Identifies some potential barriers to learning, e.g. child care issues</li> <li>– Develops a simple short term learning plan with assistance</li> </ul>	<ul style="list-style-type: none"> <li>– Identifies and clarifies a goal and associated learning needs</li> <li>– Selects from some relevant learning pathways</li> <li>– Develops a simple plan to achieve goals with short term objectives</li> <li>– Identifies potential barriers to learning and suggests some possible solutions</li> </ul>
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>– Attempts new concrete tasks/activities of one or two steps with a highly explicit purpose</li> <li>– Identifies the first step of a new task with familiar features</li> <li>– Identifies a limited range of support resources, e.g. supervisor, shop assistant or DVD</li> <li>– Identifies some appropriate tools from the immediate environment (e.g. simple measuring instruments or a dictionary) and uses them for a limited range of applications</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts new tasks/activities with an explicit purpose containing a limited number of steps</li> <li>– Identifies the main steps required to complete a familiar task</li> <li>– Identifies and accesses a small range of support resources</li> <li>– Uses some ICT based tools with assistance, e.g. a DVD guide or online self assessment</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>- Identifies relevant strengths, weaknesses and needs as a learner and takes these into account in selecting learning options</li> <li>- Recognises some strengths and limitations of preferred approaches to learning and begins to expand own repertoire</li> <li>- Takes responsibility for routine learning in familiar contexts</li> <li>- Accepts some learning challenges that involve moving outside personal comfort zone</li> <li>- Demonstrates some personal resilience in the face of difficulties, beginning to recognise that risk taking and making mistakes are essential aspects of learning</li> <li>- Reflects on actions and outcomes in familiar contexts, recognising and correcting some errors in performance</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies personal strengths and weaknesses in different contexts and seeks to develop skills and knowledge in areas of need</li> <li>- Recognises that confusion and mistakes are a part of the learning process and persists in the face of problems</li> <li>- Experiments with various approaches to learning and reflects on effectiveness in different situations</li> <li>- Self directs learning in an expanding range of contexts, seeking assistance as required</li> <li>- Stays focused on achieving learning goals despite distractions and problems</li> <li>- Uses some formal approaches to facilitate reflective practice, e.g. keeps a journal or discusses with a mentor</li> </ul>	<ul style="list-style-type: none"> <li>- Critically evaluates personal strengths and weaknesses as a learner, making clear judgements about capacities and limitations in a particular context and seeking assistance as required</li> <li>- Actively seeks new learning challenges, recognising that moving into new contexts may 'deskill' for a time</li> <li>- Self directs and self regulates learning in contexts presenting high levels of challenge</li> <li>- Sets aside time for critical reflection using formal approaches to gain insights and learn from successes and failures</li> <li>- Explores underlying values, beliefs and assumptions as part of the reflective process</li> </ul>
<ul style="list-style-type: none"> <li>- Identifies personal/career goals and associated learning goals</li> <li>- Identifies appropriate formal/informal learning pathways, seeking information and advice as required</li> <li>- Develops a formal learning plan to achieve goals, incorporating simple achievable steps and timeframes</li> <li>- Anticipates some potential barriers to learning and identifies several strategies to address these</li> </ul>	<ul style="list-style-type: none"> <li>- Sets/accepts learning goals that may lead into unfamiliar contexts and identifies appropriate learning pathways</li> <li>- Develops a formal learning plan with short and long term objectives, timeframes and action, taking some potential barriers to learning into account</li> <li>- Identifies different and possibly competing requirements and expectations (personal, workplace or formal learning) and builds potential solutions into the planning process</li> <li>- Reviews and adjusts plans and strategies regularly, seeking assistance as required</li> </ul>	<ul style="list-style-type: none"> <li>- Develops long term strategies to achieve specialised personal/career goals involving management of a range of variables, e.g. formal study or finding opportunities to learn and demonstrate skills in the workplace</li> <li>- Implements a range of strategies to maintain learning motivation and momentum, some of which may require significant changes to behaviour</li> <li>- Actively monitors performance against goals and milestones, adjusting plans and expectations as required, and recognising that not all learning can be defined in advance</li> </ul>
<ul style="list-style-type: none"> <li>- Attempts new tasks/activities that may involve simple extrapolation and inferencing</li> <li>- Draws on prior knowledge to identify the nature and scope of new tasks in routine situations, with some awareness of the need to allow for contextual differences</li> <li>- Develops a sequenced plan for a specific task with prioritised steps and some attention to timelines</li> <li>- Independently accesses a range of support resources</li> <li>- Uses ICT based tools in familiar contexts with some appreciation of their strengths and limitations</li> </ul>	<ul style="list-style-type: none"> <li>- Attempts relatively complex and unfamiliar tasks/activities that may involve abstraction</li> <li>- Poses explicit questions to help focus planning of new tasks, e.g. 'What do I need to achieve? Why is it important? How does it fit with what I already know? What questions do I have?'</li> <li>- Assesses the nature and scope of new tasks in unfamiliar contexts, identifies established procedures where applicable, and develops formal plans for completion with sequenced, prioritised steps and timeframes</li> <li>- Independently accesses a range of information resources/services</li> <li>- Assesses the appropriateness of available tools and equipment, including ICT based, taking into account their strengths and limitations in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>- Attempts complex tasks/activities requiring sophisticated conceptualisation and analysis that may be carried out over an extended period of time, e.g. major projects requiring research and recommendations</li> <li>- Draws on prior knowledge to assess, and where required renegotiate, the nature and scope of what has to be done</li> <li>- Employs systematic approaches to planning and managing sustained activities, recognising the need for flexibility to cover contingencies</li> <li>- Independently identifies, accesses and evaluates specialised resources and services</li> <li>- Selects from a range of specialised tools, many of which are technology based, e.g. project management software</li> </ul>

## Performance Features Grids - Learning

**Learning Indicator .02:** The acquisition and application of practical strategies that facilitate learning

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Locating, evaluating and organising information</b>	<ul style="list-style-type: none"> <li>– Identifies the general area/topic on which information is required</li> <li>– Begins to use information seeking strategies with assistance, e.g. enters a key word in a search engine</li> <li>– Uses simple strategies to organise and help remember information, e.g. builds a word bank</li> </ul>	<ul style="list-style-type: none"> <li>– Begins to pose simple questions to help focus information search</li> <li>– Uses simple web search queries to locate information on the internet</li> <li>– Recognises that some texts are more appropriate for a purpose than others</li> <li>– Uses a small range of strategies to assess the potential of a text, e.g. scans the cover, title or illustrations</li> <li>– Begins to evaluate relevance of information on familiar subjects</li> <li>– Uses simple organising methods to manage reference material, e.g. labels a file box or a Word folder</li> </ul>
<b>Using prior knowledge and scaffolding</b>	<ul style="list-style-type: none"> <li>– With prompting, identifies some prior knowledge or skill that may be useful in the current learning context</li> <li>– Follows simple, structured processes provided by others through modelling or step by step instructions</li> <li>– Uses simple processes to make links between pieces of information, e.g. matching, grouping or simple sequencing</li> <li>– Practises skills in familiar contexts, e.g. uses English with a neighbour or observes a workmate</li> </ul>	<ul style="list-style-type: none"> <li>– Applies some prior knowledge, skills or familiar learning processes to a new task, but not always with appropriate adaptations</li> <li>– Uses familiar scaffolding provided by others to support learning process, e.g. illustrated guidelines, templates, checklists or 'how to' DVDs</li> <li>– Uses simple strategies to clarify and remember main points or reinforce elements of a skill, e.g. copying, underlining, reciting or practising a set procedure</li> </ul>
<b>Learning with and from others</b>	<ul style="list-style-type: none"> <li>– Follows basic social rules for interacting with others, e.g. takes turn in speaking, listens to others or shares resources with a partner</li> <li>– Takes some steps to identify appropriate support, e.g. seeks assistance from a trusted person</li> </ul>	<ul style="list-style-type: none"> <li>– Fulfils the basic roles of a group member, e.g. contributes to discussion or accepts allocated tasks</li> <li>– Asks questions of a teacher/trainer, mentor or expert in the field</li> <li>– With assistance, identifies some cultural similarities and differences in individuals' perspectives, such as approaches to work and learning</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Poses some who/what/why questions to help focus an information search</li> <li>– Independently searches the internet, using key words, simple questions and ‘trial and error’ approaches</li> <li>– Evaluates the reliability of sources in familiar contexts on the basis of a small set of criteria, e.g. directly relevant to purpose or opinion/factual</li> <li>– Begins to consider the validity of a source, e.g. an opinion or factual text on the internet</li> <li>– Uses some personal and/or workplace designed systems for ordering, classifying and storing familiar reference materials for easy retrieval, e.g. naming and dating, or version control</li> </ul>	<ul style="list-style-type: none"> <li>– Develops a formal set of questions to focus an information search in an unfamiliar field</li> <li>– Uses some advanced web search queries to filter out irrelevant information</li> <li>– Considers the reliability of an information source against a range of criteria, e.g. the author’s background, the intended audience and purpose, or the date of publication</li> <li>– Uses manual and/or ICT applications to collect, analyse, store, organise and facilitate ongoing access to information, e.g. systematic filing systems or spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>– Poses questions and develops hypotheses to focus the selection, organisation and prioritisation of information and ideas</li> <li>– Uses sophisticated web search queries (e.g. an, or, not), to efficiently identify relevant information sources on the internet</li> <li>– Critically evaluates the logic and reliability of information from a wide variety of sources, taking a range of criteria into account, e.g. the author’s credibility, the validity of generalisations, potential bias, the nature of evidence or underlying assumptions</li> <li>– Uses sophisticated methods for storing and accessing information, e.g. customised databases, reference management software, project documentation or administration systems</li> </ul>
<ul style="list-style-type: none"> <li>– Makes some explicit connections between new information/ideas and own prior knowledge and experience, using techniques like anecdotes and simple analogies</li> <li>– Begins to transfer key principles and concepts to new situations, allowing for some contextual differences</li> <li>– Uses routine ‘how to’ processes as scaffolding for learning, e.g. manuals or graphic organisers</li> <li>– Uses explicit strategies to organise and make connections between information/ ideas, e.g. underlines main points or draws simple sequencing diagram</li> <li>– Uses a range of techniques to reinforce learning, e.g. mnemonics, visualising, rehearsing, summarising or explaining to someone else</li> </ul>	<ul style="list-style-type: none"> <li>– Draws selectively on experience to adapt past learning to new circumstances</li> <li>– Draws on a repertoire of strategies to clarify and extend understanding, e.g. paraphrases, uses the outline feature of a word processing application, flow diagrams or mind maps</li> <li>– Begins to apply conceptual models developed by others, such as theories and frameworks, as an aid to understanding</li> <li>– Develops and trials own approaches to a task when templates and guides are not available</li> <li>– Actively reinforces learning by applying new knowledge and skills beyond a formal learning context, e.g. teaches someone else</li> <li>– Implements some formal approaches to help maintain the currency of professional knowledge and skills, e.g. regularly checks on updates in a specialised field</li> </ul>	<ul style="list-style-type: none"> <li>– Generalises the concepts learned in one context for application in another</li> <li>– Applies and evaluates principles and sophisticated conceptual models as part of research and reflection</li> <li>– Selects from a broad range of lateral and analytical thinking techniques to facilitate perception, challenge, creativity and analysis, e.g. concept maps or formal problem solving processes</li> <li>– Uses structured approaches to maintain currency of knowledge and skills as a regular part of routine, e.g. professional email alerts, conferences or subscriptions to relevant journals</li> </ul>
<ul style="list-style-type: none"> <li>– Identifies own and others’ roles in a group or team and makes an active contribution</li> <li>– Participates in online collaborations where appropriate, e.g. discussion boards</li> <li>– Demonstrates awareness of different personal and cultural perspectives and makes some attempt to understand and accommodate these</li> <li>– Considers and responds to some advice and feedback on performance from a trusted person</li> </ul>	<ul style="list-style-type: none"> <li>– Contributes to effective group and team interaction by clarifying tasks, recognising each member’s strengths, negotiating roles and assisting with conflict resolution</li> <li>– Participates in professional/ technical or community networks where appropriate</li> <li>– Recognises that individuals construct knowledge differently, building on past experience and influenced by personal and cultural values, beliefs and assumptions</li> <li>– Seeks advice, and reflects on and responds to feedback from trusted sources</li> </ul>	<ul style="list-style-type: none"> <li>– Leads work groups/teams, facilitating the achievement of outcomes through highly developed interpersonal, planning and time management skills and team leadership</li> <li>– Understands there are different ways of interpreting information and constructing knowledge within disciplines and professions, and across cultures</li> <li>– Actively seeks and acts on detailed feedback from a number of sources, recognising that both positive and negative feedback is potentially a rich source of learning</li> </ul>

