

AUSTRALIAN CORE SKILLS FRAMEWORK

5 LEVELS OF PERFORMANCE
6 ASPECTS OF COMMUNICATION
5 CORE SKILLS



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Introduction

Background to the ACSF

The Australian Core Skills Framework (ACSF) describes levels of performance in the 5 core skills of:

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

These skills are essential for people to participate in our society. People need to communicate effectively in many different ways, for diverse purposes, in a variety of contexts and to think critically about information and ideas.

There is a growing recognition that the challenge is...
'... not confined to those with poor basic skills, but extends to all people trying to understand new forms of communication and information as they take on different roles in life and work.'

(National Centre for Vocational Education Research 2005)

It is likely that each new role and responsibility we take on will require new or enhanced core skills. Therefore, we need a range of strategies to adapt to changing circumstances and new challenges, including strategies to help us learn.

The ACSF provides a rich, detailed picture of real-life performance in adult learning, English language, literacy and numeracy. It draws on current theory and is also informed by the extensive expertise of specialist practitioners in these fields.

The ACSF provides:

- A consistent national approach to the identification of the core skills requirements in diverse personal, community, work and training contexts
- A common reference point for describing and discussing performance in the 5 core skill areas.

The ACSF is based on the National Reporting System (NRS), a mechanism for reporting outcomes of adult English language, literacy and numeracy provision. The NRS has been used by Australian English language, literacy and numeracy (LLN) specialists since 1995.

In 2004, a scoping exercise was conducted to examine how the NRS was being used, how effectively it served those uses and the potential to broaden its application (Perkins 2004). In response to recommendations arising from this research, the NRS was used as the foundation for the development of the ACSF.

While the NRS was primarily designed as a reporting tool, the ACSF has been designed as a framework with applications for a range of contexts. For example, it provides benchmarks against which performance can be described in detail in each of the core skills and can also be used to describe the core skills needed in a particular context, such as the workplace, or to map curricula.

As with the original NRS, it was required that the ACSF:

- Satisfy a variety of purposes, and the requirements of a range of users
- Reflect and promote good educational practice
- Be fair, valid and reliable, and
- Be functional in practice.

The development of the ACSF was informed by input and advice from key stakeholders and experienced adult English LLN practitioners from across Australia, together with the knowledge and experience of the project team, an analysis of current accredited curriculum documents and a broad range of theoretical understandings including:

- Theories of adult learning, language, literacy and mathematical development
- Theories of task and text complexity
- Theories and philosophies about human, psychological and social capital.

Applications of the ACSF

The ACSF has a broad range of applications, for example:

Assessing core skills performance

Specialist LLN practitioners can use the ACSF to describe an individual's performance in the 5 core skills at any point in time, and then monitor progress over time. The specificity of the ACSF allows practitioners to identify a person's areas of strength and need with some precision, and target training to areas of need.

Describing core skills in the workplace

The ACSF will enable LLN practitioners to identify and discuss core skills issues with others in the workplace. This information should help human resources managers and workplace trainers, for example, when designing communication strategies and developing training for employees at all levels of an organisation.

The ACSF provides a standard approach for describing the 5 core skills as part of workplace competence within training programs. Training Package developers can use the ACSF to ensure that the core skills are adequately addressed as part of competency standards within Training Packages.

Mapping curricula to the ACSF

The ACSF can be used to map state LLN curricula, providing a common reference to describe adult English language, literacy and numeracy performance across Australia.

Informing decisions regarding funding and referrals

Where government funding is provided for core skills training, LLN practitioners can use the ACSF levels of performance to support applications to government agencies. This will facilitate national equity and accountability, and provide valid statistical feedback on the impact of government-funded programs focusing on core skills development.

The concepts in the ACSF, which are reflected in a separate ACSF Summary Document, may also be useful for guiding government agencies when referring a client for an English language, literacy or numeracy assessment.

Key features of the ACSF

The design of the ACSF was informed by the following principles:

- 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, community, work 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.

Key components

The key components of the ACSF are:

- Indicators – statements that provide an overview of performance at each level of each core skill
- Support, context, text and task complexity statements describing factors that may influence a person's performance at each level
- Performance Features providing detailed descriptors of what a person operating at a level is able to do
- Sample Activities providing specific examples of what a person may be able to do at this level in each of the 6 Aspects of Communication.

The layout for Oral Communication level 2 is illustrated on the following page.

ORAL COMMUNICATION LEVEL 2			
2.08	Listens for relevant information in oral texts across familiar contexts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting
PERFORMANCE FEATURES INCLUDE:			
Range and context	<ul style="list-style-type: none"> - Comprehends language used in a limited number of contexts - Makes connections between own knowledge and experience and purpose of texts 		
Audience and purpose	<ul style="list-style-type: none"> - Begins to demonstrate a recognition of the differences between formal and informal registers 		
Structure and grammar	<ul style="list-style-type: none"> - Follows the use of adjectives, pronouns and prepositions to describe people, places, things and events - Comprehends the use of simple verb tenses in sentences with 1 or more clauses - Comprehends oral texts which have a predictable structure and familiar vocabulary 		
Comprehension	<ul style="list-style-type: none"> - Comprehends straightforward questions and instructions in order to exchange or obtain goods or services, gather and provide information - Responds to questions and takes turns to maintain simple conversation - Begins to identify key information relevant to an exchange - Asks questions to clarify meaning when listening - Indicates need for repetition 		
Vocabulary	<ul style="list-style-type: none"> - Recognises vocabulary related to personal details of self and family and relevant others, most aspects of everyday life, and other vocabulary of personal significance 		
Rhythm, stress, intonation	<ul style="list-style-type: none"> - Recognises changes in stress and intonation 		
Paralinguistics	<ul style="list-style-type: none"> - Interprets facial expressions and gestures to refine or confirm meaning 		

- > At each level within a core skill there are statements, called **Indicators**, which describe achievement at this level. Learning, Reading, Writing and Oral Communication have 2 Indicators at each level. Numeracy has 3.
- > The ACSF takes into account a range of factors that may influence a person's performance at each level.
- > At each level within a core skill, a set of **Performance Features** provides more specific information about the Indicators. Performance Features are aligned to factors that provide a means of focusing on the development of specific elements of skills in order to inform curriculum development and planning. However, it must also be recognised that overall performance cannot be reduced to a set of stand-alone sub-skills that can be developed independently of each other.

ASPECTS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 2 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Makes a telephone call and responds appropriately to questions which require basic personal details, e.g. makes an appointment at the community health centre - Participates in short casual conversation with a colleague/friend/classmate expressing personal understanding of event/issue/preference - Locates and selects information from a spoken text, e.g. listening for the time and channel of a preferred TV program
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Participates in task distribution which requires some negotiation with other members of the group, e.g. job rotation, organising a class excursion, farewell drinks for a colleague, filling shift for worker who will be/is absent - Discusses issues from company or union newsletter, community, recreational or social club newsletter - Participates in an informal conversation, e.g. exchanges greetings with and expresses opinion to a fellow group member, asks questions and makes comments that expand ideas and seek clarification
Procedural (performing tasks)	<ul style="list-style-type: none"> - Explains routine procedures to others, e.g. workplace safety procedures, fire drill, how to secure lockers at swimming pool - Reports a problem/hazard/fault/defect to a supervisor or utility company - Asks questions to clarify and confirm instructions, e.g. questions steps in a new procedure if unsure, confirms necessary arrangements for child to attend school excursion - Listens to short, explicit instructions to learn new procedures needed to complete a task, e.g. uses a piece of machinery in the workplace, uses a computer program
Technical (using tools and technology)	<ul style="list-style-type: none"> - States/describes problems with a technology, e.g. need for left-handed mouse - Follows directions to perform a sequence of routine tasks, e.g. uses machinery/equipment such as a fax machine, fork lift, pre-operational checks on machinery/plant equipment, distance education medium to participate in instruction - Listens to brief recorded telephone instructions and acts appropriately, e.g. uses dial selection to pay a bill, selects a preferred GP
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Receives and passes on straightforward messages, e.g. variations to work roster or training timetable, changes to medical appointments - Participates in a face-to-face oral exchange, e.g. job interview, enquires about training opportunities, time of delivery or pick-up - Listens for specific information in a formal meeting
Public (interacting with the wider community)	<ul style="list-style-type: none"> - 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 - Listens to a radio program on a familiar, personally relevant topic and comments on an item of interest

> At each level of each core skill, the ACSF groups **Sample Activities** according to 6 interrelated **Aspects of Communication** representing the different contexts in which an individual might use the core skills.

Indicators

Indicators are statements that describe performance at each level of the 5 core skills.

The Indicators must be interpreted in conjunction with:

- Support, context, text and task statements
- Performance Features.

There are 11 Indicators at each of the 5 levels of the ACSF (See Table 1).

ACSF INDICATORS OF PERFORMANCE 11 AT EACH OF THE 5 LEVELS		
Core Skill	Indicator Number	Description
Learning	.01	The first indicator addresses the active awareness of self as a learner, learning orientations and approaches to the management of learning
	.02	The second indicator addresses the acquisition and application of practical strategies that facilitate learning
Reading	.03	The first indicator addresses audience, purpose and meaning-making strategies
	.04	The second indicator addresses text structure and features, grammatical expression of ideas, word-identification strategies and vocabulary
Writing	.05	The first indicator addresses audience, purpose and meaning-making strategies
	.06	The second indicator addresses vocabulary, grammatical structure and the conventions of writing
Oral Communication	.07	The first indicator primarily addresses speaking
	.08	The second indicator primarily addresses listening
Numeracy	.09	The first indicator addresses the identification of mathematical meaning in activities and texts
	.10	The second indicator addresses the problem-solving and mathematical processes used
	.11	The third indicator addresses the way informal and formal language, symbolic and diagrammatic representations, and conventions of mathematics are used to communicate

Table 1: The ACSF Indicators of Performance

Support, context, text and task

A key feature of the ACSF is the recognition of factors that may influence performance at each level. These descriptions are consistent across all core skills:

The degree and nature of support available

When we learn something new, we normally require some level of support, such as a demonstration, teacher advice, peer/colleague support, technical manual, or help desk. At the lower levels of the ACSF a high level of support is appropriate. The type and degree of support changes as individuals develop skills and confidence in becoming more independent learners.

Familiarity with context

The prior knowledge or experience a person brings to a situation, including familiarity with text, task and content, can make a significant difference to performance. This is reflected across the 5 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 them to a broader range of less familiar or unfamiliar contexts.

The ACSF recognises that not all adult learners are familiar with the instructional or socio-cultural context of texts and tasks. Some may have little experience of formal learning or may have participated in contexts with varying orientations to learning. In these situations, adult learners can derive valuable contextual support for core skills development from their immediate learning, working and social environment.

The complexity of text and task

In the ACSF, 'text' includes written, diagrammatic, visual, oral texts and real life objects and materials.

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, for example straight location compared with integration
- The kind of information required to respond to a question about a text increases in complexity, for example concrete compared to 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 variables of support, context, text and task in the ACSF are illustrated in Table 2.

	SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
FIVE LEVELS OF PERFORMANCE	1 Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising
	2 High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting
	3 Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the one task, e.g. sequencing, basic inferencing, extrapolation and integration
	4 Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information
	5 Little or no support Initiates support from own established resources	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	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation

Table 2: Support, context, text and task across the 5 levels of the ACSF

Performance Features

Performance Features for each core skill provide more specific information about the Indicators through detailed descriptions of what a person who is fully competent in an ACSF 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 aligned to factors that provide a means of focusing on the development of specific elements of skills in order to inform curriculum development and planning.

It is important to note that the Performance Features are a set of guiding examples and are not meant to provide an exhaustive checklist. They have been grouped to reflect the order of the Indicators although some are relevant for both Indicators in a level.

Sample Activities

The Sample Activities have been selected to provide a guide or indication of what a person may be able to do in order to demonstrate competence at a particular level of performance in a core skill. They cover a broad spectrum of contexts that adults may encounter within different domains and have been grouped according to 6 Aspects of Communication.

The Sample Activities are not, in themselves, assessment tasks. Specialist LLN practitioners will develop appropriate assessment procedures and tasks in the context of a curriculum or Training Package.

Aspects of Communication

At each level of performance in each core skill, the ACSF groups the Sample Activities according to 6 Aspects of Communication to illustrate how communication varies according to purpose, audience and context.

The Aspects of Communication provide a way of describing the differing orientations of social activity involving Learning, Reading, Writing, Oral Communication and Numeracy. They provide opportunities to describe performance across the breadth of contexts within a core skill level (See Table 3).

None of the Aspects of Communication is entirely separable. They might be better understood as orientations rather than as clearly distinct and exclusive categories, for example it may be difficult to talk technically without talking procedurally. To communicate cooperatively requires communicating interpersonally.

However, despite some overlap, the Aspects of Communication make it possible to describe and discuss performance within a core skill at any level.

THE ACSF ASPECTS OF COMMUNICATION

Personal Communication for expressing identity

is related to expressing personal identity and/or goals. It includes the different ways personal history, knowledge, attributes, goals and opinions are drawn on and expressed for particular purposes. It also includes the application of mathematics for individual needs such as personal finances or personal measurement.

Cooperative Communication for interacting in groups

is related to understanding the function of a group. It includes understanding the roles of the different members of a group, as well as participating in the group and establishing cooperative relationships with its members.

Procedural Communication for performing tasks

is related to carrying out a task or a number of tasks. It includes giving instructions and applying and following a number of steps or procedures in order to perform and complete task/s.

Technical Communication for using tools and technology

is related to the use of tools, equipment, machines and technology - whether simple or complex. It includes information and communication technologies, as well as the function of technology and how to use it.

Systems Communication for interacting in organisations

is related to understanding and interacting within an organisation or institution. In an educational institution or program it includes learning about the range and design of educational and career choices and pathways. In an organisation it includes systems-related texts, processes and procedures.

Public Communication for interacting with the wider community

is related to understanding and interacting within the wider social or community context. It includes learning about and interacting with other institutions - educational ones, those in local community or those related to employment - for the purposes of future work or study, entertainment or engagement with public-interest issues. It also involves the application of mathematics in or for a public context or need.

Table 3: The ACSF Aspects of Communication

The ACSF in Action

A person's level of performance in any core skill is determined by whether he or she can demonstrate competence in each of the Indicators at that level.

Competence in an Indicator is determined using the Performance Features. Although these are not a prescriptive checklist, it would be expected that a person operating at a particular level would be able to demonstrate most of the Performance Features at that level. Specialist LLN practitioners would determine this in consultation with learners, based on the contexts and purposes relevant to the individual.

Individual Performance Features are represented as developing progressively, as shown in the Performance Features Grids in Appendix 1. These grids provide a means of focusing on the development of specific elements of skills in order to inform curriculum development and planning. However, it must also be recognised that overall performance cannot be reduced to a set of stand-alone sub-skills that can be developed independently of each other.

The ACSF recognises that a person may be operating at different levels within the 5 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 5 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.

The following scenarios illustrate 3 different spiky profiles.

> The 5 levels of the ACSF cannot be neatly aligned to the Australian Qualifications Framework (AQF) as the skills required to perform a task vary according to context and will depend on type of workplace, size, organisational structures, products and services and individual roles and responsibilities.

Scenario 1 Pinpointing strengths and learning needs

Samantha's overall spiky profile (Figure 1) shows that her ACSF levels of performance vary across the 5 core skills.

- > Samantha has recently joined a community group that is advocating the expansion of childcare services in her local area. Although her overall Oral Communication level is at ACSF level 4, she feels that she would like to develop her skills so that she can speak up with confidence at public meetings, and form part of the team that will make submissions at local council meetings.

Further analysis of Samantha's Oral Communication skills using the ACSF Aspects of Communication (Figure 2) confirms that Samantha would benefit from some training in the *systems* and *public* Aspects.

Figure 1.

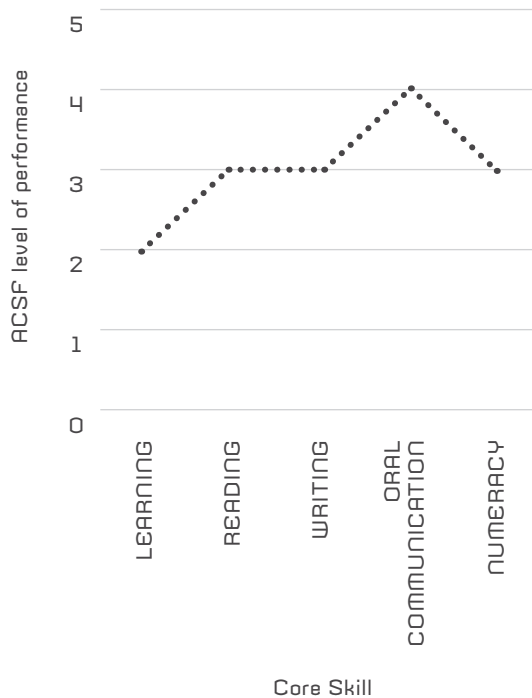
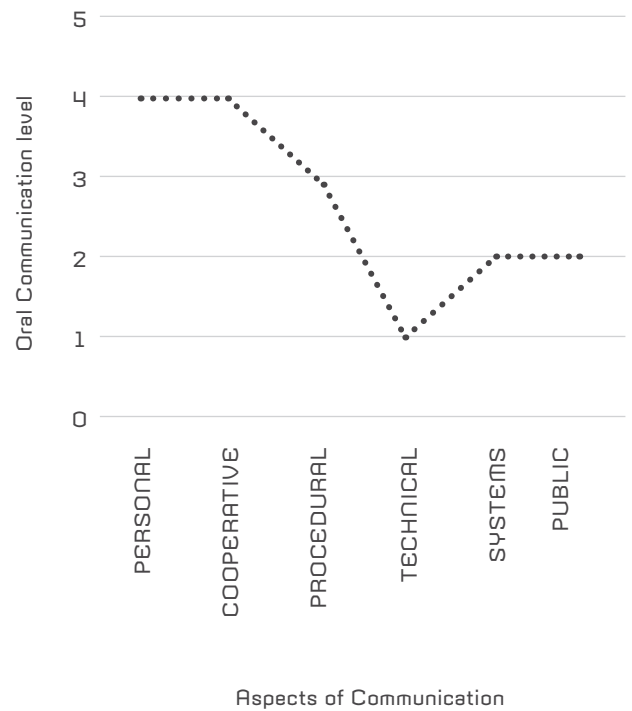


Figure 2.

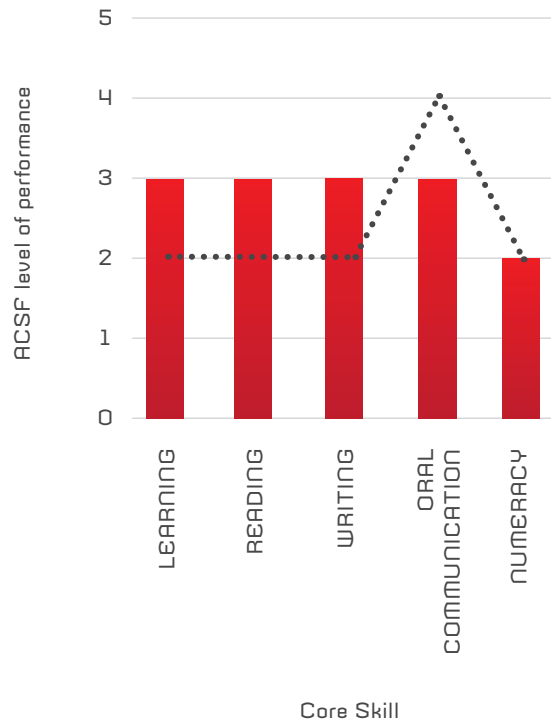


Scenario 2 Helping a person meet the core skills requirements of a training program

> Jim has worked for many years as a personal carer in an aged-care facility. His workplace has enrolled him in Certificate III in Aged Care so that he can develop his skills in line with industry requirements. The spiky profile compares his current level of competence across the core skills with those required to undertake the Certificate III. His trainer arranges for Jim to receive additional core skills training to ensure that he will be able to manage the course requirements.

●●● Current level of competence

■ ACSF level required

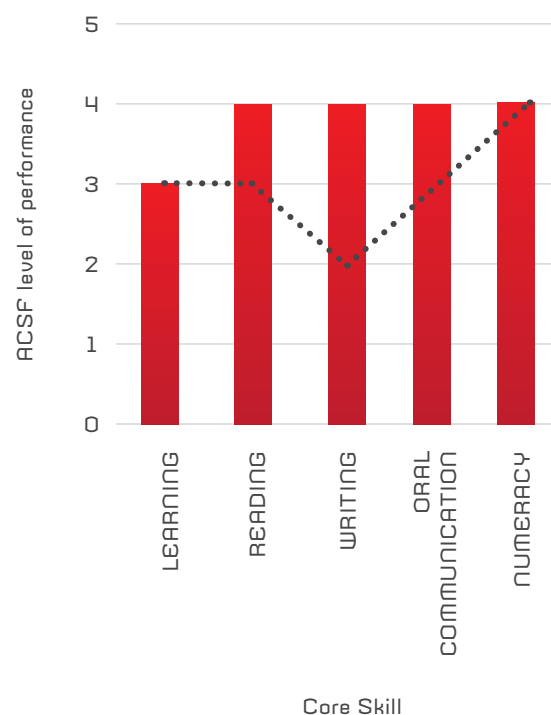


Scenario 3 Helping meet the core skill requirements of a new job

> Carol has been offered the opportunity to undertake training to prepare for a supervisory position. She has enrolled in Certificate IV in Business - Frontline Management. A LLN specialist used the ACSF to compare the core skills required for this Certificate with Carol's current skills. The spiky profile shows that Carol 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



The ACSF and Employability skills

The Employability Skills Framework was developed by the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA). It encapsulates a set of generic skills identified as being critical, not only to gaining and maintaining employment, but to operating effectively in personal and community contexts.

The Employability Skills Framework identifies eight skills clusters, each of which is made up of a set of facets.

Is there a connection between the ACSF and Employability skills?

There are areas of overlap between the Employability skills and the 5 core skills of the ACSF. These can be seen most clearly at facet level.

For example, a broad range of facets are grouped within the Communication Employability skill, some of which align

directly with the ACSF core skills themselves. Facets within other Employability skills are partially captured by the ACSF core skills, while the ACSF core skill of Learning incorporates the 3 Employability skills of *Self management*, *Learning skills* and *Planning and organising*, and is also reflected in *Initiative and enterprise skills* and *Team work skills*.

Table 4 provides examples of how the ACSF core skills relate to facets of the 8 Employability skills.

The ACSF has the potential to spell out what Employability skills facets such as ‘writing to the needs of an audience’ or ‘using numeracy effectively’ actually mean in a specific context. However, it is important to note that the ACSF only provides detailed insights into some facets of each Employability skills cluster and therefore cannot be used to rate an individual’s level of performance in any of the actual Employability skills.

EMPLOYABILITY SKILL & FACETS	THE ACSF CORE SKILL
Communication skills	
Listening and understanding	Oral Communication
Writing to the needs of the audience	Writing
Reading independently	Reading
Using numeracy effectively	Numeracy
Team work skills	
Coaching, mentoring and giving feedback	Oral Communication
Problem solving	
Testing assumptions taking the context of data and circumstances into account	Numeracy
Initiative and enterprise skills	
Adapting to new situations	Learning
Planning and organising skills	
Collecting, analysing and organising information	Learning, Reading, Oral Communication
Self management skills	
Articulating own ideas and vision	Learning, Oral Communication, Writing
Learning skills	
Managing own learning	Learning
Technology skills	
Using IT to organise data	Numeracy

Table 4: Employability Skills and the ACSF

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.

The Learning core skill describes an adult learner's performance against 2 Indicators:

- The active awareness of self as a learner, learning orientations and approaches to the management of learning
- The acquisition and application of practical strategies that facilitate learning.

Key principles

- 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, in which learners draw on their prior knowledge and experience as they shape meaning. It may also involve questioning beliefs and assumptions that a learner has formed on the basis of prior experience
- Learning is socially constructed, occurring within, and strongly influenced by context and culture - personal, community, work and training
- An individual's knowledge and skills are contextualised and do not necessarily transfer neatly from 1 situation to another without adaptation. Effective transfer requires practice, time and appropriate support
- Learning does not necessarily occur in a logical, exponentially increasing fashion. Each time individuals take on a new challenge, they are likely to need time, support and resources before performance improves
- The emotional and social dimensions of learning are as important as the cognitive dimension. 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 strands

In recasting the ACSF core skill of 'Learning', a greater breadth and depth has been introduced to better capture contemporary understanding of the multiple dimensions of adult learning. Benchmarks established by 10 years of NRS application have also been drawn on. This re-conceptualisation is reflected in the change of name.

Drawing on a wide range of research, a set of critical factors have been identified that influence development of expertise as a learner. These have provided the basis for describing strands of learning growth across the 5 ACSF levels.

These factors include:

- The concept of self as a learner, including self-esteem, awareness of one's strengths, weaknesses and preferences (Knowles 1984; Argyris 1991,1993; Lawrence 2000; Knightly & Whiteman 2006)
- The degree of motivation and engagement in learning and the stage of the learner in a particular context (Dreyfus and Dreyfus 1985, Benner 1984, Daley 1999, Schuller *et al* 2005)
- The degree of conscious management of the learning process (metacognition) (Livingstone 1977, Sternberg 1986, Swatz & Perkins 1989, Perkins 1995)
- The ability to actively reflect on one's performance and learn from it (Schon 1983, Butler 1996, Ferry and Ross-Gordon 1998, Daley 1999)
- 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)
- Social interaction as a critical component of situated learning (Vygotsky 1977, Lave 1988, Perkins 1995), including the role of mentoring and coaching (Greene & Grant 2003) and skills to participate in formal teams (Katzenback & Smith 1993).

A set of factors influencing development of expertise as a learner form the basis for describing Performance Features within the 2 Indicators across all 5 ACSF Learning levels. This list of factors is not a checklist, nor is there an order of importance.

INDICATOR ONE	INDICATOR TWO
<p>Active awareness of self as a learner, learning orientations and approaches to the management of learning</p> <ul style="list-style-type: none"> - Goal setting - Designing and negotiating learning pathways - Self-awareness, strengths, weaknesses, ability to reflect on performance, learning style - Dispositions – active engagement in learning and degree of resilience - Constructing knowledge - Metacognition – designing, managing learning process 	<p>Acquisition and application of practical strategies that facilitate learning</p> <ul style="list-style-type: none"> - Strategies for designing, managing and monitoring learning - Finding, managing and evaluating learning resources - Transferring prior knowledge and skills - Selection and application of cognitive strategies to assist learning - Social construction

Learning Indicator overview

The first Learning Indicator addresses the active awareness of self as a learner, learning orientations and approaches to the management of learning.

The second Learning Indicator addresses the acquisition and application of practical strategies that facilitate learning.

LEARNING INDICATOR OVERVIEW		
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 LEVEL 1

1.01	Demonstrates some awareness of self as a learner		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising
PERFORMANCE FEATURES INCLUDE:			
Goal setting	- Identifies personal goals and identifies 1 or 2 short-term learning goals to achieve these		
Designing and negotiating learning pathways	- Takes some steps to identify appropriate support to achieve goals, e.g. seeks assistance from a trusted person		
Self-awareness, strengths, weaknesses, ability to reflect on performance, learning style	<ul style="list-style-type: none"> - Identifies past experiences of successful learning with prompting - Identifies preferred learning style with assistance, e.g. visual, auditory, kinaesthetic, individual/group 		
Dispositions, active engagement in learning and degree of resilience	- Engages in learning where scaffolding minimises the need for risk-taking		
Constructing knowledge			
Metacognition, designing, managing learning process	- Identifies some opportunities to develop or practice skills, e.g. watches someone perform a task		

LEARNING LEVEL 1

1.02	Takes first steps towards developing explicit learning strategies		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising
PERFORMANCE FEATURES INCLUDE:			
Strategies for designing, managing and monitoring learning	<ul style="list-style-type: none"> - Develops a simple learning plan with several sequenced steps, with assistance 		
Finding, managing and evaluating learning resources	<ul style="list-style-type: none"> - Identifies some learning resources for a specific task within the immediate environment, e.g. magazines, maps, pictures, computer - Begins to use information-seeking strategies, e.g. index, key word in search engine 		
Transferring prior knowledge and skills			
Selection and application of cognitive strategies to assist learning	<ul style="list-style-type: none"> - Follows step-by-step instructions to help develop understanding or skills, e.g. a simple illustrated recipe - Links or reorganises familiar ideas and information, selecting from processes such as matching, grouping and simple sequencing - Uses simple strategies to remember information and reinforce learning, e.g. records words as a prompt for speaking, reviews vocabulary list 		
Social construction	<ul style="list-style-type: none"> - Follows basic social rules for interacting with others as a way of enhancing learning, e.g. takes turn in speaking, listens to others, shares resources with a partner 		

ASPECTS OF COMMUNICATION	LEARNING LEVEL 1 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Expresses desire to improve skills, e.g. numeracy, reading - Recounts a personal experience that is connected to new information or ideas being presented - Establishes a suitable place for independent study
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Attends class/training sessions regularly and lets others know if not able to attend - Identifies and approaches a more experienced worker for assistance
Procedural (performing tasks)	<ul style="list-style-type: none"> - Takes required materials to training/class - Locates TV guide in newspaper by using the index - Borrows a DIY DVD from the library and follows step-by-step instructions - Reviews word list/definitions/spelling
Technical (using tools and technology)	<ul style="list-style-type: none"> - Logs on and off a computer website - Locates a given website with assistance - Begins to use email with support
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Keeps list of frequently used words - Saves notes in a labelled folder - Uses diary to record pay dates, training commitments, school terms/holidays
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Identifies formal study commitments that fall on public holidays - Asks for assistance to interpret immigration requirements and repeats main points to make sure has understood - Joins public library

LEARNING LEVEL 2

2.01	Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting
PERFORMANCE FEATURES INCLUDE:			
Goal Setting	- Commits to specific short-term training/study goals to achieve personal goals		
Designing and negotiating learning pathways	- Identifies some formal or informal learning options relevant to needs		
Self awareness, strengths, weaknesses, ability to reflect on performance, learning style	- Identifies some personal strengths as a learner and areas of need - Demonstrates awareness of preferred learning style		
Dispositions, active engagement in learning and degree of resilience	- Demonstrates some persistence in approach to learning - Takes some risks within a supportive environment		
Constructing knowledge	- Begins to identify similarities/differences in learning processes across cultures, where this is personally relevant		
Metacognition, designing, managing learning process	- Begins to reflect on learning progress and modifies ineffective strategies, with assistance		