## Performance Features Grids - Reading

**Reading Indicator .03:** Audience, purpose and meaning-making

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Purpose</b>	<ul style="list-style-type: none"> <li>– Identifies personally relevant reasons for reading</li> </ul>	<ul style="list-style-type: none"> <li>– Identifies texts in the immediate environment that are relevant to own needs and interests</li> <li>– Recognises that some texts are more appropriate for a purpose than others</li> <li>– With assistance, identifies one or two questions that reading a text may answer</li> </ul>
<b>Complexity</b>	<ul style="list-style-type: none"> <li>– Understands a limited range of short, highly explicit and culturally accessible texts, some of which may be ICT based, e.g. SMS texts</li> <li>– Understands texts with clear consistent formats that are written in simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>– Understands the main ideas in at least two types of short, unambiguous texts, including simple non-linear web based texts</li> <li>– Understands texts incorporating sentences of one or two clauses linked by simple cohesive devices such as <i>and</i>, <i>but</i>, <i>then</i></li> <li>– Comprehends texts incorporating adjectives, pronouns and prepositions</li> </ul>
<b>Prediction and prior knowledge</b>	<ul style="list-style-type: none"> <li>– Makes some predictions about content on the basis of the title and illustrations</li> <li>– With assistance, makes some connections between prior knowledge and text content on a subject relevant to needs and interest</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content predictions on the basis of prior knowledge of the subject and emerging understanding of text structures, e.g. layout and headings</li> <li>– Identifies connections between prior knowledge and some information and ideas in a text on a familiar subject</li> </ul>
<b>Critical reading and text analysis</b>	<ul style="list-style-type: none"> <li>– Recognises some simple ways in which visual features like layout are used to send a message and how this may influence interpretation, e.g. the placement of a photo or heading in a newspaper</li> </ul>	<ul style="list-style-type: none"> <li>– Compares and contrasts information within short, unambiguous texts</li> <li>– Interprets ideas and information in a prose text appropriate to the level, e.g. a narrative or a newspaper article</li> <li>– Recognises the difference between formal and informal registers in simple familiar texts</li> <li>– Understands that the meaning of some familiar words and phrases may change in different contexts</li> <li>– Shows some awareness of how a text may reflect the author's position and begins to recognise bias, e.g. in a how to vote card published by a political party</li> </ul>



LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Identifies some explicit <i>who/what/when / why/how</i> questions to be answered by reading fiction or non-fiction texts</li> <li>– Begins to reflect on the usefulness of a selected text for the purpose</li> </ul>	<ul style="list-style-type: none"> <li>– Actively identifies an explicit purpose for reading, e.g. to gather background information, identify specific facts or understand a concept</li> <li>– Identifies a range of questions to be answered by reading and generates further questions during the reading process</li> <li>– Evaluates the usefulness of texts to meet the purpose</li> </ul>	<ul style="list-style-type: none"> <li>– Reads strategically and selectively, identifying a purpose before reading, and continually reflecting on the relevance of a text to meet the identified need</li> </ul>
<ul style="list-style-type: none"> <li>– Understands familiar texts of limited complexity that may incorporate graphs, tables and charts</li> <li>– Understands texts requiring integration of a number of ideas and pieces of information and some inference</li> <li>– Identifies the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and may involve the use of some abstract language and use of the passive voice</li> <li>– Understands texts on familiar subjects that incorporate some abstract language and use of the passive voice</li> </ul>	<ul style="list-style-type: none"> <li>– Understands texts with complex syntactic structures that may incorporate some technical specificity and information presented in graphic, diagrammatic or visual form</li> <li>– Understands texts incorporating some abstract ideas, symbolism and embedded information, in which the relationship between concepts and information is not explicit and requires inference and interpretation</li> <li>– Synthesises relevant ideas and information from several sources</li> </ul>	<ul style="list-style-type: none"> <li>– Understands highly complex, lexically dense texts, including those incorporating a high level of technical specificity</li> <li>– Selects, synthesises and critically evaluates evidence, arguments and ideas from complex primary and secondary sources with highly embedded information</li> </ul>
<ul style="list-style-type: none"> <li>– Draws on prior knowledge of familiar topics and text structures to read ahead</li> <li>– Integrates new ideas and information with existing understanding</li> </ul>	<ul style="list-style-type: none"> <li>– Integrates prior knowledge with new information to predict, construct, confirm, challenge or extend understanding</li> </ul>	<ul style="list-style-type: none"> <li>– Draws on broad general knowledge to aid understanding of texts on a wide range of subjects and within specialised disciplines</li> <li>– Uses specialised background knowledge to support the interpretation of highly complex texts specific to a particular field</li> <li>– Builds breadth and depth of understanding by integrating prior knowledge with ideas and information from multiple texts</li> </ul>
<ul style="list-style-type: none"> <li>– Identifies the purpose and intended audiences of a range of familiar, and some unfamiliar, text types</li> <li>– Separates fact from opinion</li> <li>– Recognises that words and grammatical choices may carry particular shades of meaning in different contexts</li> <li>– Recognises that authors select structure, tone and language to achieve specific purposes</li> <li>– Interprets and extrapolates information from texts containing graphs and diagrams</li> <li>– Understands why it may be important to identify who has created a text and begins to consider the validity of the source</li> <li>– Identifies some implicit meanings and draws simple inference, e.g. infers author's stance from a cartoon used to illustrate a text</li> </ul>	<ul style="list-style-type: none"> <li>– Recognises and reflects on the connections between context, purpose and audience across in a range of text types</li> <li>– Explicitly identifies some ways in which an author uses structure, language and tone to create an impression and explain or reinforce a message, e.g. through choice of text structure, use of rhetorical questions, repetition, simile and metaphor or figures of speech</li> <li>– Identifies some stylistic conventions of a relevant discipline/field/profession</li> <li>– Begins to appreciate that reading is an active and interactive process in which the reader's expectations and past experience influence their interpretation</li> <li>– Begins to evaluate the credibility, reasonableness and relevance of information and ideas as a routine part of the reading process</li> </ul>	<ul style="list-style-type: none"> <li>– Critically reflects on the explicit and implied purpose of a text and its potential impact on different audiences as an integral part of the reading process, e.g. considers why an author may have chosen to include or omit certain information or identifies how features such as register and idiom are used to convey and shape meaning</li> <li>– Identifies how social relations, register and audience influence an author's choice of text type, structure and language and how they may be used to express or hide attitudes and bias</li> <li>– Evaluates the credibility, reasonableness and relevance of information and ideas in a text against criteria such as selection and omission, use and quality of evidence, language choice and tone or placement of headlines and illustrations</li> </ul>

## Performance Features Grids - Reading

### Reading Indicator .04: Reading strategies

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Text navigation</b>	<ul style="list-style-type: none"> <li>– Locates one or two pieces of information from a simple text</li> <li>– Identifies information in a simple diagram, table, map or plan</li> </ul>	<ul style="list-style-type: none"> <li>– Recognises that texts have different structures and identifies some distinguishing features of those with personal relevance, e.g. the sequential nature of instructions</li> <li>– Recognises some features of diagrammatic texts, e.g. grid references, dot points or arrows</li> <li>– Begins to skim and scan familiar texts, using pictures and graphics to help locate specific information</li> <li>– Begins to use hyperlinks in online texts</li> </ul>
<b>Comprehension strategies</b>	<ul style="list-style-type: none"> <li>– Uses simple processes to make links between two or more pieces of information, e.g. matching or grouping</li> </ul>	<ul style="list-style-type: none"> <li>– Applies a small set of strategies to aid comprehension, e.g. identifies some key words, chunks information and searches surrounding text, re-reads or slows down when meaning is lost</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>- Recognises the structures and distinguishing features of a range of familiar text types</li> <li>- Begins to use knowledge of text structures and features (e.g. headings, paragraphing or punctuation) as an aid to skimming and scanning</li> </ul>	<ul style="list-style-type: none"> <li>- Selects an appropriate reading approach according to text structure and purpose, e.g. skims and scans to identify areas of interest, reads closely to identify explicit and implicit information and ideas, understands that reports do not necessarily need to be read sequentially and uses contents page and headings to find relevant sections</li> <li>- Recognises and responds to some conventions of complex texts, e.g. section numbering, use of footnotes or accepted styles of referencing</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises the distinguishing structures, layout, features and conventions of a broad range of complex text types and understands how to use these as an aid to locating information, developing understanding and focusing reading effort</li> </ul>
<ul style="list-style-type: none"> <li>- Uses a range of strategies to facilitate comprehension, e.g. creates a mental image, reads ahead or underlines topic sentences</li> <li>- Self monitors reading for sense and accuracy and selects from a range of strategies to aid comprehension when meaning is lost, e.g. self corrects or reads aloud</li> <li>- Uses explicit strategies to make connections between information and ideas while reading, e.g. margin notes or simple diagrams</li> </ul>	<ul style="list-style-type: none"> <li>- Uses knowledge of structure and layout to create a context prior to a detailed reading of a non-fiction text, e.g. pays attention to the title and introductory paragraph, skim reads subheadings and first sentence of each paragraph or examines visual content</li> <li>- Selects from a range of strategies to maintain focus on meaning-making when reading complex texts, e.g. annotates, records main points under headings or checks for accuracy of information by consulting other references</li> <li>- Uses a range of strategies to synthesise ideas and information from several texts, e.g. constructs mind maps to show connections between ideas</li> <li>- Self monitors comprehension and uses a combination of strategies when the meaning is lost, e.g. re-reads to identify the main argument or identifies a specific area of confusion and seeks clarification from another source</li> </ul>	<ul style="list-style-type: none"> <li>- Sustains reading activity for long periods when required using a range of strategies to maintain comprehension and integrate concepts, particularly when moving between texts, e.g. reference cards, matrices of key points or flow diagrams</li> </ul>

## Performance Features Grids - Reading Continued

### Reading Indicator .04: Reading strategies

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Decoding and fluency</b>	<ul style="list-style-type: none"> <li>– May read word by word</li> <li>– Uses a limited range of decoding strategies for unfamiliar words, e.g. sounding out letters and syllables</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a small set of decoding strategies to identify unknown words, e.g. phonic and visual letter patterns, knowledge of everyday word families, prefixes, suffixes or common stems</li> </ul>
<b>Syntax and language patterns</b>	<ul style="list-style-type: none"> <li>– Begins to use surrounding words in a simple sentence to help identify an unknown word, e.g. recognises the need for a verb</li> <li>– Uses knowledge of familiar phrases to predict the next word, e.g. Once upon a ...</li> <li>– Recognises some basic punctuation and understands its use in meaning-making, e.g. a full stop</li> </ul>	<ul style="list-style-type: none"> <li>– Uses understanding of simple sentence structure and word function to predict the meaning of some unknown words and phrases in familiar contexts</li> <li>– Recognises the function of most common punctuation marks, e.g. a comma is used to divide two parts of a sentence or quotation marks signal someone's words being presented as if spoken</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Recognises a number of high frequency words/basic sight words and common phrases, e.g. <i>down, would, have, little, come, when</i></li> <li>– Recognises common signs and symbols</li> <li>– Uses simple strategies to assist with word identification and extend vocabulary, e.g. a pictorial or bilingual dictionary or a personal word list</li> </ul>	<ul style="list-style-type: none"> <li>– Has an expanding bank of words associated with personally relevant contexts, incorporating some compound words, abbreviations and acronyms</li> <li>– Is aware that words can have more than one meaning and recognises some everyday examples</li> <li>– Uses a dictionary or online resource to check word meanings</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Reads familiar texts fluently, automatically recognising most everyday words and some specialised vocabulary</li> <li>– Recognises when unknown words are essential to meaning and uses a range of decoding strategies to identify them, e.g. syllabification, spelling patterns or analogy</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a broad range of decoding strategies to comprehend complex or irregularly spelled unknown words, e.g. understanding of word usage, visual and phonic patterns, word derivations and meaning, or less common prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>– Uses sophisticated decoding strategies to support comprehension of unfamiliar words, e.g. knowledge of Greek and Latin word derivations</li> </ul>
<ul style="list-style-type: none"> <li>– Predicts the meaning of unknown words by considering surrounding words, phrases and sentences and cross-checks that this makes syntactic and semantic sense</li> <li>– Recognises introductory phrases which indicate that an opinion or a fact is being offered</li> <li>– Identifies some signalling devices, including those that refer to words or phrases in previous clauses or sentences, e.g. <i>although, when, if, while, the second point is</i></li> <li>– Recognises that punctuation is used to clarify meaning and reduce ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>– Recognises how language features can be used to alert a reader to a shift in focus or meaning, e.g. a change of tense</li> <li>– Responds to transitional words and phrases that signal important information or a shift in focus</li> <li>– Understands how linking devices are used to demonstrate conceptual connections and/or causal relationships</li> <li>– Demonstrates some understanding of nominalisation and modality</li> </ul>	<ul style="list-style-type: none"> <li>– Understands the stylistic conventions of complex fiction and non-fiction texts</li> <li>– Interprets sophisticated stylistic devices such as nominalisation</li> </ul>
<ul style="list-style-type: none"> <li>– Recognises and comprehends common idioms, slang, acronyms, and some specialised terminology and dialect in routine texts</li> <li>– Understands that some words and phrases have figurative meanings</li> <li>– Routinely uses dictionaries and other references to determine the meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>– Understands an increasing number of uncommon words, including words with non-literal meanings and abstractions</li> <li>– Understands specialised vocabulary and acronyms relevant to own fields of expertise and interest</li> <li>– Understands how words and word families may be generated (e.g. from a root) and uses known parts of words to predict word meanings and extend vocabulary</li> <li>– Draws on support resources as required to clarify or confirm word meanings, e.g. a thesaurus or Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>– Draws on an extensive vocabulary, including specialised terms and cultural references</li> <li>– Uses a range of support resources to extend understanding, and to investigate, research and reflect on the use of specific words and phrases</li> </ul>