LEARNING LEVEL 2

2.02	Applies a limited range of learning strategies in structured and familiar contexts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting
PERFORMANCE FEATURES INCLUDE:			
Strategies for designing, managing and monitoring learning	<ul style="list-style-type: none"> - Develops a sequenced learning plan with assistance from an appropriate person - Uses simple strategies to organise and monitor progress, e.g. study timetable, checklist of tasks to be completed 		
Finding, managing and evaluating learning resources	<ul style="list-style-type: none"> - Begins to pose simple questions to help focus information search - Identifies and accesses a limited range of information sources, e.g. supervisor, peers, library, Internet - Begins to evaluate the relevance and validity of information, e.g. from the Internet 		
Transferring prior knowledge and skills	<ul style="list-style-type: none"> - Identifies, with assistance, some personal knowledge and skills that can be brought to a new learning task 		
Selection and application of cognitive strategies to assist learning	<ul style="list-style-type: none"> - Selects from a small set of strategies to locate information in simple texts, e.g. scanning the cover, title and illustrations - Uses simple strategies to clarify and reinforce learning, e.g. copying, underlining, memorising, practising skills in own time 		
Social construction	<ul style="list-style-type: none"> - Engages in learning with others, using basic approaches such as distribution of tasks and unstructured discussion to achieve group outcomes 		

ASPECTS OF COMMUNICATION	LEARNING LEVEL 2 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Discusses learning goals with supervisor and identifies possible strategies to achieve - Identifies possible areas for employment/further training - Attempts to take trainer's feedback into account when practising new skills - Arranges child care so can attend training course
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Works with another employee to check accuracy of data entries - Accepts guidance from a mentor - Arranges for another student to collect work if unable to attend class - Establishes positive role as group member by listening to the ideas of others and considering their needs
Procedural (performing tasks)	<ul style="list-style-type: none"> - Follows a template to develop a simple learning plan - Develops simple grid to collate information from a class survey - Self-corrects own text using a spellchecker, word lists, bilingual dictionary
Technical (using tools and technology)	<ul style="list-style-type: none"> - Uses key words and search engine to find information, e.g. the oldest/biggest building in world - Uses calculator to check basic addition - Uses format facility to find out how to change fonts or bullets - Uses a small range of e-learning resources, e.g. DVDs, IT program
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Creates folder on computer to save work/relevant information - Negotiates work rosters in order to attend training
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Finds out when next school council planning meeting is scheduled and identifies questions to ask - Approaches local council to clarify rules on water use

LEARNING LEVEL 3

3.01	Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/ routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration
PERFORMANCE FEATURES INCLUDE:			
Goal Setting	- Develops career/study goals based on knowledge of appropriate pathways		
Designing and negotiating learning pathways	- Considers the personal/organisational relevance of formal learning choices to meet needs		
Self awareness, strengths, weaknesses, ability to reflect on performance, learning style	<ul style="list-style-type: none"> - Evaluates personal strengths and needs as an on-going part of the learning process - Begins to use formal processes to encourage reflection, e.g. journal writing, peer as sounding board/critical friend 		
Dispositions, active engagement in learning and degree of resilience	<ul style="list-style-type: none"> - Begins to build personal resilience, understanding that risk-taking and mistakes are part of the learning process - Accepts learning challenges where some risk is involved 		
Constructing knowledge	<ul style="list-style-type: none"> - Is aware that different cultural perspectives may influence learning style and modes - Shows awareness that aspects of context such as social structures and power may impact on access to learning opportunities and application of new learning 		
Metacognition designing, managing learning process	<ul style="list-style-type: none"> - Begins to adapt and apply learning processes to unfamiliar tasks with some awareness of the need to allow for contextual differences - Reflects on actions and outcomes in routine contexts, and detects and corrects errors in performance 		

LEARNING LEVEL 3

3.02 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/ routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration

PERFORMANCE FEATURES INCLUDE:

Strategies for designing, managing and monitoring learning	<ul style="list-style-type: none"> - Assesses the nature of a learning task in a familiar context and develops plan with sequenced, prioritised steps
Finding, managing and evaluating learning resources	<ul style="list-style-type: none"> - Independently accesses a range of information resources/services to support learning, e.g. Internet, library catalogue, databases, news services - Poses who/what/why questions to help direct information search - Uses Information Communication Technology (ICT) to assist learning, with some appreciation of the strengths and limitations of different programs/applications in specific contexts - Organises information, e.g. orders, classifies, stores
Transferring prior knowledge and skills	<ul style="list-style-type: none"> - Begins to transfer skills and knowledge to new situations, with some awareness of the need to allow for contextual differences - Explicitly connects new ideas/information with own knowledge, using techniques like anecdotes and analogies
Selection and application of cognitive strategies to assist learning	<ul style="list-style-type: none"> - Organises and makes connections between information/ideas using strategies such as categorising, comparing and sequencing - Selects from a range of strategies to check understanding, reinforce learning and monitor progress, e.g. re-reading, identifying key sentences, summarising, self-questioning, answering practice questions - Actively reinforces learning beyond the formal learning environment, e.g. by introducing newly learnt skills to someone else
Social construction	<ul style="list-style-type: none"> - Participates in learning support networks involving fellow workers or students, e.g. study groups, quality circles - Consults with information professionals to help identify information and access tools

ASPECTS OF COMMUNICATION	LEARNING LEVEL 3 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Reviews own skills in relation to job selection criteria to clarify future study or training plan - Volunteers to learn a new skill in an area with limited prior knowledge - Approaches trusted, more experienced colleague to act as a sounding board and mentor - Attends an information session and follows enrolment process for chosen course
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Works with a partner on a short research project - Participates in Quality Improvement processes in the workplace, considering the priorities and commitments of self and other members
Procedural (performing tasks)	<ul style="list-style-type: none"> - Uses subheadings to organise key information for a presentation - Develops and uses personal organisation systems such as files, notebooks, folders and checklists - Lists references to be used for independent study
Technical (using tools and technology)	<ul style="list-style-type: none"> - Demonstrates navigational pathway used to access information via the Internet - Learns how to use new software, e.g. spreadsheet package - Interprets visual representations of information such as diagrams and illustrations and comments on the usefulness of these to own learning
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Negotiates Professional Development plan aligned with personal and workplace needs, and takes responsibility for organising the formal training component - Understands that domains (‘.com’, ‘.gov’, ‘.net’ etc) are relevant to the way information is communicated on the Internet - Approaches information professionals for assistance with information searches
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Identifies and evaluates several options for addressing a local community issue - Seeks advice on how to make an insurance claim - Participates in local community group, helping to identify goals, constraints and consequences, e.g. considers alternative action plans to address a local issue

LEARNING LEVEL 4

4.01	Accepts new learning challenges, explicitly designing, reflecting on and redesigning approaches to learning as an integral part of the process		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information
PERFORMANCE FEATURES INCLUDE:			
Goal Setting	- Identifies and pursues specialised study/career goals		
Designing and negotiating learning pathways	<ul style="list-style-type: none"> - Negotiates learning pathways, balancing personal circumstances with appreciation of formal learning expectations - Evaluates means of instruction according to how well it meets personal/organisational needs and expectations 		
Self awareness, strengths, weaknesses, ability to reflect on performance, learning style	<ul style="list-style-type: none"> - Articulates specific strengths and weaknesses as a learner in different contexts and actively seeks to develop in areas of need - Begins to independently use formal approaches to encourage reflection on learning and progress - Develops some confidence in varying learning style to suit context 		
Dispositions, active engagement in learning and degree of resilience	- Actively seeks learning challenges and associated 'risks', knowing that mistakes can be a source of personal learning and growth		
Constructing knowledge	<ul style="list-style-type: none"> - Recognises that individuals construct knowledge differently, building on past experience and influenced by personal and cultural values, beliefs and assumptions - Identifies cultural and ethical issues that may be associated with access to, and use of, information 		
Metacognition, designing, managing learning process	- Recognises the importance of systematically managing the learning process and uses structured approaches to set goals, monitor progress and adjust learning approaches		

LEARNING LEVEL 4

4.02 Adapts a range of familiar strategies to new contexts and experiments with new approaches

SUPPORT

 Moderate support
Advice and modelling available

CONTEXT

 Range of contexts including some that are unfamiliar and/or unpredictable
Some specialisation in non-routine contexts

TEXT

 Complex texts
Embedded information
Includes specialised vocabulary
Includes abstraction and symbolism

TASK COMPLEXITY

Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information

PERFORMANCE FEATURES INCLUDE:
Strategies for designing, managing and monitoring learning

- Uses knowledge of planning processes to structure learning approaches in unfamiliar contexts

Finding, managing and evaluating learning resources

- Understands the purpose, scope and appropriateness of a wide variety of information sources
- Routinely poses questions to focus selection, organisation and prioritisation of information from a range of sources
- Records information sources appropriately

Transferring prior knowledge and skills

- Builds on prior knowledge and experience, understanding that transferring knowledge to a new context may 'de-skill' for a time
- Draws explicitly on a repertoire of learning strategies to initiate and manage learning on unfamiliar subjects/in unfamiliar contexts

Selection and application of cognitive strategies to assist learning

- Expands repertoire of strategies that help clarify and extend understanding, e.g. outlining, paraphrasing
- Integrates material from a range of different sources, using techniques such as tables and graphic organisers

Social construction

- Develops interpersonal and team skills to facilitate interaction and learning with others
- Participates in professional/technical networks

ASPECTS OF COMMUNICATION	LEARNING LEVEL 4 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Organises own professional development/training plan to achieve a negotiated outcome with consideration of personal priorities and demands on time - Actively seeks feedback from others as a way of improving performance, e.g. approaches peers, manager, customers - Gathers information on a range of courses, assessing and comparing them in order to inform and refine learning pathway
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Takes a leadership role in professional/technical networks, project teams - Uses a range of formal techniques to collaborate effectively with others to complete a multi-layered research task - Actively elicits the views of others in relation to a specific problem
Procedural (performing tasks)	<ul style="list-style-type: none"> - Improves on work or study routine, drawing on insights gained from previous experiences - Experiments with different strategies, e.g. draws a picture to help understand a problem, or works backwards from a possible solution or identifies a concrete example of an abstract problem
Technical (using tools and technology)	<ul style="list-style-type: none"> - Uses a range of computer based information systems and collaborative tools as an aid to learning, e.g. email, blogs, wikis, discussion boards, online training programs - Accesses and scans a number of Internet sites to evaluate suitability for research purposes - Uses organisational file sharing and storage systems - Keeps record of new technical terms or procedures encountered through independent study
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Uses library systems efficiently and effectively to access relevant resources - Provides feedback to Training Manager regarding relevance of a training course, with suggestions for improvement
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Identifies bias, misrepresentation in information sources - Identifies and uses a range of community resources for information and advice, e.g. financial planning, men's/women's health line, government websites

LEARNING LEVEL 5

5.01	Self-directs learning, actively designing and managing learning processes appropriate to the context		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	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	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation
PERFORMANCE FEATURES INCLUDE:			
Goal Setting	<ul style="list-style-type: none"> - Adopts a 'big picture' perspective to the management of learning required to achieve personal and professional goals 		
Designing and negotiating learning pathways	<ul style="list-style-type: none"> - Negotiates the nature of formal learning activities to best reflect personal and/or organisational needs 		
Self awareness, strengths, weaknesses, ability to reflect on performance, learning style	<ul style="list-style-type: none"> - 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 - Uses formal processes to routinely encourage reflective practice, e.g. establishes a formal relationship with a business/personal coach 		
Dispositions, active engagement in learning and degree of resilience			
Constructing knowledge	<ul style="list-style-type: none"> - Understands there are different ways of constructing knowledge within knowledge disciplines and across cultures, and routinely identifies and explores underlying beliefs and assumptions as part of the learning process 		
Metacognition, designing, managing learning process	<ul style="list-style-type: none"> - Self-directs learning, seeking assistance as required - Plans sustained learning tasks using structured approaches for goal setting, prioritising, identifying milestones and timeframes - Actively monitors performance against goals and milestones, adjusting plans or expectations as required, and recognising that not all learning outcomes can be defined in advance 		

LEARNING LEVEL 5

5.02	Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	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	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation
PERFORMANCE FEATURES INCLUDE:			
Strategies for designing, managing and monitoring learning	<ul style="list-style-type: none"> - Employs a range of approaches to plan and manage sustained learning tasks, e.g. uses project management software, formal-action learning approach - Evaluates situations or processes, assembling evidence, identifying assumptions and contradictions 		
Finding, managing and evaluating learning resources	<ul style="list-style-type: none"> - Critically evaluates resources, including ICT, with an appreciation of strengths and limitations in different contexts - Articulates and uses criteria to make information decisions and choices - Investigates benefits and applicability of different investigative methods and selects the most appropriate, e.g. laboratory experiment, simulation, fieldwork 		
Transferring prior knowledge and skills	<ul style="list-style-type: none"> - Compares and contrasts own experience with new information and explores underlying assumptions as an integral part of developing new understandings - Generalises from 1 context to another by identifying concepts and insights 		
Selection and application of cognitive strategies to assist learning	<ul style="list-style-type: none"> - Identifies and explores connections between concepts/facts/ideas using techniques such as flow charts, concept maps, hierarchies - Selects from a broad range of problem-solving and decision-making strategies, including formal lateral and analytical thinking tools to support abstraction, perception challenge, creativity 		
Social construction	<ul style="list-style-type: none"> - Demonstrates highly developed skills in managing study groups/project teams to achieve learning outcomes 		

ASPECTS OF COMMUNICATION	LEARNING LEVEL 5 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Critically reflects on extended research project, describes difficulties encountered, considers ways to improve performance and transfers insights to a new context - Contributes to course information sessions advising new students on the challenges posed by the course and appropriate way to manage these - Volunteers as the student representative on a university/ training provider course review panel
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Takes leadership role in group and supports other members to complete a complex and sustained learning task - Uses formal techniques to facilitate team goal setting, active listening, creative problem solving - Evaluates the views of others and self in relation to issue/ problem/task to arrive at agreed solution/action plan
Procedural (performing tasks)	<ul style="list-style-type: none"> - Develops steps, processes and time frame to complete a project that involves identifying goals, designing and conducting research, analysing findings, determining conclusions and presenting recommendations to a specific audience - Notes and evaluates key points from oral presentation - Uses highly developed formatting, drafting and editing skills to refine thinking and clarify message for others - Uses online academic databases efficiently and effectively to access relevant resources - Implements systematic action learning process to support learning during team project
Technical (using tools and technology)	<ul style="list-style-type: none"> - Uses software options to organise and present relevant information, e.g. index facility, Endnote to track references - Develops power point presentation using appropriate and effective sequencing, formatting and visual layout - Understands implications of copyright in relation to authorship of text - Uses applications such as Excel to build records and analyse data
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Reviews personal organisation systems such as files, notebooks, folders and checklists refining them as circumstances and technology change - Identifies organisational issue and uses formal thinking techniques to develop a range of possible solutions - Evaluates workplace learning culture and pathways in relation to own need for further training and development
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Identifies paradigms underpinning the analysis of a world event by different commentators - Researches relevant background information and coordinates preparation of a lobby group's submission to address a contentious community issue

Reading

Reading

An individual's performance in the ACSF core skill of Reading takes into account performance in deriving meaning from different text types, including developing a critical awareness of the purpose of these texts. In order to actively engage with texts, readers also need to develop and manage the conventions of reading.

The Reading core skill describes an adult learner's performance against 2 Indicators:

- Audience, purpose and meaning-making strategies
- Text structure and features, grammatical expression of ideas, word identification strategies and vocabulary.

Readers employ different strategies according to the type of text that is being read. Kirsch (2001, p13) refers to the distinction between continuous and non-continuous text:

- Continuous texts are defined as those where sentences are organised into paragraphs, pages, sections, chapters. Continuous texts can also be categorised according to purpose such as narrative, expository, descriptive
- Non-continuous texts are defined as those where information is organised in graphic or diagrammatic form and include lists, tables, graphs, maps, forms.

Many texts combine both continuous and non-continuous elements, websites being a relatively new form of hybrid involving new understandings of how a web page should be read.

The core skill of Reading recognises the degree to which a reader can:

- 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
- Critically reflect on meaning, with an understanding of the world and cultural knowledge presumed by the text
- Interpret and analyse texts where meaning may be embedded or implicit
- Source, sort and categorise information from a range of texts
- Understand specialised vocabulary and the grammatical expression of ideas.

A set of factors influencing development of expertise as a reader form the basis for describing Performance Features within the 2 Indicators across all 5 ACSF Reading levels. This list of factors is not a checklist, nor is there an order of importance.

INDICATOR ONE	INDICATOR TWO
Audience, purpose and meaning-making strategies	Text structure and features, grammatical expression of ideas, word identification strategies and vocabulary
<ul style="list-style-type: none"> - Purpose and audience - Complexity - Prediction and prior knowledge - Text structure - Textual analysis - Critical literacy 	<ul style="list-style-type: none"> - Strategies - Textual clues - Grammar - Vocabulary

Reading Indicator overview

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

The second Reading Indicator addresses text structure and features, grammatical expression of ideas, word identification strategies and vocabulary.

READING INDICATOR OVERVIEW		
Level	Indicator	
1	1.03	Identifies personally relevant information and ideas within highly familiar contexts
	1.04	Uses a limited range of decoding strategies to identify specific information in explicit and highly familiar texts
2	2.03	Identifies and interprets relevant information and ideas within familiar contexts
	2.04	Uses a number of reading strategies to identify and interpret relevant information within familiar text types
3	3.03	Evaluates and integrates facts and ideas to construct meaning from a range of 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 structurally complex texts containing some ambiguity
	4.04	Applies appropriate strategies to support understanding of a range of complex texts
5	5.03	Critically organises, evaluates and applies content from a range of structurally complex texts
	5.04	Draws on a repertoire of strategies to maintain understanding throughout complex texts

READING LEVEL 1			
1.03	Identifies personally relevant information and ideas within highly familiar contexts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising
PERFORMANCE FEATURES INCLUDE:			
Purpose and audience	- Identifies personally relevant reasons for reading		
Complexity	- Comprehends written texts that are short, explicit and culturally accessible, e.g. local advertisements, short personal story		
Prediction and prior knowledge	- Makes some predictions, drawing on personal experience and some prior knowledge of context		
Text structure	- Recognises the orientation of simple texts, e.g. left to right, top to bottom		
Textural analysis	<ul style="list-style-type: none"> - Locates specific information, e.g. place and time from an appointment card or calendar - Identifies information in a simple diagram, table, map or plan 		
Critical literacy	- Understands that text features may influence the interpretation of a message, e.g. placement of a photo or heading in a newspaper		

READING LEVEL 1

1.04 Uses a limited range of decoding strategies to identify specific information in explicit and highly familiar texts

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising

PERFORMANCE FEATURES INCLUDE:

Strategies	<ul style="list-style-type: none"> - Uses a limited range of word identification strategies, e.g. some self-correction, sounding out of letters and words, word recognition
Textual clues	<ul style="list-style-type: none"> - Derives meaning from visual texts, e.g. print, signs, symbols - Identifies letters in the context of whole words within simple sentences - Recognises numerals, e.g. prices - Relies heavily on textual cues such as photos, diagrams to support understanding of written texts - Responds to the use of basic punctuation, e.g. full stop
Grammar	
Vocabulary	<ul style="list-style-type: none"> - Recognises a limited number of familiar words and phrases - Uses knowledge of the alphabet to consult a dictionary, e.g. bilingual, pictorial or personal word list

ASPECTS OF COMMUNICATION	READING LEVEL 1 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Locates particular information of personal relevance from a familiar source, e.g. expiry date on a driving licence, name on shift roster - Reads a brief personal message, e.g. birthday greeting, SMS texts, emails, e-cards
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Recognises own name and personal details, e.g. locates own name on a list of team or class members, on an OHS subcommittee - Locates and matches pieces of information, e.g. time and place of a union or class meeting on a notice - Identifies operating hours of local organisations, e.g. library, health centre
Procedural (performing tasks)	<ul style="list-style-type: none"> - Locates and reads own name, address, phone number on familiar forms, e.g. driver's licence, Medibank card, pay slip - Recognises familiar words, phrases, symbols, abbreviations, numerical and number codes in procedural texts such as job tickets, recipes, ATM instructions - Follows simple written or pictorial instructions, e.g. opening a program on a PC, simple road signs and warnings, emergency stop procedures for machines; warnings such as 'prohibited area', 'wash hands before entering'
Technical (using tools and technology)	<ul style="list-style-type: none"> - Recognises very short explicit pictorial texts, e.g. recognises safety symbols found on chemical containers - Locates relevant pictorial instructions accompanying a new piece of technology, e.g. to change battery in mobile phone, to turn on a computer
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Recognises time, dates and months, e.g. work roster, shifts, RDO, doctor's appointment or interview - Reads and follows simple, familiar work timetable or schedule of activities specific to own job - Recognises and knows value of Australian notes and coins, e.g. uses self-serve machines
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Reads titles and phrases of public importance in immediate local environment, e.g. street names, names of service providers or indigenous place names - Reads simple diagrams, e.g. hand-drawn map of local area to locate public facilities such as schools, hospitals, bus stops - Selects items of interest from advertising brochure - Locates key words in a public notice of immediate interest, e.g. road closure due to road works, opening hours of local swimming pool

READING LEVEL 2

2.03	Identifies and interprets relevant information and ideas within familiar contexts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting
PERFORMANCE FEATURES INCLUDE:			
Purpose and audience	<ul style="list-style-type: none"> - Identifies texts that are relevant to own needs and interests, e.g. vegetable planting guide - Identifies purpose of at least 2 simple and familiar texts, e.g. personal history, news item 		
Complexity	<ul style="list-style-type: none"> - Comprehends the main ideas in at least 2 types of written texts, e.g. recount, narrative, procedural 		
Prediction and prior knowledge	<ul style="list-style-type: none"> - Makes connections between personal knowledge and experience and the ideas and events in a familiar text 		
Text structure	<ul style="list-style-type: none"> - Recognises that texts have different structures, e.g. narrative compared with web page 		
Textural analysis	<ul style="list-style-type: none"> - Extracts specific information from familiar texts - Compares and contrasts information within short, unambiguous texts - Identifies and interprets at least 2 pieces of information contained in a short, unambiguous text 		
Critical literacy	<ul style="list-style-type: none"> - Recognises the difference between formal and informal registers in familiar written texts - Shows some awareness of how a text may reflect the author's position, e.g. how to vote card put out by a political party 		

READING LEVEL 2

2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting

PERFORMANCE FEATURES INCLUDE:

Strategies	<ul style="list-style-type: none"> - Identifies key words, chunks information and searches surrounding text as an aid to comprehension - Re-reads or slows down when meaning is lost - Uses a variety of word identification skills, e.g. knowledge of letter-sound relationships, whole word recognition, recognition of prefixes, suffixes, common stems
Textual clues	<ul style="list-style-type: none"> - Reads a range of script/print types, e.g. different fonts, legible handwriting - Begins to use layout and headings to predict content and as an aid to understanding - Recognises some features of diagrammatic text, e.g. grid references, dot points, arrows - Begins to skim and scan familiar texts, often using pictures and graphics to locate specific information
Grammar	<ul style="list-style-type: none"> - Identifies main ideas in written texts containing sentences of 1 or 2 clauses linked by simple cohesive devices such as <i>and</i>, <i>but</i>, <i>then</i> - Comprehends texts that include adjectives, pronouns and prepositions
Vocabulary	<ul style="list-style-type: none"> - Recognises vocabulary associated with personally relevant contexts - Recognises abbreviations in familiar contexts, e.g. SMS - Uses dictionary or online facility to determine or clarify word meanings

ASPECTS OF COMMUNICATION	READING LEVEL 2 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Reads short, simple factual or fictional texts for personal enjoyment - Locates and selects information from a written text presented in hard copy or online, e.g. finding the time and channel of a TV program, reads gym timetable with descriptions of classes, the 7-day forecast on a weather website - Reads and locates information in short, simple newspaper articles either online or in hard copy
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Reads key information in a text associated with the functioning of the group, e.g. reads a simple agenda or action list resulting from meeting - Extracts information from a list with language and numeracy components, e.g. selects items from a menu for group lunch based on prearranged budget, identifies names and tasks on new work roster
Procedural (performing tasks)	<ul style="list-style-type: none"> - Reads a brief message from a fellow worker, e.g. note for shift changeover - Matches and cross-references words, symbols, codes and signs contained in work instructions, labels, tags related to own job - Reads and compares information contained in 2 column tables, e.g. uses timetable to calculate time of next bus
Technical (using tools and technology)	<ul style="list-style-type: none"> - Follows touch screen instructions to search for information, e.g. locates specific shop in large shopping complex - Interprets instructions which combine pictorial and written information, e.g. directions on how to operate a piece of machinery safely, uses established log-in routine to access computer-based, internal communication system (intranet) - Uses PC icons on the toolbar, e.g. font, underline, bold
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Locates specific information from a short text, e.g. a table of employee benefits, a pay slip, employment documentation, own job description, work update from staff memo - Reads personally relevant information presented in forms or notices, e.g. notice at the workplace about a fire drill, a class timetable - Reads dials and scales on machinery/equipment, e.g. automatic weigher on packaging machine, temperature dials, counters, franking machine, sewing machine tension, air pressure gauge
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Expresses opinion about the author's intention after reading a simple persuasive text, e.g. political slogan, public service advertisement - Locates specific information in print/online text, e.g. information about a favourite sports team, community events on council website - Reads a public notice, e.g. advising road works to be carried out in local area

READING LEVEL 3

3.03	Evaluates and integrates facts and ideas to construct meaning from a range of text types		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/ routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration
PERFORMANCE FEATURES INCLUDE:			
Purpose and audience	- Identifies purpose and audience of texts across a range of familiar, and some unfamiliar, text types and Aspects of Communication		
Complexity	- Comprehends longer texts with limited complexity which require integration of a number of ideas and pieces of information		
Prediction and prior knowledge	- Draws on prior knowledge together with knowledge of textual cues and text structures to predict content and meaning		
Text structure	- Uses knowledge of familiar text structures to predict content and meaning		
Textual analysis	<ul style="list-style-type: none"> - Separates fact from opinion - Compares several pieces of information from 1 or more texts - Interprets and extrapolates from texts where information is presented in graphic, diagrammatic, formatted or visual formats - Uses knowledge of text to make inferences, e.g. uses cartoon to infer author's stand on subject 		
Critical literacy	<ul style="list-style-type: none"> - Identifies explicit and implicit meaning within a text, e.g. opinion piece - Recognises that an author uses text to serve a particular purpose, e.g. to appeal to or exclude a group - Recognises that the author selects the structure of a text to serve a particular purpose - Recognises that words and grammatical choices may carry particular shades of meaning in different contexts 		

READING LEVEL 3

3.04	Selects and applies a range of reading strategies as appropriate to purpose and text type		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/ routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration
PERFORMANCE FEATURES INCLUDE:			
Strategies	<ul style="list-style-type: none"> - Identifies some explicit questions to be answered by reading - Selects from a range of strategies to aid comprehension, e.g. self-corrects, reads aloud, reads ahead, underlines, makes notes in margin - Skims and scans to locate content - Uses a range of word identification strategies, including phonic and visual letter patterns, syllabification, word origins 		
Textual clues	<ul style="list-style-type: none"> - Uses a range of textual cues such as headings, paragraphing and punctuation to predict content and as an aid to comprehension 		
Grammar	<ul style="list-style-type: none"> - Comprehends some complex and compound sentences - Comprehends dependent clauses introduced by words such as <i>although</i>, <i>when</i>, <i>if</i>, <i>while</i> - Recognises devices used to refer to words or phrases used in previous clauses/sentences - Recognises introductory phrases which indicate that an opinion or a fact is being offered 		
Vocabulary	<ul style="list-style-type: none"> - Recognises and comprehends common idioms - Comprehends some specialised terminology in routine texts - Uses a range of support resources to determine meaning of unknown words 		

ASPECTS OF COMMUNICATION	READING LEVEL 3 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Reads and selects information from a range of written texts both online and in hard copy, e.g. finds time and date of a music concert on online ticket website, finds appropriate podcasts, uses internet banking, plans itinerary from holiday brochures and fact sheets - Reads short simple narrative of choice and discusses how text reflects author's opinion about characters, events or ideas - Reads a range of texts, e.g. formal letter, brochure, SMS, MSN, noting key differences of presentation and layout
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Reads agenda/notes relevant to a workplace or other community meetings and asks questions to clarify meaning and information and to promote discussion - Reads information of relevance to work team and suggests how information may apply to group activities or represent group interests, e.g. annual profit and loss over a period of time - Reads and responds to notices posted on chat rooms
Procedural (performing tasks)	<ul style="list-style-type: none"> - 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, work instructions, emailing assignments as attachments, buying on eBay - Uses text organisers in books, manuals, as an aid to reading, e.g. table of contents, indexes - Interprets information gained from tables, charts and other graphic information using a range of sources including brochures, internet, memos, e.g. plans travel arrangements using a flight schedule and/or brochure, completes work according to work schedule/time frame, takes issues for discussion to team meetings
Technical (using tools and technology)	<ul style="list-style-type: none"> - Uses the author, title, key-word and other search indexes of a library computer - Reads and follows information presented in technical drawings, manuals and work instructions, e.g. specifications for job, construction plans - Uses 'help' facility on software programme to find out how to format a text, e.g. brief report, contribution to workplace or community newsletter, emails to colleagues or to place orders, spreadsheets
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Reads and interprets diagrammatic/graphic texts which are unambiguously presented, e.g. flow chart to describe simple operation in the workplace, pathways of classes/subjects - Identifies relevant information from a range of written texts, e.g. selects personally relevant job advertisement(s) in a newspaper, identifies specific information in an online course handbook
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Identifies key messages in a longer text, e.g. reads a newspaper feature article and identifies the main issues - Uses program guides, reviews and promotions to make choices about personal viewing - Interprets information from a bar graph in an article, then extrapolates information to form an opinion, predict a trend or make recommendations - Reads a diagrammatic text and comments on how information supports or refutes a particular point of view, e.g. how statistics on road fatalities presented in graphic form might be used to justify stricter road rules

READING LEVEL 4

4.03	Interprets and critically analyses structurally complex texts containing some ambiguity		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information
PERFORMANCE FEATURES INCLUDE:			
Purpose and audience	- Recognises and reflects on context, purpose and audience across a range of text types and Aspects of Communication		
Complexity	- Comprehends texts of relative complexity, including those incorporating information presented in graphic, diagrammatic or visual form		
Prediction and prior knowledge	- Integrates prior knowledge with new information in order to predict, construct, confirm, challenge or extend understanding		
Text structure	- Utilises understanding of distinguishing structures and features of a range of text types to aid comprehension, e.g. reports, procedures, narratives		
Textural analysis	- Relates separate pieces of information, some of which may be embedded within a text - Uses inference to assist with interpreting and extrapolating from texts containing abstraction, symbolism		
Critical literacy	- Understands that different sources will present different perspectives, and recognises how text, language and structure influence the reader to adopt particular views and positions - Interprets text to identify what the author has chosen to include or omit		