## Performance Features Grids - Writing

### Writing Indicator .05: Audience, purpose and meaning-making

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Range</b>	<ul style="list-style-type: none"> <li>– Writes two short, simple text types, e.g. a form with basic personal details or a simple personal story</li> </ul>	<ul style="list-style-type: none"> <li>– Creates at least two text types, e.g. a personal history, a recipe or an email message</li> <li>– Focuses on topics relevant to personal needs and interests</li> <li>– Writes at least one paragraph (prose text)</li> <li>– Writes factual or personal information using notes or dot point lists</li> </ul>
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Shows some recognition that texts have different purposes</li> </ul>	<ul style="list-style-type: none"> <li>– Recognises that words and grammatical choices may vary to meet the requirements of the audience and purpose</li> <li>– Makes some connections between own knowledge and experience and the ideas, events and information in written texts</li> </ul>
<b>Structure and cohesion</b>	<ul style="list-style-type: none"> <li>– Writes short texts with simple structure</li> <li>– Demonstrates a very limited understanding of sequence</li> </ul>	<ul style="list-style-type: none"> <li>– Recognises that texts have a structure, e.g. a beginning, middle and end</li> <li>– Begins to sequence writing with some attention to organising principles of time and importance</li> </ul>
<b>Register</b>		<ul style="list-style-type: none"> <li>– Recognises some differences between the formal and informal registers of familiar written texts</li> </ul>
<b>Plan, draft, proof and review</b>	<ul style="list-style-type: none"> <li>– Begins to check writing by re-reading and makes some corrections with guidance, e.g. capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>– Begins to plan writing, using strategies such as listing to organise information</li> <li>– Begins to review writing, incorporating teacher/mentor comments into the drafting process</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Produces a range of text types (familiar and some unfamiliar), with appropriate structures</li> </ul>	<ul style="list-style-type: none"> <li>– Constructs meaning by employing a knowledge of principal conventions of a broad range of text types</li> <li>– Demonstrates control of most distinguishing linguistic structures and features of a range of text types, e.g. reports, discussions, procedures and narratives</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates sophisticated control of a broad range of text types</li> </ul>
<ul style="list-style-type: none"> <li>– Demonstrates the need to vary written language to meet requirements of the audience and purpose</li> <li>– Chooses appropriate text type to communicate relevant information and/or ideas effectively, e.g. a memo, dialogue or a poem</li> <li>– Begins to use writing as a tool for identifying issues and generating new ideas</li> </ul>	<ul style="list-style-type: none"> <li>– Writes for a range of purposes (e.g. self reflection, personal communication or social action) to demonstrate knowledge and understanding</li> <li>– Addresses the context, purpose and audience when generating text</li> </ul>	<ul style="list-style-type: none"> <li>– Selects text type, subject matter and language to suit a specific audience and purpose</li> <li>– Uses writing as a tool to develop hypotheses, explore complex issues, plan and problem solve</li> </ul>
<ul style="list-style-type: none"> <li>– Sequences writing to produce cohesive text</li> <li>– Interrelates ideas and information and some support material when writing about familiar topics</li> <li>– Uses layout consistent with text type</li> </ul>	<ul style="list-style-type: none"> <li>– Integrates information and ideas from a range of sources, utilising appropriate support materials, e.g. photographs, quotations or flow charts</li> <li>– Displays logical organisational structure in writing through the use of coherently linked paragraphs</li> <li>– Uses some references</li> </ul>	<ul style="list-style-type: none"> <li>– Organises content in a manner that supports the purposes and format of the product, e.g. a report or web page</li> <li>– Structures writing to move from introduction through several connected ideas/evidence/points of view to a summary/recommendation appropriate to the context</li> <li>– Uses clear, logical organisational structures in writing</li> <li>– Uses and experiments with a broad range of structures and features</li> <li>– Understands and adheres to organisational conventions, e.g. footnotes and references</li> <li>– Uses formatting appropriate to the text, e.g. heading weights and styles</li> </ul>
<ul style="list-style-type: none"> <li>– Demonstrates an understanding of a range of formal and informal registers</li> </ul>	<ul style="list-style-type: none"> <li>– Chooses the appropriate register and structure</li> </ul>	<ul style="list-style-type: none"> <li>– Has established register flexibility and sensitivity and interprets register related to social relationships in a broad range of contexts</li> </ul>
<ul style="list-style-type: none"> <li>– Uses basic models to produce a range of text types, although may handle some more easily than others</li> <li>– Uses the process of planning, drafting and proofreading</li> <li>– Self corrects own writing to check for consistency and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a variety of strategies for planning, drafting, reviewing and proofreading own writing, e.g. plans according to purpose, uses drafting techniques or checks with mentor/peer</li> </ul>	<ul style="list-style-type: none"> <li>– Uses the drafting and revision process to extend and clarify thinking</li> </ul>

## Performance Features Grids - Writing

**Writing Indicator .06:** The mechanics of writing

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Uses a small bank of individual words and phrases or word lists related to giving personal details or meeting survival needs. May be memorised or formulaic</li> </ul>	<ul style="list-style-type: none"> <li>– Extends key vocabulary to include personal details of self, family and relevant others, most aspects of everyday life and other vocabulary of personal significance</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>– Uses basic structures and limited verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>– Uses action words and simple verb tenses in sentences of one or two clauses</li> <li>– Uses adjectives, pronouns and prepositions to describe people, places, things and events</li> <li>– Uses simple cohesive devices such as <i>and, but, then</i></li> <li>– Uses time/location markers such as <i>first, then, yesterday, in, at</i></li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>– Uses basic punctuation (e.g. capital letters and full stops), but this may be inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>– Uses basic punctuation, e.g. capital letters, full stops and commas</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>– Approximates spelling, with inconsistencies and variations apparent</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts spelling by using familiar letter patterns, including phonic letter patterns, common stems, suffixes and prefixes</li> <li>– Uses a spellchecker with support</li> <li>– Refers to a dictionary to check spelling or vocabulary choices</li> <li>– Shows some variation in spelling that does not interfere with the overall meaning</li> </ul>
<b>Legibility</b>	<ul style="list-style-type: none"> <li>– Writes mostly legible script. May prefer to print rather than write in cursive script, with lack of consistency likely between printed and cursive letters, and upper and lower case</li> </ul>	<ul style="list-style-type: none"> <li>– Writes legible script</li> <li>– Consistently uses upper or lower case, and print or cursive script</li> </ul>



LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available</li> <li>– Uses vocabulary with increasing precision to show how words carry particular shades of meaning</li> <li>– Uses an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank</li> <li>– Uses some familiar acronyms</li> <li>– Where appropriate to task or context, uses some common idioms</li> </ul>	<ul style="list-style-type: none"> <li>– Selects vocabulary to create shades of meaning in chosen fields of knowledge or in particular contexts</li> <li>– Understands and uses vocabulary specific to a topic</li> </ul>	<ul style="list-style-type: none"> <li>– Understands and uses broad vocabulary, including idioms, colloquialisms and cultural references as appropriate</li> <li>– Understands and uses appropriate specialised vocabulary in a variety of situations, e.g. explanations, descriptions or arguments</li> </ul>
<ul style="list-style-type: none"> <li>– Uses introductory phrases which indicate that an opinion, or a fact, is being offered</li> <li>– Uses some complex and compound sentences</li> <li>– Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints</li> <li>– Uses dependent clauses introduced by words such as <i>although</i>, <i>when</i>, <i>if</i>, <i>while</i></li> <li>– Uses a range of tenses</li> </ul>	<ul style="list-style-type: none"> <li>– Uses grammatical structures and vocabulary appropriate to register</li> <li>– Uses structurally complex sentences</li> <li>– Demonstrates some understanding of nominalisation and condenses ideas, processes, descriptions and/or explanations into abstract nouns</li> <li>– Has some control over modality, using modal verbs and other modification devices</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a variety of words and grammatical structures to achieve precise meaning</li> <li>– Uses and interprets sophisticated stylistic devices such as nominalisation</li> <li>– Uses grammatical structures accurately and effectively</li> <li>– Understands and uses linking devices effectively to demonstrate complex conceptual connections and/or causal relationships</li> </ul>
<ul style="list-style-type: none"> <li>– Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks</li> </ul>	<ul style="list-style-type: none"> <li>– Uses punctuation accurately and effectively to convey a range of meanings, e.g. emotions or intentions</li> </ul>	<ul style="list-style-type: none"> <li>– Uses all features of punctuation, font and layout effectively, e.g. semi-colons, brackets and italics</li> <li>– Avoids over use and/or misuse of punctuation</li> </ul>
<ul style="list-style-type: none"> <li>– Uses a spell checker with increasing understanding, independence and awareness of its limitations</li> <li>– Spells with reasonable accuracy</li> <li>– Attempts to spell unfamiliar words, using a range of strategies, including phonic and visual letter patterns, syllabification and word origin</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a range of spelling strategies, e.g. understanding of word usage, visual and phonic patterns, or word derivations and meanings</li> <li>– Accurately spells frequently used words, including relevant technical terms and specialised vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>– Spells with a high degree of accuracy using the patterns and rules that are characteristic of English spelling or by taking measures to check accuracy and make corrections</li> </ul>
<ul style="list-style-type: none"> <li>– Uses a legible handwriting style or a computer font appropriate to the audience and purpose</li> </ul>		

## Performance Features Grids - Oral Communication

### Oral Communication Indicator .07: Speaking

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Range and context</b>	<ul style="list-style-type: none"> <li>– Understands and responds appropriately in highly familiar oral contexts where exchanges are short and explicit</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates language use appropriate to some different interactional purposes, e.g. gives an opinion or explanation, makes an enquiry or seeks clarification</li> </ul>
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Asks simple questions and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content</li> <li>– Responds to a request for clarification or repetition and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content</li> </ul>	<ul style="list-style-type: none"> <li>– Begins to provide key information relevant to an exchange</li> <li>– Recognises that words and grammatical choices may vary to meet the requirements of the audience and purpose</li> </ul>
<b>Register</b>		<ul style="list-style-type: none"> <li>– Begins to demonstrate a recognition of the differences between formal and informal registers</li> </ul>
<b>Cohesion and structure</b>		<ul style="list-style-type: none"> <li>– Makes connections between own knowledge and experience, and ideas, events and information when speaking</li> <li>– Uses simple questions and instructions in order to exchange or obtain goods or services, or gather and provide information</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Uses structure and register appropriate for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving, and exploring issues in everyday situations</li> </ul>	<ul style="list-style-type: none"> <li>– Engages in complex oral negotiations, such as exploring issues, problem solving, reconciling points of view or bargaining</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates sophisticated control of a range of oral genres</li> </ul>
<ul style="list-style-type: none"> <li>– Demonstrates an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose</li> </ul>	<ul style="list-style-type: none"> <li>– Reflects on the underlying meaning of the communication and responds appropriately</li> <li>– Considers aspects of context, purpose and audience when generating oral texts</li> </ul>	<ul style="list-style-type: none"> <li>– Uses spoken language to make hypotheses, to plan and to influence others</li> </ul>
<ul style="list-style-type: none"> <li>– Demonstrates awareness of choices for register, especially in situations that are familiar</li> </ul>	<ul style="list-style-type: none"> <li>– Uses register appropriate to the context</li> <li>– Uses vocabulary, grammar and structure appropriate to register in order to exchange or obtain goods and services, establish, maintain and develop relationships, and to gather and provide information</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates command of language structures, registers, vocabulary and idioms required in formal and informal communication</li> <li>– Demonstrates flexible and effective use of register</li> </ul>
<ul style="list-style-type: none"> <li>– Identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>– Relates separate pieces of information within a spoken text, rather than treating them as separate units of information</li> <li>– Participates effectively in spoken interactions by using strategies to confirm, clarify or repair understanding, and makes constructive additions to what has been said</li> <li>– Initiates topic shifts and points of clarification, and gives verbal and non-verbal feedback</li> </ul>	<ul style="list-style-type: none"> <li>– Negotiates complex problematic spoken exchanges by establishing a supportive environment or bringing together different points of view</li> <li>– Revises own speaking to enhance meaning and effectiveness</li> </ul>