READING LEVEL 4

4.04	Applies appropriate strategies to support understanding of a range of complex texts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information
PERFORMANCE FEATURES INCLUDE:			
Strategies	<ul style="list-style-type: none"> - Uses explicit questions as a way of focusing attention on content relevant to purpose - Selects from a broad repertoire of strategies when interpreting text, e.g. predicts, constructs mind maps to show connections, checks for accuracy of information by consulting other references - Uses a range of word identification strategies, e.g. understanding of word usage, visual and phonic patterns, word derivations and meanings 		
Textual clues	<ul style="list-style-type: none"> - Uses features such as language structure, vocabulary, layout and punctuation to interpret meaning 		
Grammar	<ul style="list-style-type: none"> - Comprehends simple and complex syntactic structures - Understands how linking devices are used to demonstrate conceptual connections and/or causal relationships - Demonstrates some understanding of nominalisation, modality 		
Vocabulary	<ul style="list-style-type: none"> - Understands specialised vocabulary relevant to own fields of expertise/interests - Draws on support resources as required to clarify/confirm word meanings 		

ASPECTS OF COMMUNICATION	READING LEVEL 4 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Reads texts for enjoyment and reviews these, recognising that there are varying interpretations possible - Gathers information for research from a variety of sources and critically analyses and reviews these, e.g. newspapers, journal articles, internet sites, blogs
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Reads a complex text incorporating information presented in a variety of forms and relates to the interests or activities of work team or group, e.g. analyses charts depicting rises associated with the GST on the cost of living and compares with family expenditure - Accesses training course online, participating in chat rooms and discussion forums
Procedural (performing tasks)	<ul style="list-style-type: none"> - Demonstrates that meaning has been gained by reading a practical text which describes a new workplace or other procedure, and evaluates the text for clarity - Reads diagrammatic texts which include some abstraction, symbolism and technicality, e.g. analyses and contrasts information found in tables and charts, reads company newsletter article containing statistics on safety incidents for the month and recommendations for the implementation of new procedures to reduce the incidence of these
Technical (using tools and technology)	<ul style="list-style-type: none"> - Reads a complex diagram and text to identify components and procedures for dealing with a technical fault or breakdown - Compares and contrasts information gained from a variety of sources such as newspaper articles, technical magazines located online
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Analyses, compares and contrasts information gained from tables, charts, and other text types, e.g. on materials or products to determine suitability of cleaning chemicals for use in laboratory, a comparison of superannuation funds over a period of time - Demonstrates understanding of text describing complex interrelationships of events, e.g. reads and reviews a report detailing a problem and steps taken to address it
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Integrates information and ideas from a range of texts in order to form an opinion, e.g. newspaper article, pamphlet from candidate standing for election - Reads and reviews texts describing complex interrelationships of events, e.g. a report detailing an increase in the number of street brawls and the number of licensed premises

READING LEVEL 5

5.03	Critically organises, evaluates and applies content from a range of structurally complex texts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	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	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation
PERFORMANCE FEATURES INCLUDE:			
Purpose and audience	- Critically reflects on the overt and implied purpose of texts across a broad range of text types and Aspects of Communication		
Complexity	- Comprehends highly complex texts, including those with some technical specificity		
Prediction and prior knowledge	- Uses specialised background knowledge to support interpretation of lexically dense/highly complex texts		
Text structure			
Textural analysis	<ul style="list-style-type: none"> - Compares and contrasts complex ideas and information drawn from complex texts with highly embedded information - Selects, synthesises and organises information from dense texts 		
Critical literacy	<ul style="list-style-type: none"> - Recognises how features such as register and idiom are used to convey and shape meaning - Interprets analyses, reflects on and evaluates a range of complex texts to identify social relations, register and audience influence in the author's choice of text type, structure and language 		

READING LEVEL 5

5.04	Draws on a repertoire of strategies to maintain understanding throughout complex texts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	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	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation
PERFORMANCE FEATURES INCLUDE:			
Strategies	- Uses word identification strategies such as patterns and rules that characterise English spelling to support text comprehension		
Textual clues	- Recognises, understands and responds to organisational conventions appropriate to complex text types, e.g. footnotes and references in an academic paper or business report		
Grammar	- Interprets sophisticated stylistic devices such as nominalisation		
Vocabulary	<ul style="list-style-type: none"> - Draws on a broad vocabulary including idiom, colloquialisms and cultural references to aid comprehension - Draws on a broad range of resources to extend understanding, investigate, research, reflect on use of specific words and phrases 		

ASPECTS OF COMMUNICATION	READING LEVEL 5 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Critically evaluates information on possible management courses as part of own Performance Appraisal review - Critically reviews factual or fictional texts of personal relevance, and responds both personally and critically, commenting on the wider significance of the text
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Reads a text and critically reviews for a particular group or audience, e.g. book club, team meeting - Reads a series of complex texts which include commentary or interpretative remarks and discusses how these may relate to work team, e.g. analyses information comparing the impact of the global economy on the cost of producing local product and the implications for sales
Procedural (performing tasks)	<ul style="list-style-type: none"> - Follows a complex flow chart in order to identify and distil relevant information, e.g. tracks source of non-compliance through workplace process - Reads a procedural text that is detailed in presentation and content, and describes an unfamiliar procedure, e.g. for operating a complex piece of machinery - Reads and evaluates a report from an OHS consultant recommending new safety practices that should be implemented
Technical (using tools and technology)	<ul style="list-style-type: none"> - Compares and contrasts technical specifications provided in a number of technical journals in order to recommend purchase or use of a particular system, machine or equipment - Reads detailed manual for a new complex machine and highlights key information to be included in operator manual
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Reviews relevant national, state and local legislation and/or regulations relevant to job role - Identifies, analyses and evaluates information from a wide variety of sources, e.g. undertakes a task analysis in order to design and develop a training program for implementation in the workplace
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Identifies potentially misleading information and underlying value system implicit in a complex text, and draws own conclusions, e.g. reads an account of public consultations regarding workplace operation for disposal of noxious product - Critically evaluates reports on a matter of public concern and makes recommendations for action, e.g. consultants' reports on re-zoning of public space

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.

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 or emailing), and mobile phone SMS.

The Writing core skill describes an adult learner's performance against two Indicators:

- Audience, purpose and meaning-making strategies
- Vocabulary, grammatical structure and the conventions of writing.

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 form the basis for describing Performance Features within the two Indicators across all 5 ACSF Writing levels. This list of factors is not a checklist, nor is there an order of importance.

INDICATOR ONE	INDICATOR TWO
Audience, purpose and meaning-making strategies	Vocabulary, grammatical structure, and the conventions of writing
<ul style="list-style-type: none"> - Range - Audience - Structure and cohesion - Register - Plan, proof, draft, review 	<ul style="list-style-type: none"> - Vocabulary - Grammar - Punctuation - Spelling - Legibility

Writing Indicator overview

The first Writing Indicator addresses audience, purpose and meaning-making strategies.

The second Writing Indicator addresses vocabulary, grammatical structure, and the conventions of writing.

WRITING INDICATOR OVERVIEW		
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 LEVEL 1			
1.05	Conveys a simple idea, opinion, factual information or message in writing		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising
PERFORMANCE FEATURES INCLUDE:			
Range	- Writes 2 short, simple text types, e.g. fills in form with basic personal details, produces 1 or 2 simple sentences		
Audience	- Shows some recognition that texts have different purposes		
Structure and cohesion	<ul style="list-style-type: none"> - Writes short texts with simple structure, approximating teacher/mentor model and with teacher/mentor support - Demonstrates a very limited understanding of sequence 		
Register			
Plan, proof, draft, review	- Begins to check writing by re-reading		

WRITING LEVEL 1

1.06	Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising
PERFORMANCE FEATURES INCLUDE:			
Vocabulary	- Uses a small bank of individual words and phrases or word lists related to giving personal details or meeting survival needs. May be memorised, transcribed, formulaic		
Grammar	- Begins to use basic structures and limited verb tenses		
Punctuation	- Begins to use basic punctuation, but this may be inconsistent, e.g. capital letters, full stops		
Spelling	- Approximates spelling, with inconsistencies and variations apparent		
Legibility	<ul style="list-style-type: none"> - Writes mostly legible script. May prefer to print rather than write in cursive script, with lack of consistency likely between printed and cursive letter - Uses appropriate orientation of text, e.g. left to right, top to bottom 		

ASPECTS OF COMMUNICATION	WRITING LEVEL 1 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Conveys information by writing a brief and highly contextualised personal message, e.g. writes a brief personal message on a greeting card - Fills in personal details section and signs name on a form, e.g. application for leave, payroll authority, to join a social club - Writes routine, familiar, workplace-specific vocabulary and abbreviations
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Records key information relevant to group, e.g. names and phone numbers of group members - Writes 1 or 2 sentences or notes to summarise a group activity or work process, e.g. notes key words to record personal action resulting from team meeting - Writes personal details and signs own name on a club/union membership form or roster
Procedural (performing tasks)	<ul style="list-style-type: none"> - Fills in details on a simple form such as application for leave, payroll authority, quality log form - Uses a calendar to record personal information - Writes contact numbers for personal reference, e.g. immediate supervisor, emergency services
Technical (using tools and technology)	<ul style="list-style-type: none"> - Types own personal details into a computer-assisted learning program - Receives, opens and replies to email message using short simple text - Writes routine, everyday workplace-specific vocabulary and abbreviations, e.g. product names
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Writes 1 or 2 sentences to support application, e.g. for a further English class within the same centre, application for leave - Completes personal details on a workplace, community or training organisation form, such as authorising direct payment of salary into bank account, writes self-addressed envelope
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Uses calendar to record information related to community or public dates, e.g. class term dates, culturally significant celebrations - Uses diary to record information from public notices and information sheets, e.g. class times, appointments - Uses some common abbreviations, e.g. Mr/Mrs/Ms, am/pm; or symbols, e.g. tick/cross/arrow

WRITING LEVEL 2

2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences

SUPPORT

High level support
May work with expert/mentor
Modelling available and accessible if requested

CONTEXT

Familiar and predictable contexts
Limited range of contexts

TEXT

Simple familiar texts with clear purpose
Familiar vocabulary

TASK COMPLEXITY

Explicit tasks involving a limited number of familiar processes, e.g. identifying, interpreting

PERFORMANCE FEATURES INCLUDE:

Range

- Creates at least 2 text types, e.g. personal history, recipe, email message
- Focuses on topics relevant to personal needs and interests
- Writes at least 1 paragraph (prose text)
- Writes factual or personal information using notes or dot point lists

Audience

- Recognises that words and grammatical choices may vary to meet the requirements of audience and purpose
- Makes some connections between own knowledge and experience and the ideas, events and information in written texts

Structure and cohesion

- Recognises that texts have a structure, e.g. a beginning, middle and end
- Begins to sequence writing with some attention to organising principles of time, importance

Register

- Recognises some differences between the formal and informal registers of familiar written texts

Plan, proof, draft, review

- Begins to plan writing, using strategies such as listing to organise information
- Begins to review writing, incorporating teacher/mentor comments into drafting process

WRITING LEVEL 2

2.06	Produces familiar text types using simple vocabulary, grammatical structures and conventions		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting
PERFORMANCE FEATURES INCLUDE:			
Vocabulary	<ul style="list-style-type: none"> - Extends key vocabulary to include personal details of self, family and relevant others, most aspects of everyday life and other vocabulary of personal significance 		
Grammar	<ul style="list-style-type: none"> - Uses action words and simple verb tenses in sentences of 1 or 2 clauses - Uses adjectives, pronouns and prepositions to describe people, places, things and events - Uses simple cohesive devices, such as <i>and</i>, <i>but</i>, <i>then</i> - Uses time/location markers such as <i>first</i>, <i>then</i>, <i>yesterday</i>, <i>in</i>, <i>at</i> 		
Punctuation	<ul style="list-style-type: none"> - Uses basic punctuation, e.g. a capital letters, full stops, commas 		
Spelling	<ul style="list-style-type: none"> - Attempts spelling by using familiar letter patterns including phonic letter patterns, common stems, suffixes and prefixes - Uses a spellchecker with support - Refers to dictionary to check spelling or vocabulary choices - Shows some variation in spelling and grammar that does not interfere with overall meaning 		
Legibility	<ul style="list-style-type: none"> - Writes legible script 		

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting

PERFORMANCE FEATURES INCLUDE:

Vocabulary	<ul style="list-style-type: none"> - Extends key vocabulary to include personal details of self, family and relevant others, most aspects of everyday life and other vocabulary of personal significance
Grammar	<ul style="list-style-type: none"> - Uses action words and simple verb tenses in sentences of 1 or 2 clauses - Uses adjectives, pronouns and prepositions to describe people, places, things and events - Uses simple cohesive devices, such as <i>and</i>, <i>but</i>, <i>then</i> - Uses time/location markers such as <i>first</i>, <i>then</i>, <i>yesterday</i>, <i>in</i>, <i>at</i>
Punctuation	<ul style="list-style-type: none"> - Uses basic punctuation, e.g. a capital letters, full stops, commas
Spelling	<ul style="list-style-type: none"> - Attempts spelling by using familiar letter patterns including phonic letter patterns, common stems, suffixes and prefixes - Uses a spellchecker with support - Refers to dictionary to check spelling or vocabulary choices - Shows some variation in spelling and grammar that does not interfere with overall meaning
Legibility	<ul style="list-style-type: none"> - Writes legible script

ASPECTS OF COMMUNICATION	WRITING LEVEL 2 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Writes a paragraph describing country of origin/job history - Creates a short report, e.g. describes previous English classes or other training course - Accesses and uses a range of computer learning programmes, e.g. Crossword Magic - Writes a note of explanation, e.g. explains own absence in a note to teacher/trainer/manager - Enters short recount in diary/journal/log book
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Writes a list of tasks to be completed by other members of the group, e.g. roster, action plan - Contributes to short report summarising group response, e.g. workplace problem solving group, local community action group - Creates list or simple flyer on information to be discussed at a workplace, social or sporting club meeting
Procedural (performing tasks)	<ul style="list-style-type: none"> - Prepares brief instructions for group member on familiar process, e.g. favourite recipe - Writes a brief message for a fellow worker, e.g. shift changeover note - Writes a brief dot-point statement about a process/procedure decided in team meeting
Technical (using tools and technology)	<ul style="list-style-type: none"> - Enters routine data associated with production processes and control procedures into database using familiar software - Records simple and routine information using the telephone, e.g. takes a phone message with name, phone number, and a short message, on a form designed for this purpose - Creates and responds to SMS texts using accepted presentation
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Writes brief systems-related texts using an established format, e.g. a brief shift report, menu, order form, OHS incident on standard workplace form/proforma, product non-conformance - Completes a range of forms requiring routine, factual data, e.g. OH&S records, job application, reimbursement form for expenses such as use of vehicle, pick up and delivery dockets - Writes brief text expressing an opinion, e.g. for company's employee suggestion box
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Completes forms related to participation in community services/activities, e.g. completes brief local council survey, participates in online competition - Writes a short description of item for sale to be placed on staff/community notice board/e-board - Writes a paragraph suggesting improvements, e.g. longer class times, improved facilities at the community centre

WRITING LEVEL 3

3.05 Communicates relationships between ideas and information in a style appropriate to audience and purpose

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration

PERFORMANCE FEATURES INCLUDE:

Range	- Produces a range of familiar text types, with appropriate structures, across a range of Aspects of Communication
Audience	- Demonstrates the need to vary written language to meet requirements of audience and purpose - Chooses appropriate text type to communicate relevant information and/or ideas effectively, e.g. memo, dialogue, poem - Begins to use writing as a tool for identifying issues and generating new ideas
Structure and cohesion	- Sequences writing to produce cohesive text - Interrelates ideas and information and some support material when writing about familiar topics - Uses layout consistent with text type
Register	- Demonstrates an understanding of a range of formal and informal registers
Plan, proof, draft, review	- Uses basic models to produce a range of text types, although may handle some more easily than others - Uses the process of planning, drafting and proofreading - Self-corrects own writing to check for consistency and accuracy

WRITING LEVEL 3

3.06	Selects vocabulary, grammatical structures and conventions appropriate to the text		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration
PERFORMANCE FEATURES INCLUDE:			
Vocabulary	<ul style="list-style-type: none"> - Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available - Uses vocabulary with increasing precision to show how words carry particular shades of meaning - Uses English dictionary or thesaurus (hard copy or online) to extend vocabulary bank - Begins to use acronyms - Recognises and uses some common idioms 		
Grammar	<ul style="list-style-type: none"> - Uses introductory phrases which indicate that an opinion, or a fact, is being offered - Uses some complex and compound sentences - Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions, and express viewpoints - Uses dependent clauses introduced by words such as <i>although</i>, <i>when</i>, <i>if</i> and <i>while</i> 		
Punctuation	<ul style="list-style-type: none"> - Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, exclamation marks, quotation marks 		
Spelling	<ul style="list-style-type: none"> - Uses a spellchecker with increasing understanding and independence and awareness of its limitations - Spells with reasonable accuracy - Attempts to spell unfamiliar words, using a range of strategies including phonic and visual letter patterns, syllabification, word origin 		
Legibility	<ul style="list-style-type: none"> - Uses legible handwriting style or computer font appropriate to audience and purpose 		

ASPECTS OF COMMUNICATION	WRITING LEVEL 3 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Composes a letter/email to a friend recounting recent events - Sends and receives email in a formal context, e.g. to enquire about accommodation - Writes a creative/expressive/imaginative text, e.g. poem or song - Completes performance appraisal review form and identifies personal goals
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Writes a report that may include graphs or diagrams, for a specified purpose - Takes notes in a short discussion in order to inform others who were not present - Prepares an agenda for a workplace or other community meeting
Procedural (performing tasks)	<ul style="list-style-type: none"> - Writes a short formal letter outlining instructions for a particular purpose, e.g. closure of bank account - Completes a range of formatted texts, e.g. selects and integrates information relevant to completed job on a job report form, records information on a vehicle-maintenance record form, incident report form - Writes clear sequenced instructions for routine/everyday context, e.g. prepares workplace timetable for start up and shut down procedures
Technical (using tools and technology)	<ul style="list-style-type: none"> - Uses a word processing program on a computer to produce own texts, e.g. brief reports, contribution to workplace or community newsletter, emails to colleagues or to place orders - Uses email for day to day communication e.g. to work colleague, to teacher, to friend - Uses functions such as format and copy and paste to integrate/save/transfer information - Writes clear sequenced instructions for using routine/everyday technology, e.g. office equipment, ATM
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Writes factual text, e.g. job history as part of a job application letter, following organisational guidelines - Writes routine report, e.g. accident report, incident report; reports cases where repair work is not able to be completed as requested - Completes workplace records and forms accurately and legibly using correct technical and enterprise specific vocabulary
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Expresses own opinion about a local issue of personal concern by writing a letter to relevant authority outlining concerns, e.g. letter to local newspaper or city council - Records comments from customer regarding quality of service provided - Completes a survey about the quality of a local service

WRITING LEVEL 4

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

WRITING LEVEL 4

4.06 Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information

PERFORMANCE FEATURES INCLUDE:

Vocabulary	<ul style="list-style-type: none"> - Selects vocabulary to create nuances of meaning in chosen fields of knowledge or in particular contexts - Understands and uses vocabulary specific to topic
Grammar	<ul style="list-style-type: none"> - Uses grammatical structures and vocabulary appropriate to register - Uses structurally complex sentences - Demonstrates some understanding of nominalisation and condenses ideas, processes, descriptions and/or explanations into abstract nouns - Has some control over modality, using modal verbs and other modification devices
Punctuation	<ul style="list-style-type: none"> - Uses punctuation accurately and effectively to convey a range of emotions or intentions
Spelling	<ul style="list-style-type: none"> - Uses a range of spelling strategies, e.g. understanding of word usage, visual and phonic patterns, word derivations and meanings - Accurately spells most frequently used words, including relevant technical and specialised vocabulary
Legibility	

ASPECTS OF COMMUNICATION	WRITING LEVEL 4 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Creates a detailed narrative where ideas, details and events relevant to the story-line are developed and described in depth - Writes 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 company newsletter - Applies research skills to obtain specific information using a range of literature and other print media as a major source, then summarises data collected to produce a written report on topic of personal interest
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Writes clear and detailed instructions organised sequentially for members of a group in order to complete an activity, e.g. writes Standard Operating Procedure for a process involving several work stations, develops detailed flow chart to guide community development project - 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
Procedural (performing tasks)	<ul style="list-style-type: none"> - Prepares data for team/group using graphs to compare production output over a period of time, and includes suggested recommendations for improving production targets - 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. operating procedures, job instructions, evacuation instructions
Technical (using tools and technology)	<ul style="list-style-type: none"> - Writes a report of the impact of a particular technology for a specific audience, e.g. management committees, tripartite committees - Writes instruction manual for new piece of equipment or machinery - Uses software to prepare a report or presentation, e.g. PowerPoint, Flash - Develops a storyboard
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Prepares job application documents, e.g. writes a comprehensive application for a position addressing key selection criteria of a position description - 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, reports - Demonstrates understanding of text describing complex interrelationships of events, e.g. writes a letter to a customer apologising for a lost item, prepares a report for the manager detailing problem and steps taken to address the problem
Public (interacting with the wider community)	<ul style="list-style-type: none"> - 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 recommendations - Develops a text that describes the interrelationships depicted in tabular/graphic form, e.g. report of a survey comparing a range of opinions on a matter of public importance

WRITING LEVEL 5

5.05	Generates complex written texts, demonstrating control over a broad range of writing styles and purpose		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	Broad range of contexts Adaptability within and across contexts Specialisation in 1 or more contexts	Highly complex texts Highly embedded information Includes highly specialised language	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation
PERFORMANCE FEATURES INCLUDE:			
Range	- Demonstrates sophisticated control of a broad range of text types and Aspects of Communication		
Audience	- 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		
Structure and cohesion	<ul style="list-style-type: none"> - Organises content in a manner that supports the purposes and format of the product, e.g. report, 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, styles 		
Register	- Has established register flexibility and sensitivity and interprets register as related to social relationships in a broad range of contexts		
Plan, proof, draft, review	- Uses the drafting and revision process to extend and clarify thinking		

WRITING LEVEL 5			
5.06	Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	Broad range of contexts Adaptability within and across contexts Specialisation in 1 or more contexts	Highly complex texts Highly embedded information Includes highly specialised language	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation
PERFORMANCE FEATURES INCLUDE:			
Vocabulary	<ul style="list-style-type: none"> - Understands and uses broad vocabulary including idioms, colloquialisms, cultural references as appropriate - Understands and uses appropriate specialised vocabulary in a variety of situations, e.g. explanations, descriptions, arguments 		
Grammar	<ul style="list-style-type: none"> - Uses a variety of words and grammatical structures to achieve precise meaning - Uses and interprets sophisticated stylistic devices such as nominalisation - Uses grammatical structures accurately and effectively - Understands and uses linking devices effectively to demonstrate complex conceptual connections, and/or causal relationships 		
Punctuation	<ul style="list-style-type: none"> - Uses features of punctuation, font and layout effectively, e.g. semi-colons, brackets, italics 		
Spelling	<ul style="list-style-type: none"> - 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 		
Legibility			

ASPECTS OF COMMUNICATION	WRITING LEVEL 5 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Writes a personal letter which details complex personal circumstances/responses where a level of subtlety is required, e.g. support letter in a court case - Write a recount of a short story from the point of view of one of the characters, using literacy devices such as descriptive techniques, development of character and appropriate tone - Prepares a critical evaluation on information regarding possible training courses available as part of own Performance Appraisal Review
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Writes a report of an investigation which requires a small group to design, implement, analyse and present results in an appropriate format - Develops a collective response, e.g. letter of complaint about workplace conditions, cutbacks to funding for local/community service such as library, childcare centre, drop-in centre
Procedural (performing tasks)	<ul style="list-style-type: none"> - Writes an organisational plan based on task analysis, survey of participants, and financial information - 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 in which print is supported by graphics, diagrams and charts, taking into account the needs of a culturally and linguistically diverse workforce - Prepares task and required documentation for an assessment event using clear and comprehensible language and layout
Technical (using tools and technology)	<ul style="list-style-type: none"> - Defines the purposes and objectives for the use of a particular technology, e.g. writes a report which includes a detailed analysis of a new form of technology as applied in a particular workplace or environment - Adapts task instructions to suit changes in technology, e.g. writes plain English instructions for the operation of a new machine based on the manufacturer's instructions - Uses software capabilities to insert footnotes, references, or prepare automatic contents page
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Participates actively in a meeting by taking detailed and accurate minutes - 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 - Identifies, analyses and evaluates information from a wide variety of sources, e.g. carries out a task analysis in order to design and develop a program for implementation
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Writes for specific audience in order to convey detailed information and/or explore different perspectives on complex, challenging issues, e.g. revises a needlessly complicated leaflet and presents it in plain English - Writes a cohesive, well-structured article for a local community newspaper on a complex issue, presenting alternative views, evidence and recommendations - Designs a survey to accurately ascertain customer satisfaction levels and presents a process to evaluate responses

Oral Communication

Oral Communication

Oral Communication, like other skill areas in the ACSF, is based on the view that language is a social event, the purpose and context of which shape the construction of the oral text.

Oral Communication has been divided into 2 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 may tend to be more formulaic and structured often involving 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 building/maintaining a relationship, problem-solving or exploring issues. 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 power relations, social distance and emotional/attitudinal factors.

The Oral Communication core skill describes an adult learner's performance against two Indicators:

- Speaking
- Listening.

The core skill of Oral Communication recognises the following:

- The range of interactional strategies as determined by audience, context and purpose
- Use of register (cultural knowledge and linguistic knowledge employed in order to create and interpret spoken texts within social contexts, that is, in terms of the participants, purposes, settings, topics)
- Fluency and sustained interaction
- Use of generic structures (vocabulary, grammatical forms and relationships between utterances as they occur in specific types of spoken texts)
- Use of appropriate paralinguistics to support the communicative process
- Aural information processing demands (reflective response to spoken texts).

A set of factors influencing development of expertise as speaker and listener form the basis for describing Performance Features within the 2 Indicators across all 5 ACSF Oral Communication levels. This list of factors is not a checklist, nor is there an order of importance.

INDICATOR ONE	INDICATOR TWO
Speaking	Listening
<ul style="list-style-type: none"> - Range and context - Audience and purpose - Register - Cohesion and structure - Grammar - Vocabulary - Pronunciation and fluency - Paralinguistics 	<ul style="list-style-type: none"> - Range and context - Audience and purpose - Structure and grammar - Comprehension - Vocabulary - Rhythm, stress, intonation - Paralinguistics

Oral Communication Indicator overview

The first Oral Communication indicator primarily addresses speaking.

The second Oral Communication indicator primarily addresses listening.

ORAL COMMUNICATION INDICATOR OVERVIEW		
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	Selects and uses appropriate strategies to establish and maintain spoken communication 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 LEVEL 1

1.07	Gives or elicits basic information in a short, simple spoken context		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising
PERFORMANCE FEATURES INCLUDE:			
Range and context	- Understands and responds appropriately in highly familiar oral contexts where exchanges are short and explicit		
Audience and purpose	<ul style="list-style-type: none"> - 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 		
Register			
Cohesion and structure			
Grammar	- Uses basic structures and very limited verb tenses		
Vocabulary	- 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		
Pronunciation and fluency	<ul style="list-style-type: none"> - 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 		
Paralinguistics	- Relies heavily on paralinguistic support such as gestures and facial expressions to express meaning		

ORAL COMMUNICATION LEVEL 1

1.08	Listens for basic information in short, simple oral texts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising
PERFORMANCE FEATURES INCLUDE:			
Range and context	<ul style="list-style-type: none"> - Understands exchanges that are short and explicit - Depends on prior knowledge of context and personal experience when listening 		
Audience and purpose	<ul style="list-style-type: none"> - Identifies specific information in spoken texts relating to items, people and/or activities in the immediate environment 		
Structure and grammar	<ul style="list-style-type: none"> - Comprehends basic structures and very limited verb tenses 		
Comprehension	<ul style="list-style-type: none"> - Comprehends simple questions - Indicates a need for clarification or repetition - Identifies requests for clarification or repetition 		
Vocabulary	<ul style="list-style-type: none"> - 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 		
Rhythm, stress, intonation	<ul style="list-style-type: none"> - Depends on repetition of utterances when necessary, and slow, clear speech 		
Paralinguistics	<ul style="list-style-type: none"> - Relies heavily on gestures and facial expressions to make meaning 		

ASPECTS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 1 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Makes and responds to simple enquiries relevant to personal needs, e.g. asks about a training program advertised on the notice board, asks directions to toilets - Exchanges personal details in a casual conversation with known interlocutors - Listens and responds to direct questions by reciting personal details such as name, address, age, country of origin, date of birth, date of arrival - Asks questions and responds to brief, factual information in order to undertake simple oral negotiations to fulfil personal needs, e.g. establishes the price of a cup of coffee to make a purchase
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Exchanges highly familiar information, e.g. introduces self to class, work team, and listens to the introductions of others, responding appropriately - Exchanges information in order to complete a group task, e.g. indicates a need for, or the availability of, a particular technology or support - Listens to suggestions and participates in a negotiated group activity, e.g. comes to an agreement about a meeting place for a workplace function, class excursion, family picnic
Procedural (performing tasks)	<ul style="list-style-type: none"> - Gives short, straightforward instructions consisting of 1 or 2 steps, e.g. tells someone directions to reach a nearby location such as the way to the canteen, the nearest emergency exit, the office/reception/student admin, street directions given by taxi driver - Asks questions and follows specific information/instructions in immediate environment in order to complete a 1-step procedure, e.g. stop machine when red light goes on, where to sit in waiting room, meeting area
Technical (using tools and technology)	<ul style="list-style-type: none"> - Describes routine task, using workplace-specific vocabulary as appropriate, supported by body language, e.g. how to turn on a familiar piece of machinery or operate a piece of technology, such as the drink machine to new worker or club member - Expresses opinion in a short spoken exchange, e.g. indicates possible cause for machine failure - Asks questions and follows specific information or instructions in immediate environment in order to use technology or medium, e.g. how to key in ID information to access a new computer program, use a tape recorder in an Individual Learning Centre
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Introduces self and exchanges greetings appropriately in an institutional setting, e.g. Medicare office, reception at an education provider, personnel at a job interview - Reports a problem to appropriate personnel, e.g. faulty parts to a supervisor, school absence to child's primary school teacher - Listens to and responds to short, clearly worded requests, e.g. attends meeting area; takes an early lunch break; indicates availability for weekend work, need for blood test at clinic
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Gives basic facts about own personal background in a survey at work, in class or community settings - Elicits and responds to information in order to undertake simple oral negotiations, e.g. uses public transport by locating destination on public transport map, asking for ticket and tendering fare - Listens to short text of immediate interest and identifies key information, e.g. fire drill, television weather report