## Performance Features Grids - Oral Communication Continued

### Oral Communication Indicator 07: Speaking

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Grammar</b>	<ul style="list-style-type: none"> <li>– Uses basic structures and very limited verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>– Refines conversational skills by using common openings and closings</li> <li>– Uses adjectives, pronouns and prepositions to describe people, places, things and events</li> <li>– Uses simple verb tenses in sentences with one or more clauses</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Uses a small bank of individual words and phrases, which may be memorised and formulaic, including those related to giving personal details, exchanging or obtaining information, goods and services, and those necessary to meet survival needs</li> </ul>	<ul style="list-style-type: none"> <li>– Extends key vocabulary to include personal details of self and family and relevant others, most aspects of everyday life, and other vocabulary of personal significance</li> </ul>
<b>Pronunciation and fluency</b>	<ul style="list-style-type: none"> <li>– Produces utterances which may feature variations in pronunciation, stress patterns and intonation, possibly requiring verification</li> <li>– Uses speech that is characterised by long pauses, numerous repetitions or isolated words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>– Produces mostly intelligible pronunciation, stress patterns and intonation. Some variations may require clarification</li> <li>– Speaks slowly and pronounces key words deliberately</li> </ul>
<b>Non-verbal communication</b>	<ul style="list-style-type: none"> <li>– Relies on non-verbal communication support such as gestures and facial expressions to express meaning</li> </ul>	<ul style="list-style-type: none"> <li>– Relies on facial expressions and gestures to clarify or confirm meaning</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Uses introductory phrases which indicate that an opinion or a fact is being offered</li> <li>– Uses dependent clauses introduced by words such as <i>although, when, if, while</i></li> <li>– Uses appropriate grammatical forms and vocabulary in everyday contexts, e.g. to give instructions, give explanations, ask questions or express viewpoints</li> <li>– Uses a range of tenses</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates control of most distinguishing linguistic structures and features of a range of oral genres, such as reports, discussions, procedures and narratives</li> </ul>	<ul style="list-style-type: none"> <li>– Uses grammatical structures to achieve precise meaning, such as when gathering and providing information, exploring issues or problem solving</li> </ul>
<ul style="list-style-type: none"> <li>– Uses some common idioms</li> <li>– Uses vocabulary that is sufficiently broad that a relevant word is almost always available for both everyday and more specific contexts</li> </ul>	<ul style="list-style-type: none"> <li>– Selects vocabulary to create shades of meaning in fields of knowledge or in particular contexts</li> </ul>	<ul style="list-style-type: none"> <li>– Uses specialised vocabulary appropriate to context, e.g. explanations, descriptions, debates or in exchanging or obtaining goods and services</li> <li>– Uses broad vocabulary, including idioms, colloquialisms and cultural references as appropriate</li> </ul>
<ul style="list-style-type: none"> <li>– Refines intended meaning, varying speed and changing tone or emphasis when speaking</li> <li>– Uses pronunciation, stress patterns and intonation which do not obscure meaning but may require occasional clarification</li> <li>– Uses speech that may be characterised by uneven flow, with some repetition, especially in longer utterances</li> </ul>	<ul style="list-style-type: none"> <li>– Uses stress, intonation and gesture effectively to convey a range of emotions or intentions</li> <li>– Uses intelligible pronunciation, and stress and intonation patterns</li> <li>– Demonstrates generally appropriate flow of speech though may have occasional repetition, hesitation or self correction</li> </ul>	<ul style="list-style-type: none"> <li>– Adjusts stress and intonation in order to convey mood and meaning</li> <li>– Demonstrates fluency in a range of contexts</li> </ul>
<ul style="list-style-type: none"> <li>– Uses interactional strategies such as non-verbal feedback in order to support effective communication</li> </ul>	<ul style="list-style-type: none"> <li>– Monitors the effectiveness of the interaction by adjusting gestures and other non-verbal features</li> </ul>	<ul style="list-style-type: none"> <li>– Reflects on and revises use of non-verbal communication to enhance performance</li> </ul>

## Performance Features Grids - Oral Communication

### Oral Communication Indicator .08: Listening

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Range and context</b>	<ul style="list-style-type: none"> <li>– Understands exchanges that are short and explicit</li> <li>– Depends on prior knowledge of context and personal experience when listening</li> </ul>	<ul style="list-style-type: none"> <li>– Comprehends language used in a limited range of contexts</li> <li>– Makes connections between own knowledge and experience and the purpose of oral texts</li> </ul>
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Identifies specific information in spoken texts relating to items, people and/or activities in the immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>– Begins to demonstrate a recognition of the differences between formal and informal registers</li> </ul>
<b>Structure and grammar</b>	<ul style="list-style-type: none"> <li>– Comprehends basic structures and very limited verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>– Follows the use of adjectives, pronouns and prepositions to describe people, places, things and events</li> <li>– Comprehends the use of simple verb tenses in sentences with one or more clauses</li> <li>– Comprehends oral texts which have a predictable structure and familiar vocabulary</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>– Comprehends simple questions</li> <li>– Indicates a need for clarification or repetition</li> <li>– Identifies requests for clarification or repetition</li> </ul>	<ul style="list-style-type: none"> <li>– Comprehends straightforward questions and instructions in order to exchange or obtain goods or services, and gather and provide information</li> <li>– Responds to questions and takes turns to maintain simple conversations</li> <li>– Begins to identify key information relevant to an exchange</li> <li>– Asks questions to clarify meaning when listening</li> <li>– Indicates the need for repetition</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Derives meaning from language used for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving and exploring issues in everyday situations</li> <li>– Identifies gist of oral texts with some unfamiliar elements, e.g. movies or presentations</li> </ul>	<ul style="list-style-type: none"> <li>– Uses knowledge of principal conventions of language to assist with constructing meaning from a range of oral text types, including conversations, discussions and negotiations</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates command of language structures, registers, vocabulary and idiom required to participate in complex problematic oral exchanges as well as extended conversational exchanges</li> </ul>
<ul style="list-style-type: none"> <li>– Recognises the way structure and register may change according to the purpose of the oral text</li> </ul>	<ul style="list-style-type: none"> <li>– Interprets register pertaining to particular contexts</li> <li>– Considers aspects of context, purpose and audience when comprehending oral texts</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates sensitivity to register across a broad range of contexts</li> </ul>
<ul style="list-style-type: none"> <li>– Recognises introductory phrases which indicate that an opinion or a fact is being offered</li> <li>– Comprehends dependent clauses introduced by words such as <i>although, when, if, while</i></li> <li>– Identifies cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate</li> <li>– Follows the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions or viewpoints</li> <li>– Understands a range of tenses</li> </ul>	<ul style="list-style-type: none"> <li>– Understands oral texts which use complex syntactic structures</li> <li>– Follows oral texts which use modal verbs and other modification devices, abstract nouns and some nominalisation</li> </ul>	<ul style="list-style-type: none"> <li>– Follows oral texts which include structurally complex sentences</li> <li>– Understands oral texts which use sophisticated stylistic devices such as nominalisation</li> </ul>
<ul style="list-style-type: none"> <li>– Comprehends longer oral texts with limited complexity</li> <li>– Listens for relevant information in order to make notes from oral texts on a range of everyday topics</li> </ul>	<ul style="list-style-type: none"> <li>– Relates pieces of information within an oral text, rather than treating them as separate units of information</li> <li>– Reflects on underlying meaning of the communication and responds appropriately</li> <li>– Listens in order to make notes from oral texts in chosen fields of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>– Draws on a repertoire of active listening strategies to maintain understanding throughout oral texts</li> <li>– Listens in order to make notes of key points from spoken texts across a range of contexts</li> </ul>

## Performance Features Grids - Oral Communication Continued

### Oral Communication Indicator 08: Listening

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Comprehends a small bank of individual words and phrases, which may be formulaic, including those related to giving personal details, exchanging or obtaining information, goods and services, and those necessary to meet survival needs</li> </ul>	<ul style="list-style-type: none"> <li>– Recognises vocabulary related to personal details of self and family and relevant others, most aspects of everyday life, and other vocabulary of personal significance</li> </ul>
<b>Rhythm, stress and intonation</b>	<ul style="list-style-type: none"> <li>– Requests repetition of utterances when necessary</li> <li>– Requires slow, clear speech</li> </ul>	<ul style="list-style-type: none"> <li>– Recognises changes in stress and intonation</li> </ul>
<b>Non-verbal communication</b>	<ul style="list-style-type: none"> <li>– Relies on gestures and facial expressions to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>– Interprets facial expressions and gestures to refine or confirm meaning</li> </ul>



LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Comprehends both everyday vocabulary and vocabulary from more specific contexts</li> <li>– Recognises some common idioms</li> </ul>	<ul style="list-style-type: none"> <li>– Understands vocabulary specific to a topic</li> <li>– Follows oral texts which include vocabulary that creates shades of meaning</li> </ul>	<ul style="list-style-type: none"> <li>– Understands broad vocabulary, including idioms, colloquialisms and cultural references</li> <li>– Understands appropriate specialised vocabulary in a variety of situations, e.g. explanations, descriptions, debates or exchanging or obtaining goods and services</li> </ul>
<ul style="list-style-type: none"> <li>– Can generally interpret stress patterns and intonation</li> <li>– Follows speech at normal rate of utterance</li> </ul>	<ul style="list-style-type: none"> <li>– Responds to cues such as change of pace and particular words which indicate a new or important point is about to be made</li> <li>– Reflects on the effectiveness of the interaction as it occurs requesting clarification, and/or variation in volume and pace as necessary</li> </ul>	<ul style="list-style-type: none"> <li>– Actively interprets mood and meaning conveyed through stress and intonation</li> </ul>
<ul style="list-style-type: none"> <li>– Provides non-verbal feedback in order to show interest or attitude</li> </ul>	<ul style="list-style-type: none"> <li>– Interprets gestures and other non-verbal features</li> <li>– Responds to topic shifts and points of clarification, and gives non-verbal feedback</li> </ul>	<ul style="list-style-type: none"> <li>– Interprets subtle shifts in dialogue indicated by gestures and/or other non-verbal features</li> <li>– Picks up on possible subtexts indicated by gestures and/or other non-verbal features</li> </ul>