ORAL COMMUNICATION LEVEL 2

2.07	Uses everyday language to provide information or maintain a conversation in familiar spoken contexts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting
PERFORMANCE FEATURES INCLUDE:			
Range and context	- Demonstrates language use appropriate to some different interactional purposes, e.g. gives opinion or explanation, makes enquiry, seeks clarification		
Audience and purpose	- Begins to provide key information relevant to an exchange - Recognises that words and grammatical choices may vary to meet the requirements of audience and purpose		
Register	- Begins to demonstrate a recognition of the differences between formal and informal registers		
Cohesion and structure	- Makes connections between own knowledge and experience, and ideas, events and information when speaking - Uses simple questions and instructions in order to exchange or obtain goods or services, gather and provide information		
Grammar	- Refines conversational skills by using common openings and closings - Uses adjectives, pronouns and prepositions to describe people, places, things and events		
Vocabulary	- 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		
Pronunciation and fluency	- Produces mostly intelligible pronunciation, stress patterns and intonation. Some variations may require clarification - Speaks slowly, and pronounces key words deliberately		
Paralinguistics	- Relies on facial expressions and gestures to clarify or confirm meaning		

ORAL COMMUNICATION LEVEL 2

2.08	Listens for relevant information in oral texts across familiar contexts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting
PERFORMANCE FEATURES INCLUDE:			
Range and context	<ul style="list-style-type: none"> - Comprehends language used in a limited number of contexts - Makes connections between own knowledge and experience and purpose of oral texts 		
Audience and purpose	<ul style="list-style-type: none"> - Begins to demonstrate a recognition of the differences between the formal and informal registers 		
Structure and grammar	<ul style="list-style-type: none"> - Follows the use of adjectives, pronouns and prepositions to describe people, places, things and events - Comprehends the use of simple verb tenses in sentences with 1 or more clauses - Comprehends oral texts which have a predictable structure and familiar vocabulary 		
Comprehension	<ul style="list-style-type: none"> - Comprehends straightforward questions and instructions in order to exchange or obtain goods or services, gather and provide information - Responds to questions and takes turns to maintain simple conversations - Begins to identify key information relevant to an exchange - Asks questions to clarify meaning when listening - Indicates need for repetition 		
Vocabulary	<ul style="list-style-type: none"> - Recognises vocabulary related to personal details of self and family and relevant others, most aspects of everyday life, and other vocabulary of personal significance 		
Rhythm, stress, intonation	<ul style="list-style-type: none"> - Recognises changes in stress and intonation 		
Paralinguistics	<ul style="list-style-type: none"> - Interprets facial expressions and gestures to refine or confirm meaning 		

ASPECTS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 2 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Makes a telephone call and responds appropriately to questions which require basic personal details, e.g. makes an appointment at the community health centre - Participates in short casual conversation with a colleague/friend/classmate expressing personal understanding of event/issue/preference - Locates and selects information from a spoken text, e.g. listening for the time and channel of a preferred TV program
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Participates in task distribution which requires some negotiation with other members of the group, e.g. job rotation, organising a class excursion, farewell drinks for a colleague, filling shift for worker who will be/is absent - Discusses issues from company or union newsletter, community, recreational or social club newsletter - Participates in an informal conversation, e.g. exchanges greetings with and expresses opinion to a fellow group member, asks questions and makes comments that expand ideas and seek clarification
Procedural (performing tasks)	<ul style="list-style-type: none"> - Explains routine procedures to others, e.g. workplace safety procedures, fire drill, how to secure lockers at swimming pool - Reports a problem/hazard/fault/ defect to a supervisor or utility company - Asks questions to clarify and confirm instructions, e.g. questions steps in a new procedure if unsure, confirms necessary arrangements for child to attend school excursion - Listens to short, explicit instructions to learn new procedures needed to complete a task, e.g. uses a piece of machinery in the workplace, uses a computer program
Technical (using tools and technology)	<ul style="list-style-type: none"> - States/describes problems with a technology, e.g. need for left-handed mouse - Follows directions to perform a sequence of routine tasks, e.g. uses machinery/equipment such as a fax machine, fork lift, makes pre-operational checks on machinery/plant equipment, uses distance education to participate in instruction - Listens to brief recorded telephone instructions and acts appropriately, e.g. uses dial selection to pay a bill, selects a preferred GP
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Receives and passes on straightforward messages, e.g. variations to work roster or training timetable, changes to medical appointments - Participates in a face-to-face oral exchange, e.g. job interview, enquires about training opportunities, time of delivery or pick-up - Listens for specific information in a formal meeting
Public (interacting with the wider community)	<ul style="list-style-type: none"> - 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 - Listens to a radio program on a familiar, personally relevant topic and comments on an item of interest

ORAL COMMUNICATION LEVEL 3

3.07 Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/ routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration

PERFORMANCE FEATURES INCLUDE:

Range and context	- 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
Audience and purpose	- Demonstrates some awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose
Register	- Demonstrates awareness of choices for register, especially in situations that are familiar
Cohesion and structure	- Identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
Grammar	- Uses introductory phrases which indicate that an opinion, or a fact, is being offered - Uses dependent clauses introduced by words such as <i>although</i> , <i>when</i> , <i>if</i> and <i>while</i> - Uses appropriate grammatical forms and vocabulary in everyday contexts, e.g. to give instructions, give explanations, ask questions, express viewpoints
Vocabulary	- Uses some common idioms - Uses vocabulary that is sufficiently broad so that a relevant word is almost always available for both everyday and more specific contexts
Pronunciation and fluency	- Refines intended meaning, varying speed and changing tone or emphasis when speaking - Uses pronunciation, stress patterns and intonation which do not obscure meaning but may require occasional clarification - Uses speech that may be characterised by uneven flow, with some repetition, especially in longer utterances
Paralinguistics	- Uses interactional strategies such as non-verbal feedback in order to support effective communication

ORAL COMMUNICATION LEVEL 3

3.08	Derives meaning from a range of oral texts in familiar and some unfamiliar contexts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/ routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration
PERFORMANCE FEATURES INCLUDE:			
Range and context	<ul style="list-style-type: none"> - 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 - Identifies gist of oral texts with some unfamiliar elements, e.g. movies, presentations 		
Audience and purpose	<ul style="list-style-type: none"> - Recognises the way structure and register may change according to the purpose of the oral text 		
Structure and grammar	<ul style="list-style-type: none"> - Recognises introductory phrases which indicate that an opinion, or a fact, is being offered - Comprehends dependent clauses introduced by words such as <i>although</i>, <i>when</i>, <i>if</i> and <i>while</i> - Identifies cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate - Follows the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions and viewpoints 		
Comprehension	<ul style="list-style-type: none"> - Comprehends longer oral texts with limited complexity - Listens for relevant information in order to make notes from oral texts on a range of everyday topics 		
Vocabulary	<ul style="list-style-type: none"> - Comprehends both everyday vocabulary and vocabulary from more specific contexts - Recognises some common idioms 		
Rhythm, stress, intonation	<ul style="list-style-type: none"> - Can generally interpret stress patterns and intonation - Follows speech at normal rate of utterance 		
Paralinguistics	<ul style="list-style-type: none"> - Provides non-verbal feedback in order to show interest or attitude 		

ASPECTS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 3 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Provides information on how own skills meet a criteria, e.g. for internal promotion or transfer, prerequisites for a training course - Presents narrative by telling a story to a classmate or colleague, adjusting language as appropriate to audience - Expresses own opinion and elicits the opinion of others in a casual conversation, e.g. discusses work conditions of previous jobs, discusses issues associated with underage drinking
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Canvasses a group of people for issues and views, e.g. to make recommendations on the quality of food in the canteen or at a truck stop, on changes to shift/roster/training times, to identify preferred activities for a social or community club - Participates in a small group discussion, e.g. to solve a problem or share opinion on a subject of interest to the group such as reducing waste, planning a group activity - Works with a partner to develop an oral presentation
Procedural (performing tasks)	<ul style="list-style-type: none"> - Expresses opinion and makes suggestion regarding a working procedure, assessment procedure - Questions implications of new procedures, e.g. employment conditions/ opportunities, training course requirements - Listens to spoken instructions and chooses appropriate action, e.g. appropriate materials for the job, how to organise course materials and work completed including electronic storage
Technical (using tools and technology)	<ul style="list-style-type: none"> - Gives clear sequenced instructions of several steps, e.g. how to use a photocopier or CD player, or log on or off a computer - Expresses opinion regarding the use of technology, e.g. most appropriate use of email, mobile phone, fax, SMS, for particular task - Communicates using radio equipment, e.g. report to base on field emergency - Listens to sequenced instructions of several steps and performs tasks related to using technology, e.g. to manage files and discs, print documents and use a mouse, complete telephone banking transaction
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Attends and participates in a work or community meeting, either listening for specific information or following the flow of ideas and contributing as appropriate - Participates in an oral exchange requiring some negotiation, e.g. responds to specific enquiries, complaints, problems with clients or customers - Listens to and notes specific information from an announcement such as emergency evacuation procedures
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Expresses own opinion about a local issue and elicits the views of others by participating in a casual conversation - Listens to, reads or views a persuasive text and discusses the main idea by identifying key features supporting the message being sent, e.g. TV advertisement, public notice, political advertisement, documentary - Provides information about services and facilities in own community to new neighbour/to compare with other neighbourhoods

ORAL COMMUNICATION LEVEL 4

4.07 Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information

PERFORMANCE FEATURES INCLUDE:

Range and context	- Engages in complex oral negotiations, such as exploring issues, problem-solving, reconciling points of view or bargaining
Audience and purpose	- Reflects on underlying meaning of the communication and responds appropriately - Considers aspects of context, purpose and audience when generating oral texts
Register	- Uses register appropriate to the context - 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
Cohesion and structure	- Relates separate pieces of information within a spoken text, rather than treating them as separate units of information - Participates effectively in spoken interactions by using strategies to confirm, clarify or repair understanding, and makes constructive additions to what has been said - Initiates topic shifts and points of clarification, and gives verbal and non-verbal feedback
Grammar	- Demonstrates control of most distinguishing linguistic structures and features of a range of oral genres, such as reports, discussions, procedures and narratives
Vocabulary	- Selects vocabulary to create nuances of meaning in fields of knowledge or in particular contexts
Pronunciation and fluency	- Uses stress, intonation and gesture effectively to convey a range of emotions or intentions - Uses intelligible pronunciation, and stress and intonation patterns - Demonstrates generally appropriate flow of speech though may have occasional repetition, hesitation or self-correction
Paralinguistics	- Monitors the effectiveness of the interaction by adjusting gesture and other paralinguistic features

ORAL COMMUNICATION LEVEL 4

4.08 Applies appropriate strategies to extract main ideas from oral texts across a range of contexts

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information

PERFORMANCE FEATURES INCLUDE:

Range and context	- Uses knowledge of principal conventions of language to assist with constructing meaning from a range of oral text types including conversations, discussions and negotiations
Audience and purpose	- Interprets register pertaining to particular contexts - Considers aspects of context, purpose and audience when comprehending oral texts
Structure and grammar	- Understands oral texts which use complex syntactic structures - Follows oral texts which use modal verbs and other modification devices, abstract nouns and some nominalisation
Comprehension	- Relates separate 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
Vocabulary	- Understands vocabulary specific to topic - Follows oral texts which include vocabulary that creates nuances of meaning
Rhythm, stress, intonation	- 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 requesting clarification, and/or variation in volume and pace as necessary
Paralinguistics	- Interprets gesture and other paralinguistic features - Responds to topic shifts and points of clarification, and gives non-verbal feedback

ASPECTS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 4 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Gives a personal response to an oral text, such as a movie, by discussing motives and feelings of key personalities, as well as recounting the plot - Develops and refines personal views when expressing opinion, reflecting on perspectives offered in discussion, e.g. drug testing in schools, the benefits of changes to recruitment policy - Listens to an oral text such as a speech, lecture, play or other public performance, and gives a personal and reflective response
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Presents issue/agenda item in a class or workplace meeting, and furthers group understanding of relevant ideas through constructive engagement in subsequent discussion - Takes listening role in group to note relevant information, e.g. takes minutes of meetings in workplace or community, takes notes from class discussion of particular issue - 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 the use of public land, workplace meeting to decide future policy changes
Procedural (performing tasks)	<ul style="list-style-type: none"> - Presents explanation of workplace, study or community procedure to group, choosing language appropriate to audience, e.g. explains steps in research project, passes on information about new work process gained from attending in-service - Compares the procedures used to complete tasks in discussions with colleagues/group members - Listens to a set of instructions detailing changes to workplace/study processes, notes key changes and the reasons for the changes, e.g. improved handling of biological material
Technical (using tools and technology)	<ul style="list-style-type: none"> - Sequences complex technical instructions to ensure understanding, including pitfalls to be avoided when training others to use machinery, appliances or equipment - Actively participates in group discussion of new technology and subsequent changes to work, study, personal routines - Follows a sustained sequence of instructions presented orally when using new technology, machinery, appliance or equipment - Takes part in a teleconference, using audio cues to engage in dialogue, further own viewpoint and listen and respond to the views of others
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Presents information to colleagues after attending in-service, adapting language of presentation to meet the needs of particular groups - Facilitates team discussions, e.g. on suggested changes to work practices, implications of workplace mission/vision statements with work team - Listens strategically and systematically records spoken information in institutional settings, e.g. compares costs and benefits of various types of health fund cover, takes lecture notes as resource for assessment, takes minutes of meeting
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Gives prepared talk to a community group on a personally familiar subject which is of general interest, adapting information to context and needs of audience, e.g. addresses school/Rotary/Probus club about career path followed, overcoming adversity/living with chronic illness - Interacts effectively with members of the public to identify and remedy problems/complaints /disagreements, e.g. responds to calls from clients regarding service provision - Listens to oral presentation of community interest and takes comprehensive, structured and systematic notes of, e.g. a Legal Aid talk containing abstractions and technicalities - Listens to, reviews and discusses current news items and contemporary issues as reported and depicted in the media, and summarises issues orally to accurately reflect and capture information as presented, e.g. government policies regarding health/immigration/education

ORAL COMMUNICATION LEVEL 5

5.07	Establishes and maintains complex and effective spoken communication in a broad range of contexts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	Broad range of contexts Adaptability within and across contexts Specialisation in 1 or more contexts	Highly complex texts Highly embedded information Includes highly specialised language	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation
PERFORMANCE FEATURES INCLUDE:			
Range and context	- Demonstrates sophisticated control of a range of oral genres		
Audience and purpose	- Uses spoken language to make hypotheses, to plan and to influence others		
Register	<ul style="list-style-type: none"> - Demonstrates command of language structures, registers, vocabulary and idioms required in formal and informal communicative events - Demonstrates flexible and effective use of register 		
Cohesion and structure	<ul style="list-style-type: none"> - Negotiates complex problematic spoken exchanges by establishing a supportive environment, bringing together different points of view - Revises own speaking to enhance meaning and effectiveness 		
Grammar	- Uses grammatical structures to achieve precise meaning, such as when gathering and providing information, exploring issues and problem-solving		
Vocabulary	<ul style="list-style-type: none"> - Uses specialised vocabulary appropriate to context, e.g. explanations, descriptions, debates, exchanging or obtaining goods and services - Uses broad vocabulary including idioms, colloquialisms and cultural references as appropriate 		
Pronunciation and fluency	<ul style="list-style-type: none"> - Adjusts stress and intonation in order to convey mood and meaning - Demonstrates fluency in a range of contexts 		
Paralinguistics	- Reflects on and revises use of paralinguistics to enhance performance		