## Performance Features Grids - Numeracy

**Numeracy Indicator .09:** Identifying mathematical information and meaning in activities and texts

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Explicitness of mathematical information</b>	<p>– Locates and recognises simple, everyday mathematical information in highly familiar short and simple oral and/or written materials where the mathematics is highly explicit</p>	<p>– Identifies and interprets simple mathematical information in familiar and simple oral instructions and written texts where the mathematics is partially embedded</p>
<b>Complexity of mathematical information</b>	<p>– Locates and recognises:</p> <ul style="list-style-type: none"> <li>• whole numbers and money into the 100s, and halves</li> <li>• digital time, including AM/PM and familiar dates</li> <li>• familiar 2 dimensional (2D) shapes and objects such as triangles, squares and circles</li> <li>• basic and familiar metric measurements and quantities</li> <li>• simple and familiar oral directions</li> <li>• simple data in highly familiar, simple graphs and tables</li> </ul>	<p>– Identifies and interprets:</p> <ul style="list-style-type: none"> <li>• whole numbers, including numbers into the 1000s, money, and simple, everyday fractions, decimals and percentages, e.g. 1/4, 1/10, 50%, 25% or 0.25</li> <li>• analogue and digital times and dates</li> <li>• common 2D shapes and some common 3 dimensional (3D) shapes e.g. spheres or cubes</li> <li>• familiar and simple length, mass, volume/capacity and temperature measures</li> <li>• familiar and simple maps/street directories/plans</li> <li>• familiar data in simple graphs and tables</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<p>– Interprets and comprehends a range of everyday mathematical information that is embedded in familiar and routine texts</p>	<p>– Extracts, interprets and comprehends a range of mathematical information that is embedded in relevant but possibly unfamiliar or non-routine texts</p>	<p>– Extracts, comprehends and analyses a broad range of relevant mathematical information that is highly embedded in complex texts and, where necessary, gathers additional mathematical information from other sources</p>
<p>– Interprets and comprehends:</p> <ul style="list-style-type: none"> <li>• whole numbers and familiar or routine fractions, decimals and percentages</li> <li>• dates and time, including 24 hour times</li> <li>• familiar and routine 2D and 3D shapes, including pyramids and cylinders</li> <li>• familiar and routine length, mass, volume/capacity, temperature and simple area measures</li> <li>• familiar and routine maps and plans</li> <li>• familiar and routine data, tables, graphs and charts, and common chance events</li> </ul>	<p>– Extracts, interprets and comprehends:</p> <ul style="list-style-type: none"> <li>• fractions, decimals and percentages, including their equivalent values</li> <li>• ratio, rates and proportions</li> <li>• positive and negative numbers</li> <li>• numbers expressed as powers, e.g. <math>2^3</math> or <math>3.6 \times 10^3</math></li> <li>• routine formulae and algebraic representations and conventions</li> <li>• 2D and 3D shapes, including compound shapes</li> <li>• detailed maps and plans</li> <li>• statistical data in complex tables and spreadsheets, graphs, measures of central tendency, simple measures of spread and common chance events</li> </ul>	<p>– Extracts, comprehends and analyses a wide range of mathematical information related to number and algebra, measurement and geometry, and statistics and probability, including:</p> <ul style="list-style-type: none"> <li>• rational and relevant irrational numbers</li> <li>• selected appropriate concepts and information from specialist areas of mathematics relevant to personal, study or workplace needs, e.g. trigonometry, statistics, geometry, linear and non-linear relationships, including parabolas, hyperbolas, circles and exponential functions, introductory calculus, matrices or vectors</li> </ul>

## Performance Features Grids - Numeracy

**Numeracy Indicator .10:** Using and applying mathematical knowledge and problem solving processes

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Problem solving processes including estimating and reflecting</b>	<ul style="list-style-type: none"> <li>– Relies heavily on hands-on (concrete) and real life materials, personal experience and prior knowledge to:                             <ul style="list-style-type: none"> <li>• use one or two pieces of information in performing a simple mathematical process</li> <li>• roughly check the reasonableness of the outcome(s) with support via prompting or questioning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Relies substantially on hands-on (concrete) and real life materials, personal experience and prior knowledge to:                             <ul style="list-style-type: none"> <li>• decide on an appropriate method of processing, using one or two familiar mathematical steps to solve the problem</li> <li>• make estimations and check reasonableness of processes and outcomes in relation to the context</li> </ul> </li> </ul>
<b>Mathematical methods and use of tools</b>	<ul style="list-style-type: none"> <li>– Uses personal, informal ‘in-the-head’ methods to calculate or uses a calculator to calculate</li> <li>– Identifies and uses appropriate tools at a basic level in a limited range of applications, e.g. uses a ruler to decide whether an item is longer than 10 cm or uses a simple calculator to subtract two numbers</li> </ul>	<ul style="list-style-type: none"> <li>– Uses personal and informal ‘in-the-head’ methods and pen and paper methods to calculate or uses calculator/technological processes and tools to calculate</li> <li>– Identifies appropriate tools and uses them in familiar applications, e.g. uses a familiar measuring instrument, such as a tape measure, to measure length in cm or records workplace data on a simple hand-held device</li> </ul>
<b>Mathematical knowledge and skills: number and algebra</b>	<ul style="list-style-type: none"> <li>– Understands place value and recognises and compares whole number amounts (into the 100s), halves and quantities, including money, in personally relevant contexts</li> <li>– Adds and subtracts simple whole number amounts (into the 100s) and familiar monetary amounts in personally relevant contexts</li> </ul>	<ul style="list-style-type: none"> <li>– Identifies and uses whole numbers, including numbers into the 1000s, money and simple everyday fractions, decimals and percentages, e.g. <math>\frac{1}{4}</math>, <math>\frac{1}{10}</math>, 50% or 0.25</li> <li>– Performs a limited range of familiar and predictable calculations with the four operations (+, −, ×, ÷) with division and multiplication related to small whole number values</li> <li>– Begins to understand the order of the four arithmetical operations</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>- Draws on a combination of hands-on, in-context materials, personal experience, mathematical and other prior knowledge to:                             <ul style="list-style-type: none"> <li>• select appropriate methods of solution from a limited range of mathematical processes</li> <li>• use developing estimation, and other assessment skills, to check and reflect on the outcome and its appropriateness to the context and task</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Draws on prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to:                             <ul style="list-style-type: none"> <li>• represent the mathematical information in a form that is personally useful as an aid to problem solving, e.g. table, summary or sketch</li> <li>• select appropriate strategies from an expanding range of mathematical processes</li> <li>• use estimation and other assessment skills to check the outcomes and decide on the appropriate accuracy for the outcome</li> <li>• reflect on and evaluate the mathematics used and the outcomes obtained relative to personal, contextual and real-world implications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Uses prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical processes to:                             <ul style="list-style-type: none"> <li>• organise and represent the mathematical information in an alternative, useful form as an aid to problem solving, e.g. as a table, summary, algebraic representation or graph</li> <li>• select appropriate methods of solution from an expanded range of processes</li> <li>• use developed estimating and assessment skills to check the outcomes and decide on the appropriate degree of accuracy required</li> <li>• critically review the mathematics used and the outcomes obtained to reflect on and question the outcomes and real-world implications</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>- Uses a blend of personal 'in-the-head' methods and formal pen and paper methods to calculate and uses calculator/technological processes and tools to undertake the problem solving process</li> <li>- Selects and uses appropriate tools, hand-held devices, computers and technological processes, e.g. uses a tape measure to measure the dimensions of a window in mm or creates a personal weekly budget in a spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>- Flexibly uses both 'in-the-head' methods and formal pen and paper methods to calculate and uses technological processes and tools, including a range of calculator or spreadsheet functions, e.g. memory function on a calculator, formulae in a spreadsheet or software to undertake a problem solving process</li> <li>- Selects and flexibly uses a range of tools, hand-held devices, computers and technological processes, e.g. enters a set of statistical data into a spreadsheet and uses it to calculate the mean and to plot an appropriate graph</li> </ul>	<ul style="list-style-type: none"> <li>- Uses a range of mathematical processes flexibly and interchangeably selecting from formal pen and paper and mental and technologically assisted processes and tools, such as scientific, graphics or CAS calculators for calculations, including using trigonometrical, statistical or algebraic functions</li> <li>- Selects and flexibly uses a range of specialised tools, hand-held devices, computers and technological processes, e.g. uses a CAS calculator to solve a pair of simultaneous linear equations</li> </ul>
<ul style="list-style-type: none"> <li>- Calculates with whole numbers and everyday or routine fractions, decimals and percentages, and where appropriate converting between equivalent forms (includes dividing by small whole numbers only, with division by decimal values and long division worked out on a calculator; calculations with simple fractions to be multiplication of whole number values only, e.g. 20% or 1/5 of \$250</li> <li>- Uses and applies order of arithmetical operations to solve multi-step calculations</li> <li>- Uses and applies rates in familiar or routine situations, e.g. km/hr, \$/kg or \$/m</li> </ul>	<ul style="list-style-type: none"> <li>- Uses and applies relevant ratio, rates and proportions, e.g. scales on maps and plans, in the mixing of chemicals or ingredients, or calculating magnification factors</li> <li>- Calculates with fractions, decimals and percentages and flexibly uses equivalent forms; calculates with relevant positive and negative numbers; and uses numbers expressed as roots and powers, e.g. <math>2^3 = 8</math>, <math>\sqrt{4} = 2</math> or <math>3.6 \times 10^3 = 3,600</math></li> <li>- Develops, interprets and uses routine formulae and algebraic representations and conventions that describe relationships between variables in relevant contexts, e.g. in sport, when considering the cost of repairs, in calculating routine area and volume, using Pythagoras's theorem or in using workplace formulae</li> </ul>	<ul style="list-style-type: none"> <li>- Calculates with rational and relevant irrational numbers</li> <li>- Uses and solves a range of equations using a variety of algebraic techniques</li> <li>- Applies graphical techniques to analyse and solve algebraic relationships and equations, including the connections between formulae, their graphical representations and the situations they represent, e.g. linear, quadratic, exponential or inverse relationships</li> </ul>

## Performance Features Grids - Numeracy Continued

**Numeracy Indicator .10:** Using and applying mathematical knowledge and problem solving processes

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Mathematical knowledge and skills: measurement and geometry</b>	<ul style="list-style-type: none"> <li>- Recognises and compares familiar shapes and objects in relation to size and shape</li> <li>- Recognises and compares familiar basic metric measurements and quantities such as length, mass, capacity/volume, time, temperature, e.g. personal height and weight, a litre of milk or vehicle height clearances</li> <li>- Gives and follows simple and familiar oral directions, including using highly familiar maps/diagrams</li> </ul>	<ul style="list-style-type: none"> <li>- Orders and groups shapes and measurements, explaining any simple relationships or patterns, e.g. four-sided shapes or quantities from smallest to largest</li> <li>- Identifies, draws and describes common 2D shapes and some common 3D shapes, e.g. sphere, cube or cylinder</li> <li>- Measures and estimates length, mass, capacity/volume, time and temperature, using simple instruments graduated in familiar units, e.g. cm, m, ml, °C or hours/min/sec</li> <li>- Uses knowledge of direction and location (e.g. N, S, E, W or clockwise), including simple coordinates to read familiar and simple maps, street directories or plans</li> </ul>
<b>Mathematical knowledge and skills: statistics and probability</b>	<ul style="list-style-type: none"> <li>- Compares information and data within highly familiar simple texts, lists, charts, diagrams and tables</li> </ul>	<ul style="list-style-type: none"> <li>- Orders, where appropriate, and uses familiar data to construct simple charts and tables based on provided scales and axes with gradations of 1s, 5s or 10s</li> </ul>

LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Applies knowledge of properties of 2D and 3D shapes to describe and draw everyday objects, including constructing common 3D shapes</li> <li>– Measures, estimates and calculates length, perimeter, mass, capacity/volume, time, temperature and simple area (for rectangular areas only, using <math>A = L \times W</math>, or estimates area of a non-rectangular shape by counting squares)</li> <li>– Identifies and estimates common angles, e.g. as a rotation with a full turn = <math>360^\circ</math> and recognition of right angles as <math>90^\circ</math></li> <li>– Converts between routine metric units by applying understanding of common prefixes, e.g. milli, centi or kilo</li> <li>– Uses distance, direction, coordinates, simple scales, labels, symbols and keys to read and use everyday maps and plans</li> </ul>	<ul style="list-style-type: none"> <li>– Uses knowledge about space and shape, including angle properties, symmetry and similarity to describe, draw or construct relevant common 2D and 3D shapes, such as compound shapes</li> <li>– Estimates, accurately measures and calculates quantities, including areas and volumes, using relevant routine formulae</li> <li>– Converts within the metric system and between metric and other relevant non-metric units</li> <li>– Uses, calculates and interprets information based on maps and plans, including scales, bearings, travel distances, speeds and times, and time zones</li> </ul>	<ul style="list-style-type: none"> <li>– Uses and applies knowledge about space and shape, including angle properties, symmetry and similarity to describe, draw or construct accurate 2D and 3D shapes and scale plans and drawings</li> <li>– Estimates, accurately measures and calculates quantities, including for complex areas and volumes using measurement formulae</li> <li>– Converts between a range of metric and non-metric units</li> </ul>
<ul style="list-style-type: none"> <li>– Collects and organises familiar data and constructs tables, graphs and charts, manually or with spreadsheets, using simple and familiar or routine scales and axes</li> <li>– Describes, compares and interprets the likelihood of everyday chance events (e.g. rolling a six on a dice or the chance of rain) using qualitative terms such as <i>certain</i>, <i>likely</i>, <i>impossible</i> and relates these to everyday or routine fractions, decimals or percentages</li> </ul>	<ul style="list-style-type: none"> <li>– Collects, represents, summarises and interprets a range of statistical data appropriately, e.g. in tables, spreadsheets, graphs, plots, measures of central tendency (mean, median, mode) and simple measures of spread</li> <li>– Uses knowledge about chance and probability to estimate and interpret the outcomes of common chance events in both numerical and qualitative terms</li> </ul>	<ul style="list-style-type: none"> <li>– Collects, organises and analyses data, including grouped data, using measures of central tendency, percentiles and measures of spread, and interprets and draws conclusions about trends and data reliability</li> <li>– Uses and applies knowledge about probability to a range of relevant contexts (e.g. sporting events) and calculates theoretical probabilities and uses tree diagrams to investigate the probability of outcomes in simple multiple event trials</li> </ul>

## Performance Features Grids - Numeracy

**Numeracy Indicator .11:** Communicating and representing mathematics

FOCUS AREA	LEVEL 1	LEVEL 2
<b>Written mathematical language</b>	<ul style="list-style-type: none"> <li>Writes numbers and monetary amounts into the 100s</li> </ul>	<ul style="list-style-type: none"> <li>Uses a combination of mainly informal and some formal written mathematical and general language to represent the mathematical and problem solving process</li> </ul>
<b>Oral mathematical language</b>	<ul style="list-style-type: none"> <li>Uses common, everyday, informal language and gestures to convey numeracy-based information and processing, e.g. language of position such as <i>up, down, behind, right, left, over, through</i>; comparative language such as <i>taller, heavier, hotter, smaller</i>; language of shape, size, colour such as <i>straight, curved, square, circle, triangle</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses a combination of mainly informal and some formal oral mathematical and general language to report on and discuss the mathematical and problem solving process</li> </ul>
<b>Complexity of mathematical symbolism, representation and conventions</b>	<ul style="list-style-type: none"> <li>Uses simple and informal symbolism, diagrams and conventions relevant to the mathematical knowledge of the level, e.g.:                             <ul style="list-style-type: none"> <li>57, \$5.98, <math>\frac{1}{2}</math></li> <li>+, -</li> <li>21/5/12</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Uses a combination of mainly informal and some formal symbolism, diagrams, graphs and conventions relevant to the mathematical knowledge of the level, e.g.                             <ul style="list-style-type: none"> <li><math>\frac{1}{4}</math>, 1/10, 50%, 0.25</li> <li>+, -, x, ÷</li> <li>ml, °C</li> <li>16 cm, map reference D5, N, E</li> </ul> </li> </ul>



LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> <li>– Uses a combination of both informal and formal written mathematical language and symbols and general language to document and report on the mathematical and problem solving process and results</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a combination of informal, but mostly formal, written mathematical and general language, including some specialised mathematical symbolism, abbreviations, terminology and representation to document, interpret and communicate the processes, results and implications of the mathematical activities or tasks</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a combination of formal, written specialised mathematical and general language and representation to document, interpret and communicate the mathematical thinking, problem solving processes, outcomes and implications of the mathematical investigation</li> </ul>
<ul style="list-style-type: none"> <li>– Uses a combination of both informal and formal oral mathematical and general language to present and discuss the mathematical and problem solving process and results</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a combination of informal and formal oral mathematical and general language, including some specialised mathematical language and terminology, to discuss and explain the processes, results and implications of a mathematical investigation</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a combination of oral specialised mathematical and general language to discuss, explain and interpret the processes, results and implications of the mathematical investigation</li> </ul>
<ul style="list-style-type: none"> <li>– Uses a combination of both formal and informal symbolism, diagrams, graphs and conventions relevant to the mathematical knowledge of the level, e.g. <ul style="list-style-type: none"> <li>• 1/100, 12.5%</li> <li>• km/hr, \$/kg</li> <li>• 1.25 m = 1250 mm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Uses a combination of informal but mostly formal mathematical symbolism, diagrams, graphs, algebraic representation and conventions relevant to the mathematical knowledge of the level, e.g. <ul style="list-style-type: none"> <li>• <math>A = 2\pi r</math>; <math>\sqrt{2}</math>, <math>-5^{\circ}\text{C}</math></li> <li>• 2:3=4:?</li> <li>• <math>2^3</math>, <math>3.6 \times 10^3</math></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Flexibly uses a combination of specialised formal and general mathematical symbolism, diagrams, algebraic representation, graphs and conventions relevant to the mathematical knowledge of the level, e.g. <ul style="list-style-type: none"> <li>• <math>\sin 60^{\circ} = \sqrt{3}/2</math></li> <li>• <math>V = \pi r^2 h</math></li> <li>• <math>x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}</math></li> </ul> </li> </ul>

## What is the ACSF Pre Level 1 Supplement?

The ACSF Pre Level 1 Supplement, like the full ACSF document, describes performance in the five core skills of:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy.

The ACSF reflects contemporary use of English in Australia.

This supplement includes Performance Features and Sample Activities that provide a framework to:

- enable identification of the core skill requirements at ACSF Pre Level 1

- provide a common reference point for describing and discussing performance in the five core skill areas for Pre Level 1 performance

- guide teaching and assessment of the core skills at ACSF Pre Level 1.

Although performance at Pre Level 1 is extremely limited, it is nonetheless possible to identify skills and progress at this level and to assess performance. In order to guide the identification and benchmarking of core skills at Pre Level 1, Performance Features and Sample Activities have been developed. However, because of their limited scope, they have not been organised against Indicators and Focus Areas.

## Overview of Pre Level 1

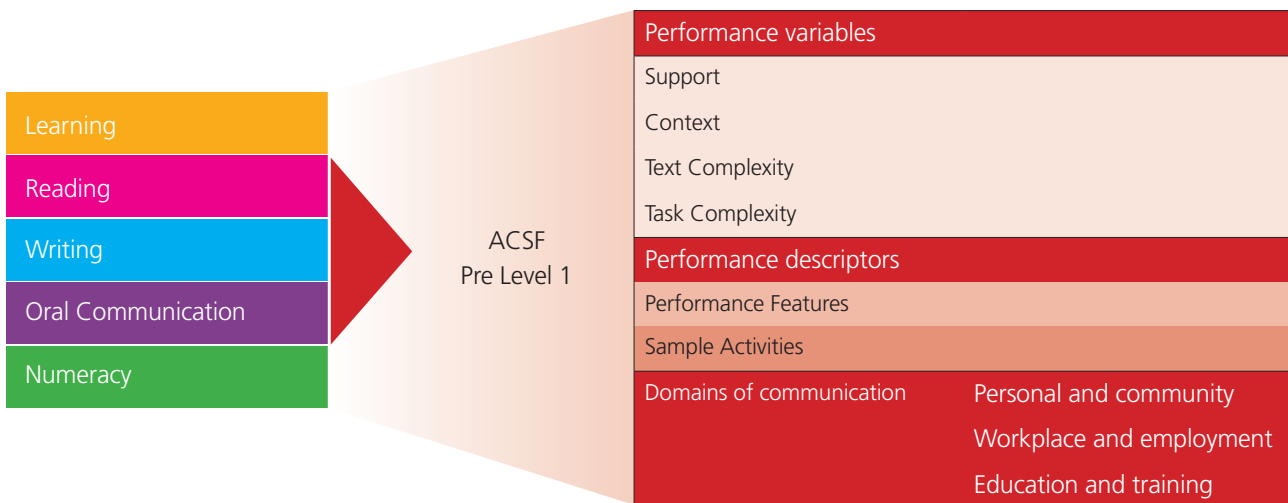


Diagram 7: ACSF Pre Level 1 overview

## Background

In Australia there are a number of people who are unable to demonstrate performance at Level 1 of the ACSF. This includes the following groups of people.

- Some Indigenous people from remote parts of Australia who may have strong oral traditions and speak one or a number of Indigenous languages. Many have little or no formal education experience or connection with the English language.
- People from cultures with strong oral traditions and who have had little or no formal school opportunities. They may live closely with their own family or culture and, although they have been in Australia for many years, have had little or no need to develop English language, literacy and numeracy (LLN) skills.
- People from cultures with a literate tradition but who have not been able to access education or have had only very limited and rudimentary access. This could be because of rural and/or remote locations, war, poverty or oppression. They are often not literate in their first language or may have extremely limited reading and writing skills in their first language. They have little or no experience of formal or informal education and may live closely with family or people from their own culture and be able to survive with little or no English.
- People with a disability that interferes with their development of English LLN skills who will, however, be able to make progress.

This supplement details the stepping stones that show the progression for the five core skills leading up to Level 1 of the ACSF.

## Application of the ACSF Pre Level 1 Supplement

The ACSF Pre Level 1 Supplement:

- provides guidance to teachers/trainers and assessors in effective assessment and delivery for learners operating at ACSF Pre Level 1
- assists in reporting progress within and from ACSF Pre Level 1
- includes Sample Activities to guide assessment at initial, formative and summative stages
- enables mapping of adult LLN curricula to the Pre Level 1 Supplement
- supports curriculum development and planning at Pre Level 1.

## Guiding principles

As with the full ACSF, the development of this supplement was informed by the following principles.

- The core skills are contextualised. Each context has its own requirements, expectations and rules, and performance varies across the different contexts. However, it is important to note that at this very low level, performance will probably be restricted to one Domain of Communication and this is likely to be in the personal and community sphere.
- An individual's level of performance in any of the core skills is influenced by purpose and context, and by their interests, needs and aspirations across different aspects of life – personal and community, work and employment, and education and training contexts.
- A person's performance at any time in any of the core skills derives from the interplay between the chosen activity, the features of the text/task, and the context and level of support under which the activity is performed.
- The core skills can be seen as discrete skills; however, their interrelationships are critical.

## The ACSF in action

The scenarios on the following pages provide examples of the ACSF Pre Level 1 Supplement in action. They illustrate that an individual's core skills will not necessarily be at the same ACSF level across all five core skills.

Please note: in some circumstances it is not appropriate to assess all core skills, e.g. if a person has a physical disability and is unable to write. In these situations an assessor can make a note to this effect. In some initial assessments a person may be extremely reluctant about being assessed. It may only be possible to rate the person as 'NYA, i.e. not yet achieved'. It may be possible to do a more accurate assessment once the person is in the training environment.

## Scenario 1: Deng

Deng is a 56 year old farmer from Cambodia who has been in Australia for 12 years. Although he completed five years of schooling in his country, he has not been in a formal learning environment for many years. Deng and his family endured much dislocation and trauma before finally settling in Australia. Deng and his wife live with their youngest child, who is completing secondary school. Many of their neighbours share their language and cultural background. They are able to use their first language for most of their daily activities such as shopping and going to the doctor, and they can request an interpreter at Centrelink. Their older children, both of whom are at university, provide them with support as needed.

Deng has been referred to an LLN provider for a pre training assessment. Although his English is very limited he is able to identify his goal of wishing to do some part time work, but he knows that he needs to improve his English skills first. With significant support, Deng was able to participate in the assessment. Some of the tasks he successfully completed include:

- a matching activity of symbols to familiar words, e.g. 'stop' and 'no smoking'

- wrote his name and copied his address from his Centrelink card
- understood and followed some very simple instructions, e.g. complete this sentence
- marked some key dates in a calendar
- ordered the following numbers from smallest to biggest: 31, 35, 40, 6, 11.

Deng worked slowly and carefully and needed constant reassurance. However, he completed the matching activity quickly and confidently and so the assessor gave him some higher level tasks, e.g. locating the operating hours of the local medical centre, and identifying the local shops and his child's school on a simple map of his suburb. Deng seemed confident with these tasks but he tired easily and said he had had enough, so the assessor did not offer any higher level tasks.

Based on the assessment, the LLN assessor has rated Deng's skills against the ACSF:

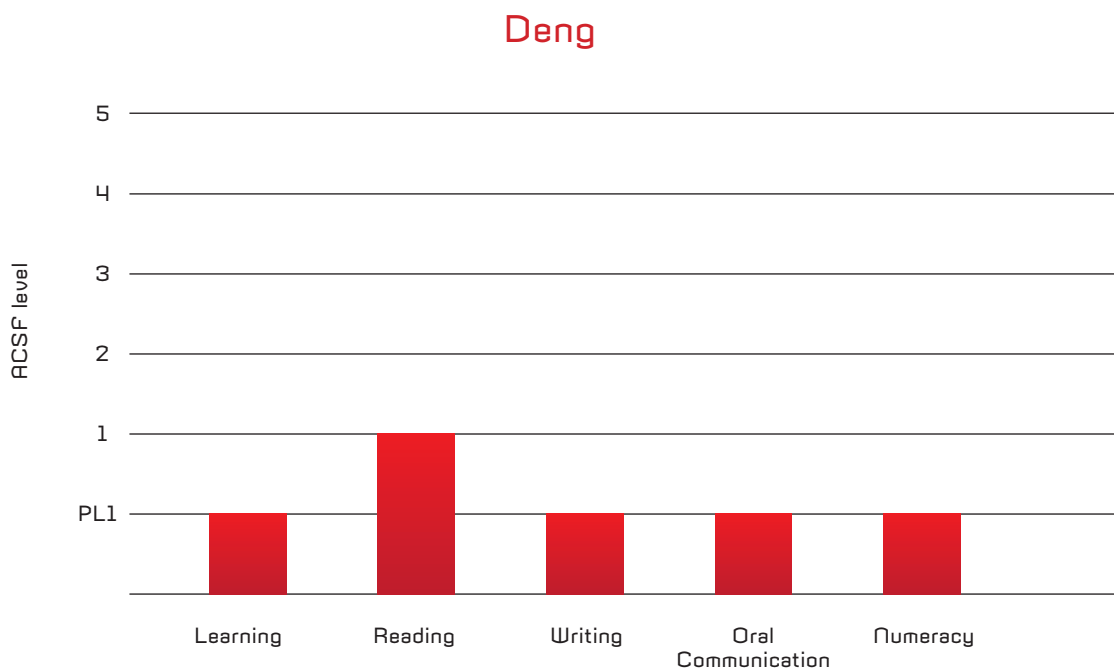


Figure 4: Deng: Core skills profile

ACSF core skill

**Scenario 2: Wilma**

Wilma has lived in a remote community in Western Australia all her life. She is now 34 years old, a mother of three and an important figure in her community. Recently Wilma has been working on some projects around the education of her people in understanding the nutritional and medicinal qualities of the local vegetation. She speaks five languages, including some English, but has had little exposure to English reading and writing and little need to learn these skills. However, Wilma now has the opportunity to undertake some study in land care management and she is very keen to pursue this interest. She realises that she will have to improve her English skills in order to cope with this new undertaking. She also wants her children to have some schooling in English and she hopes to help them develop their English skills.

An LLN assessor visited Wilma in her community and walked through some of the land that Wilma works on. The assessor used the local environment as much as possible as she talked with Wilma. She had some pictures of local vegetation with their English and Indigenous

words and Wilma was able to match these, however she needed significant support to complete this activity. Wilma was very reluctant to write anything but with reassurance signed her name and copied her address. Wilma was quite confident in speaking about the cycles of the seasons and the vegetation patterns that go with these. She was able to show the assessor the calendar that they use in the community and discussed some specific information about the quantities of different fruits at different parts of the cycle. When they visited the local community store, Wilma was able to locate the price of specific items on the blackboard and explained some items that she would be able to buy with \$10. She was also able to express her desire to improve her skills and talked about how she enjoys teaching her people about the local vegetation.

Based on the assessment, the LLN assessor rated Wilma's skills against the ACSF:

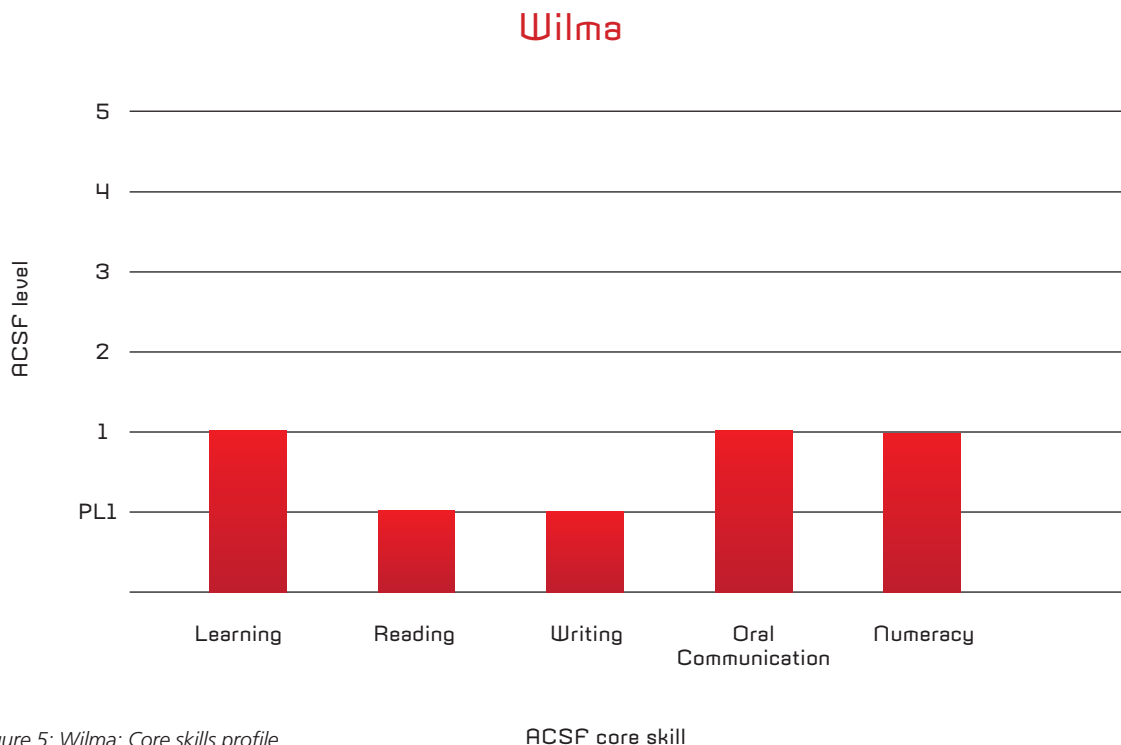


Figure 5: Wilma: Core skills profile

## Learning

LEARNING PRE LEVEL 1			
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Significant support Works alongside an expert/mentor Prompting, advice and modelling provided	Highly familiar contexts only Concrete and immediate Extremely restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Single step, concrete tasks Processes include copying, naming, matching, ordering
PERFORMANCE FEATURES INCLUDE:			
<ul style="list-style-type: none"> <li>– Demonstrates preparedness for learning, although this may be inconsistent</li> <li>– Follows basic expectations of the learning environment but may be inconsistent or require support</li> <li>– If prompted, may express a like or dislike of a particular learning activity</li> <li>– May require a choice of modes to demonstrate performance, e.g. verbal response or illustration</li> <li>– Organises own materials following simple immediate instructions</li> <li>– Follows simple routine teacher/trainer instructions and procedures but may require prompting</li> <li>– May require significant additional support in order to complete tasks</li> <li>– Uses suggested learning resources (e.g. a picture dictionary or a poster) with a high level of support</li> <li>– Uses a limited range of highly familiar learning strategies with modelling and repetition</li> <li>– Participates in familiar learning environment interactions, although may require prompting</li> <li>– Participates in familiar routine learning activities, e.g. works with a partner</li> </ul>			
LEARNING PRE LEVEL 1 - SAMPLE ACTIVITIES			
<ul style="list-style-type: none"> <li>– Has a beginning awareness of training or workplace attendance expectations, although may not always prioritise this awareness</li> <li>– May be positive about the idea of coming to training but have unrealistic understanding of how to manage other commitments</li> <li>– Shows some evidence of organising appointments outside class or work hours</li> <li>– May be absent without notification but with prompting can explain absence</li> <li>– With prompting may bring a medical certificate</li> <li>– Remembers to bring appropriate resources, although not necessarily consistently, e.g. spectacles, tools or a pencil</li> <li>– Follows simple routine instructions and procedures but may require prompting, e.g. 'copy these words (pointing to board) into your book (pointing to book)' or 'put on your safety gloves and hat'</li> <li>– Organises current worksheets in a folder if directed by the teacher/trainer e.g. 'place this worksheet in the red folder'</li> <li>– Operates basic IT resources with assistance and modelling, e.g. responds to prompts in a word-letter game</li> <li>– Accesses the classroom library with support</li> <li>– Starts to build a personal word bank as directed by the teacher/trainer/supervisor</li> <li>– Completes a simple matching task, e.g. matches pictures or symbols to simple words</li> <li>– Greets the teacher/trainer and fellow students, (e.g. says hello or goodbye) but may require prompting and modelling</li> <li>– Works with a partner to do a simple familiar task guided by the teacher/trainer, e.g. asks/responds to questions such as 'what is your name?'</li> </ul>			

## Reading

READING PRE LEVEL 1			
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Significant support Works alongside an expert/mentor Prompting, advice and modelling provided	Highly familiar contexts only Concrete and immediate Extremely restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Single step, concrete tasks Processes include copying, naming, matching, ordering
<b>PERFORMANCE FEATURES INCLUDE:</b> <ul style="list-style-type: none"> <li>– Identifies letters of the alphabet by name and/or by dominant sound</li> <li>– Recognises different forms of the same letters, e.g. upper and lower case</li> <li>– Recognises typed print but may not cope with cursive or hand writing</li> <li>– Recognises the orientation of simple familiar texts, i.e. follows top to bottom, left to right</li> <li>– Locates personally relevant words in highly familiar simple text</li> <li>– Uses one or two word identification strategies, e.g. sounding out letters or identifying simple words by initial sound</li> <li>– Recognises a small bank of high frequency words, e.g. <i>a, and, the, I, is, of, you, it</i></li> <li>– Recognises a small bank of highly familiar visual texts</li> <li>– Makes connection between highly familiar words and pictures/signs</li> <li>– Links spoken and written forms of simple and discrete language</li> <li>– Recognises simple numbers, e.g. 1 to 100</li> </ul>			
READING PRE LEVEL 1 - SAMPLE ACTIVITIES			
<ul style="list-style-type: none"> <li>– Arranges letters in alphabetical order</li> <li>– Matches corresponding upper and lower case letters</li> <li>– Recognises keys on a keyboard</li> <li>– Recognises own name and address on a simple form</li> <li>– Links highly familiar everyday pictures/signs with corresponding words, e.g. stop, bus or Centrelink logo</li> <li>– Identifies the same word twice in a row of simple words</li> <li>– Recognises and orders days of the week</li> <li>– Recognises and orders months of the year</li> <li>– Identifies highly familiar printed words when these are read aloud</li> <li>– Matches money amounts to coins and notes, e.g. \$1.00 to dollar coin</li> </ul>			

## Writing

WRITING PRE LEVEL 1			
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Significant support Works alongside an expert/mentor Prompting, advice and modelling provided	Highly familiar contexts only Concrete and immediate Extremely restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Single step, concrete tasks Processes include copying, naming, matching, ordering
<b>PERFORMANCE FEATURES INCLUDE:</b>			
<ul style="list-style-type: none"> <li>– Holds a pen/pencil well enough to write</li> <li>– Copies letters and whole words that are clearly presented and where print may be enlarged</li> <li>– Writes mostly on line</li> <li>– ‘Tops’ and ‘tails’ letters and places accordingly above or below the line, but may be inconsistent</li> <li>– Writes left to right and top to bottom with model provided</li> <li>– Uses mixed script (capital and lower case) with words and numbers, e.g. dates or addresses</li> <li>– Leaves spaces between words</li> <li>– Writes letters of the alphabet in upper and lower case</li> <li>– Copies symbols, e.g. \$, AM or PM</li> <li>– Copies numbers 1 to 100 and forms numbers correctly</li> <li>– Copies numbers 1 to 10 in words, e.g. one, two, three</li> <li>– Copies basic personal details</li> <li>– Writes a very limited number of highly familiar words which may have spelling inaccuracies and/or inconsistent repetition</li> </ul>			
WRITING PRE LEVEL 1 - SAMPLE ACTIVITIES			
<ul style="list-style-type: none"> <li>– Copies personal details on to a simple form, e.g. full name, address, age or contact numbers</li> <li>– Copies familiar single words in spaces on forms/notes, e.g. name of teacher/trainer or child's name</li> <li>– Matches a picture to a word provided in a familiar word list and copies the appropriate word under the relevant picture, e.g. pen or table</li> <li>– Completes a simple cloze activity, e.g. writes missing letters using words in own word bank</li> <li>– Copies prices from a familiar shopping catalogue</li> <li>– Completes one or two personal sentences when a stem is provided, e.g. my name is .....; I come from .....</li> <li>– Signs own name against sign-in class list</li> <li>– Writes name and date legibly on classroom handouts</li> <li>– Copies a simple message, e.g. on to a greeting card or note</li> </ul>			



## Oral Communication

ORAL COMMUNICATION PRE LEVEL 1			
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Significant support Works alongside an expert/mentor Prompting, advice and modelling provided	Highly familiar contexts only Concrete and immediate Extremely restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Single step, concrete tasks Processes include copying, naming, matching, ordering
<b>PERFORMANCE FEATURES INCLUDE:</b> <ul style="list-style-type: none"> <li>– Participates in highly familiar social exchanges using mainly single words</li> <li>– Participates in highly familiar transactional exchanges using mainly single words</li> <li>– Uses a limited and highly restricted/personally relevant bank of familiar words</li> <li>– Repeats short familiar sentences/phrases but demonstrates significant variations in pronunciation, stress patterns and intonations</li> <li>– Uses speech that is laboured, with pronunciation heavily influenced by first language, e.g. 'hou' for 'house'</li> <li>– Attempts speech with significant support of body language (e.g. gestures and facial expressions) to express meaning</li> <li>– Understands short, highly familiar instructions, e.g. 'open your book'</li> <li>– Understands common requests for basic information</li> <li>– Understands basic personal information questions</li> <li>– Follows simple formulaic instructions related to classroom or highly familiar workplace activities</li> <li>– Understands formulaic responses to formulaic questions and instructions</li> <li>– Comprehends common words and phrases, including those related to giving personal details, highly familiar activities and some survival needs</li> <li>– Relies heavily on body language (e.g. gestures and facial expressions), intonation and stress of speaker</li> <li>– Relies on repetition and rephrasing for understanding</li> <li>– Relies on slow, clear speech</li> </ul>			
ORAL COMMUNICATION PRE LEVEL 1 - SAMPLE ACTIVITIES			
<ul style="list-style-type: none"> <li>– Uses common greetings and leave taking with teachers/trainers and peers, e.g. hello, good morning or goodbye</li> <li>– Responds to simple requests for basic personal information, e.g. 'what is your name?/name?', 'what country do you come from?/ your country?/ your phone number?'</li> <li>– Reports or explains an absence using single words, e.g. sick</li> <li>– Uses formulaic questions for basic survival needs and personal details, e.g. 'how much?', 'what's your name?/your name?'</li> <li>– Uses individual words for personal details, highly familiar activities and some survival needs, e.g. name, family name, shopping, book, country or some food names</li> <li>– Understands and responds to common greetings and leave takings from teachers/trainers and peers</li> <li>– Follows short, highly familiar one step instructions and classroom language, e.g. 'copy these words', 'open your book' or 'work with your partner'</li> <li>– Practises asking basic questions, e.g. 'what is your address?'</li> <li>– Checks requests for basic information about self and instructions for highly familiar activities, e.g. 'I copy in book?'</li> </ul>			

## Numeracy

### NUMERACY PRE LEVEL 1

SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Significant support Works alongside an expert/mentor Prompting, advice and modelling provided	Highly familiar contexts only Concrete and immediate Extremely restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Single step, concrete tasks Processes include copying, naming, matching, ordering

#### PERFORMANCE FEATURES INCLUDE:

- Locates, recognises and writes numerals up to 100
- Matches numerals with oral name up to 100
- Copies numbers 1 to 10 in words, e.g. one, two, three
- Counts forward by one starting from any point between 1 and 100
- Sequences numbers up to 100
- Understands concept of 'number before' and 'number after'
- Reads and writes personally relevant numbers, e.g. street number
- Recognises, describes and orders Australian coins and notes according to their value (up to a \$100 note)
- Recognises and writes money as symbols (e.g. \$12.50) up to \$100
- Recognises and names monetary amounts up to \$100 in personally relevant texts, e.g. costs of food items in an advertising brochure
- Adds pairs of whole numbers up to a total of 20 by counting forward, e.g. 12 + 3
- Recognises and uses ordinal numbers from first to tenth
- Reads digital time (not including concept of AM/PM)
- Identifies dates in a calendar
- Recognises common sequences, e.g. the order of the days of the week
- Identifies differences and similarities between common 2 dimensional (2D) shapes

#### NUMERACY PRE LEVEL 1 - SAMPLE ACTIVITIES

- Locates, names and copies prices from a familiar shopping catalogue
- Uses coins and notes to add the cost of two whole dollar amounts where the total is less than \$20
- Locates biggest or smallest number in a small group, e.g. 7, 23 or 51
- Orders small group of numbers (between 1 and 100) from largest to smallest, or smallest to largest
- Continues to count on when given a number less than 100
- Marks key dates or events in a calendar, e.g. birthdays or pay days
- Names the values of a set of five random Australian coins and notes
- Orders and names the position of up to 10 objects, e.g. first or second
- Counts, names and writes the number of objects as a numeral in a set (up to 100), e.g. a photo of a group of people or the number of apples in a bag
- Completes a simple matching task, e.g. numbers (as numerals) to words
- Matches written money amounts to coins and notes, e.g. \$1.00 to one dollar coin
- Copies and continues simple patterns with objects or drawings of common 2D shapes
- Recognises, with support, and sorts familiar objects using different features such as shape, colour, size and number of sides (without necessarily being able to name the properties or shapes)



TERM	MEANING
Abstract nouns	Refer to general concepts, qualities, feelings and ideas, e.g. freedom or honesty
Algebra	The part of maths that uses symbols or letters (called pro numerals) to stand for numbers, values or quantities, e.g. $A = L \times W$
Algebraic representation	The conventions, symbols and letters used in writing algebraic sentences and formulae
Analogy	A similarity between like features of two things, on which a comparison may be based, e.g. the analogy between the heart and a pump
Autonomous learner	Independent learner with the willingness and capacity to take charge of own learning
AQF	Australian Qualifications Framework which is a single, 10 level coherent framework for the school, VET and higher education sectors in Australia
Chance events	An event or happening of which the outcome is uncertain, e.g. rolling a six with a die
Complex sentence	A sentence that contains one independent clause and one or more dependent clauses which are joined by words (subordinators) such as <i>because, since, although, when, who, which</i>
Compound sentence	A sentence that contains two independent clauses joined by a words (coordinators) such as <i>for, and, nor, but, or, yet, so</i>
Coordinates	A pair of numbers and/or letters that show the position of a point or place on a map or on a formal mathematical graph, e.g. D13, (3,5)
Core skills	The language, literacy and numeracy skills of Learning, Reading, Writing, Oral Communication and Numeracy
Critical reflection	The process of analysing, reconsidering and questioning experiences within a broad context of issues. Reflection observes to make meaning, whereas critical reflection is broader and deeper. It asks questions about, and relates meanings to, a spectrum of personal and professional issues.
Cursive	Is a form of running writing where successive letters in a word are joined together
Domains of Communication	These provide a way of describing the different orientations of social activity where LLN skills may be utilised, namely personal and community, workplace and employment, and education and training
Endnote	Software for managing and publishing bibliographies
Equivalent values	The values of a fraction, decimal or percentage that are equal in value, e.g. $\frac{1}{2} = 0.5 = 50\%$
Explicit learning	A systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behaviour analysis
Extrapolate	Extend the application of a method or conclusion, especially one based on statistics, to an unknown situation by assuming that existing trends will continue or similar methods will be applicable. Predict a trend, or use information to form an opinion or make recommendations
Focus Area	Each Indicator is broken up into different sections (Focus Areas), against which Performance Indicator statements are organised
ICT	Information and Communication Technology
Idiom	A phrase, construction or expression that is understood in a given language. This expression has a meaning that differs from typical syntactic patterns or that differs from the literal meaning of its parts taken together, e.g. to 'kick the bucket' means to die and to 'throw in the towel' means to give up or to stop
Implicit	Understood but not directly expressed; inherent in the nature of something
In-service	Training for those actively engaged in the profession or activity concerned
Indicators	Statements that describe performance at each level of the five core skills
Intonation	The pattern of pitch change in speech. The rise and fall of the voice
Inverse relationship	A mathematical relationship between two quantities where, if one quantity increases, the other decreases at the same rate
Irrational numbers	Numbers that cannot be written or expressed as a whole number or fraction, e.g. $\pi$ or $\sqrt{2}$
Learning modes/styles	The sensory channels through which individuals give, receive and store information. Includes visual, auditory, tactile/kinaesthetic, smell and taste
LLN	Language, literacy and numeracy
LLNP	Language, Literacy and Numeracy Program
Measures of central tendency	A value that is calculated to represent the middle or central value of a set of numbers or data – often referred to as the 'average'. The three common measures are the mean, median and mode
Measures of spread	A value that indicates how much a set of numbers or data is spread out or scattered. A common value used is the Range

TERM	MEANING
Metaphor	A figure of speech in which a word or phrase is used in place of a more literal description, e.g. rather than saying somebody is happy, one might say that person is 'on cloud nine' or 'walking on air'.
Modal verbs (modality)	Set of verbs which express different degrees of certainty, from possible to necessary, e.g. <i>may, might, must, will</i>
Mnemonics	Mental devices intended to help the memory, e.g. formulas or rhymes
Negative numbers	A number that is less than zero (0), e.g. -17
Nominalisation	The process whereby a noun or noun phrase is formed from a word of another grammatical class. It is often used in contexts such as newspaper headlines and more academic writing to distance or disguise the actions of agents. Thus, <i>the company closed the factory</i> could be nominalised as <i>the closure of the factory</i> . It can also be used to make texts more compact and is often a feature of texts that contain abstract ideas and concepts
Non-verbal communication	Communication without words. May include gestures, body language or posture, facial expressions, touch or eye contact. Often referred to as paralinguistics
Numeral	The symbol used to represent a number
Performance Features	Provide specific information about the ACSF Indicators through detailed descriptions of what a person who is competent in an ACSF level is able to do
Range	Refers to the breadth of performance, i.e. how many text types and Domains of Communication a person can demonstrate performance in
Rational numbers	Numbers that can be written or expressed as a whole number or fraction. All rational numbers can be represented by either a decimal number that terminates (e.g. $\frac{1}{2} = 0.5$ ) or as a non-terminating, recurring decimal, e.g. $\pi = 0.3333...$
Register	The various styles of language available for speaking or writing. Choosing the appropriate style depends on the context, purpose, participants, subject matter and channel of communication
Sample Activities	A set of tasks that provide a guide or indication of what a person may be able to do to demonstrate competency at each level and within each core skill. They have been grouped according to different Domains of Communication
Scaffolding	Is a strategy for providing structures to support a developing learner. Typically this might involve providing guidance and limiting the complexity of the context, text and task. As the learner's skills and confidence develop these supports are removed
Scanning	Involves moving the eyes quickly around the page/screen seeking specific words and phrases. It is usually used when a reader knows what information they are looking for. They scan for a particular section of a text which they may then read in detail. It can also be used to determine whether a particular text is likely to be useful for answering a question
Skimming	Is used to quickly identify the main ideas of a text and is useful when seeking specific information rather than reading for comprehension, looking for dates, names and places or when checking graphs, tables and charts. Strategies include reading the first and last paragraphs; reading the title, subtitles, subheading and illustrations; or reading the first sentence of each paragraph
SMS	Short Message Service, otherwise known as mobile phone texts
Spiky profile	The recognition that a person's performance level may vary between core skills or within a core skill between different Domains of Communication. A person may also display a spiky profile across different Focus Areas and different text types
Stylistic devices	The use of a variety of techniques to add meaning or feeling to writing, e.g. similes, metaphors, repetition, rhetorical questions or understatement
Syntactic structures	The internal structure or rules of a language which describe the word order of sentences, clauses and phrases, e.g. subject, verb or object
Syntax	The conventions and rules for assembling words into meaningful sentences; varies across languages
Text	A standalone piece of written diagrammatic, visual or oral communication. In the ACSF, text includes written, diagrammatic, visual, oral texts and real life objects and materials
Text types	Each type of text has a particular structure and particular conventions and patterns. The text type chosen will be determined by the text's purpose and audience. Examples of text types include procedural, narrative, creative, recount, report, description and argument
Web search query	A key word, group of key words or a query that a user enters into web search engine to begin locating and sorting potential sources of information
WELL	Workplace English Language and Literacy Program
2D (two dimensional)	A flat or plane shape which only has two dimensions – a length and a width
3D (three dimensional)	An object or shape which has three dimensions – a length, a width and a height

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