ORAL COMMUNICATION LEVEL 5

5.08 Displays depth of understanding of complex oral texts which include multiple and unstated meanings

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	Broad range of contexts Adaptability within and across contexts Specialisation in 1 or more contexts	Highly complex texts Highly embedded information Includes highly specialised language	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation

PERFORMANCE FEATURES INCLUDE:

Range and context	- Demonstrates command of language structures, registers, vocabulary and idiom required to participate in complex problematic oral exchanges as well as extended conversational exchanges
Audience and purpose	- Demonstrates sensitivity to register across a broad range of contexts
Structure and grammar	- Follows oral texts which include structurally complex sentences - Understands oral texts which use sophisticated stylistic devices such as nominalisation
Comprehension	- Draws on a repertoire of active listening strategies to maintain understanding throughout oral texts - Listens in order to make notes from spoken texts across a range of contexts
Vocabulary	- Understands broad vocabulary including idioms, colloquialisms and cultural references - Understands appropriate specialised vocabulary in a variety of situations, e.g. explanations, descriptions, debates, exchanging or obtaining goods and services
Rhythm, stress, intonation	- Actively interprets mood and meaning conveyed through stress and intonation
Paralinguistics	- Interprets subtle shifts in dialogue indicated by gesture and/or other paralinguistic features - Picks up on possible subtexts indicated by gesture and/or other paralinguistic features

ASPECTS OF COMMUNICATION	ORAL COMMUNICATION LEVEL 5 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Expresses conceptual and analytical understanding in personal response to a text, by discussing motives and feelings of key personalities, themes explored and the way these have been developed by the author - Listens to and critically reviews a complex oral text of personal interest, e.g. a performance, radio program, public debate or ritual - Expresses own values, ideas and attributes through language choice as appropriate to various contexts, e.g. job interview, group discussion
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Presents detailed researched arguments to class, workplace or community audience, engaging in subsequent discussion to elaborate, clarify and persuade as appropriate - 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 - Listens to a range of sustained materials on challenging ideas and issues such as presentations by guest speakers, debates, noting key ideas in a systematic way and including a comparative evaluation of the effectiveness of the presentations
Procedural (performing tasks)	<ul style="list-style-type: none"> - Presents explanation of workplace, study or community procedure to group, adapting, reiterating, summarising, clarifying information as required to facilitate maximum learning for audience - Negotiates win-win outcome with work colleague demonstrating conflict resolution skills - Discusses with colleagues, supervisors or managers the implications of new work procedures and how these will affect different people - Listens and provides evaluative feedback at a training session on new procedures
Technical (using tools and technology)	<ul style="list-style-type: none"> - Explains technological concepts or scientific phenomena to an audience or work group unfamiliar with the concepts involved, using aids such as machine/equipment parts, photos, diagrams and scaled models - 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 the installation of a new computer system - Listens to and makes inferences from information given at a training session or in-service, e.g. takes notes or comments on possible implications and advantages of new technology - Facilitates teleconference, taking responsibility for issues such as timing, staging and access of participants during discussion
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Discusses organisational or system requirements in a conversation with colleague, supervisor, teacher/trainer, e.g. discusses suitability of skills and prior experience for an advertised position or in-house promotion, mentors new colleague on demands of role - Negotiates outcomes in discussions which embrace a range of potentially conflicting perspectives within an organisation, e.g. changes to work practices, formulation of mission statement - Listens strategically and evaluates spoken information in institutional settings, e.g. writes personal memorandum of discussion, noting implicit as well as clearly stated meanings, gives detailed evaluative feedback on persuasive presentation
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Delivers a sustained oral report on 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 - 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 - Critiques interview of public figure, noting interviewer's style and line of questioning, implicit bias and agenda, and evaluating for effective and fair presentation of interviewee and issues

Numeracy

Numeracy

Numeracy in the ACSF is about using mathematics to make sense of the world. Numeracy assists in dealing with situations that involve the use and application of a range of mathematical skills and knowledge which arise in workplace, personal, training and community settings.

The Numeracy core skill describes an adult learner's performance against 3 Indicators:

- Identification of the mathematical information and meaning in activities and texts
- The problem-solving and mathematical processes used
- The way informal and formal language, symbolic and diagrammatic representations and conventions of mathematics are used to communicate.

Whilst numeracy necessarily involves understanding and applying mathematical ideas and techniques, it also involves drawing on knowledge of particular contexts and circumstances in deciding when to use mathematics, choosing the appropriate mathematics to use, reflecting on and evaluating its use, and then communicating about the outcomes.

The Numeracy Indicators are expected to be applied across a range of mathematical skill areas. These are to be chosen from the descriptions given in the Performance Features described as part of the second Indicator at each level. It is not necessarily expected that all such mathematical skill areas need to be achieved to demonstrate competence at that level.

A set of factors influencing development of expertise in Numeracy form the basis for describing Performance Features within the 3 Indicators across all five ACSF Numeracy levels. This list of factors is not a checklist, nor is there an order of importance.

INDICATOR ONE	INDICATOR TWO	INDICATOR THREE
<p>Identification of the mathematical information and meaning in activities and texts</p> <ul style="list-style-type: none"> - Level of comprehension of mathematical information - Explicitness of mathematical information - Complexity of mathematical information and representation 	<p>Problem-solving and mathematical processes used</p> <ul style="list-style-type: none"> - Problem-solving processes - Estimating and reflecting - Methods of solution - Mathematical knowledge and skills: number and calculations, shape and space, data and statistics, measurement, location and direction, formulae and algebra 	<p>The way informal and formal language, symbolic and diagrammatic representations and conventions of mathematics are used to communicate</p> <ul style="list-style-type: none"> - Written mathematical language - Oral mathematical language - Complexity of mathematical symbolism, representation and conventions

Numeracy Indicator overview

The first Numeracy indicator addresses the identification of mathematical meaning in activities and texts.

The second Numeracy indicator addresses the problem-solving and mathematical processes used.

The third Numeracy indicator addresses the way informal and formal language, symbolic and diagrammatic representations and conventions of mathematics are used to communicate.

NUMERACY INDICATOR OVERVIEW		
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 representation 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 LEVEL 1

1.09	Locates and recognises key mathematical information in simple activities or texts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising
PERFORMANCE FEATURES INCLUDE:			
Level of comprehension of mathematical information	- Locates and recognises key mathematical information in simple and highly familiar oral and/or highly explicit written instructions or texts, e.g. menus, bills, calendars, advertising brochures, clocks, oral directions		
Explicitness of mathematical information	- Locates everyday information and data given in simple texts, lists, charts, diagrams and tables		
Complexity of mathematical information and representation	- Reads and comprehends the symbolism and simple conventions relevant to mathematical knowledge of the level, e.g. whole numbers up to 100s, \$5.98, $\frac{1}{2}$, +, -, $\frac{12}{5/07}$		

NUMERACY LEVEL 1

1.10	Uses simple mathematical and personal problem-solving strategies in highly familiar contexts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising
PERFORMANCE FEATURES INCLUDE:			
Problem-solving processes Estimating and reflecting Methods of solution Mathematical knowledge and skills: number and calculations, shape and space, data and statistics, measurement, location and direction, formulae and algebra	<ul style="list-style-type: none"> - Relies heavily on hands-on (concrete) and real-life materials, personal experience and prior knowledge, as appropriate, to: <ul style="list-style-type: none"> use 1 or 2 pieces of mathematical information to perform a simple mathematical process roughly check the reasonableness of the outcome(s) with support via prompting or questioning - Recognises and compares whole number amounts (up to the 100s) and quantities, including money, in personally relevant contexts - Adds and subtracts simple whole number amounts (up to 100) and familiar monetary amounts in personally relevant contexts - Recognises and compares familiar shapes and objects - Identifies appropriate tools and uses them at a basic level in a limited range of applications, eg. familiar measuring instruments, simple calculators - Recognises and compares familiar basic metric measurements and quantities such as length, mass, capacity, time, temperature, e.g. personal height and weight, litre of milk, vehicle height clearances - Gives simple and familiar oral directions - Follows simple and highly familiar oral and written directions 		

SUPPORT

Full support
Works alongside expert/mentor
Prompting and modelling provided

CONTEXT

Highly familiar contexts
Concrete and immediate
Very restricted range of contexts

TEXT

Short and simple
Highly explicit purpose
Limited, highly familiar vocabulary

TASK COMPLEXITY

Concrete tasks of 1 or 2 processes, e.g. locating, recognising

PERFORMANCE FEATURES INCLUDE:

Problem-solving processes**Estimating and reflecting****Methods of solution****Mathematical knowledge and skills: number and calculations, shape and space, data and statistics, measurement, location and direction, formulae and algebra**

- Relies heavily on hands-on (concrete) and real-life materials, personal experience and prior knowledge, as appropriate, to:
 - use 1 or 2 pieces of mathematical information to perform a simple mathematical process
 - roughly check the reasonableness of the outcome(s) with support via prompting or questioning
- Recognises and compares whole number amounts (up to the 100s) and quantities, including money, in personally relevant contexts
- Adds and subtracts simple whole number amounts (up to 100) and familiar monetary amounts in personally relevant contexts
- Recognises and compares familiar shapes and objects
- Identifies appropriate tools and uses them at a basic level in a limited range of applications, eg. familiar measuring instruments, simple calculators
- Recognises and compares familiar basic metric measurements and quantities such as length, mass, capacity, time, temperature, e.g. personal height and weight, litre of milk, vehicle height clearances
- Gives simple and familiar oral directions
- Follows simple and highly familiar oral and written directions

NUMERACY LEVEL 1

1.11 Uses everyday informal oral language or highly familiar and simple written representation to communicate simple mathematical information

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Full support Works alongside expert/mentor Prompting and modelling 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 processes, e.g. locating, recognising

PERFORMANCE FEATURES INCLUDE:

<p>Written mathematical language</p> <p>Oral mathematical language</p> <p>Complexity of mathematical symbolism, representation and conventions</p>	<ul style="list-style-type: none"> - Uses common, everyday, informal language and gestures for oral and some simple written jottings 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> - Uses the simple symbolism, diagrams and conventions relevant to the mathematical knowledge of the level, e.g. \$5.98, $\frac{1}{2}$, +, -, 12/5/07, simple and highly familiar tables and graphs
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ASPECTS OF COMMUNICATION	NUMERACY LEVEL 1 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Estimates lengths of familiar objects using metric units, e.g. a person's height, lengths of fabric or lengths of wood used in everyday work - Locates and adds whole dollar price of 2 items in simple catalogue/advertisement - Decides whether change should be expected when purchasing items, e.g. buying coffee and paying with \$10
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Identifies and discusses with group the differences in pricing of similar objects, e.g. soft drinks bought from different venues – supermarket and vending machine - Recognises and knows safe handling weights of familiar objects, e.g. gives go ahead for fellow worker to shift a package, box or pallet with appropriate equipment
Procedural (performing tasks)	<ul style="list-style-type: none"> - Gives oral directions, using common language of space, distance and direction, for getting from 1 familiar place to another, e.g. directions to new worker/ classmate to get to canteen - Identifies and compares familiar items, their quantities, sizes and costs, e.g. checks weight and/or length of product against job ticket
Technical (using tools and technology)	<ul style="list-style-type: none"> - Reads time from digital clock - Uses calculator to add whole numbers of stock of familiar items in workplace store - Reads digital weight scales and accurately copies onto recording sheet
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Names and compares common 2 dimensional shapes in familiar situations, e.g. compares 2 different road or warning signs - Uses calendar to record information related to community, workplace or public dates, e.g. class term dates, RDOs, culturally significant celebrations - Reads times in familiar texts, e.g. work roster, TV program
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Discusses specific information located in simple chart or diagram, e.g. comments on most popular fruit eaten by school children from simple bar graph in newspaper, discusses results of recent newspaper/TV poll - Identifies and discusses changes in pricing, e.g. increased costs of car parking at sporting venue/workplace

NUMERACY LEVEL 2

2.09	Identifies and comprehends relevant mathematical information in familiar activities or texts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting
PERFORMANCE FEATURES INCLUDE:			
Level of comprehension of mathematical information	- Identifies and comprehends mathematical meaning from familiar activities or tasks that may include some familiar mathematical symbolism, abbreviations and language that is embedded in simple texts or stimuli and which are culturally accessible		
Explicitness of mathematical information	- Identifies and compares the mathematical information in simple, familiar oral instructions and written texts, including data located in tables, graphs and charts		
Complexity of mathematical information and representation	- Identifies and uses familiar whole numbers including numbers up to 1000s, money and simple, everyday fractions, decimals and percentages, e.g. 1/4, 1/10, 50%, 25%, 0.25		

NUMERACY LEVEL 2

2.10 Selects and uses appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting

PERFORMANCE FEATURES INCLUDE:

<p>Problem-solving processes</p> <p>Estimating and reflecting</p> <p>Methods of solution</p> <p>Mathematical knowledge and skills: number and calculations, shape and space, data and statistics, measurement, location and direction, formulae and algebra</p>	<ul style="list-style-type: none"> - Relies substantially on hands-on (concrete) and real-life materials, personal experience and prior knowledge, as appropriate, to: <ul style="list-style-type: none"> decide on appropriate methods of processing 1 or 2 familiar mathematical steps to solve the problem make estimations and check reasonableness of processes and outcomes relate meaning of the mathematics in an activity to other familiar, real-life situations - Uses a blend of personal 'in-the-head' methods and pen and paper or calculator/technological processes to undertake the problem-solving process - Identifies and uses whole numbers including numbers up to 1000s, money and simple, everyday fractions, decimals and percentages, e.g. $\frac{1}{4}$, $\frac{1}{10}$, 50%, 25%, 0.25 - Performs a limited range of familiar and predictable calculations with the 4 operations (+, -, \times, \div) with division being related to simple and familiar tasks such as equal sharing, e.g. dividing a food bill equally between 5 people - Orders and groups number, shape, data and measurement, explaining any simple relationships or patterns, e.g. 4-sided shapes, quantities from smallest to largest - Identifies, draws and describes common 2D shapes and some common 3D shapes, e.g. sphere, cube, cylinder - Measures length, mass, capacity, time, temperature, using simple instruments graduated in familiar units, e.g. cm, m, mL, °C, hours, minutes and seconds - Orders, where appropriate, and uses familiar data to construct simple charts and tables based on provided scales and axes (graduations of 1s, 5s or 10s) - Uses knowledge of direction and location (e.g. behind, N, S, E, W, clockwise) including simple coordinates to read familiar and simple maps/street directories/plans
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NUMERACY LEVEL 2

2.11 Uses informal and some formal oral and written mathematical language and representation to communicate mathematically

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
High level support May work with expert/mentor Modelling available and accessible 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 processes, e.g. identifying, interpreting

PERFORMANCE FEATURES INCLUDE:

Written mathematical language	- Uses a combination of informal and some formal written mathematical and general language to represent the mathematical and problem-solving process
Oral mathematical language	- Uses a combination of informal and some formal oral mathematical and general language to report on and discuss the mathematical and problem-solving process
Complexity of mathematical symbolism, representation and conventions	- Uses symbolism, diagrams, graphs and conventions relevant to the mathematical knowledge of the level, e.g. %, $\frac{1}{2}$ of 1L, 16 cm, map reference D5, N, E, and familiar and simple tables, graphs, maps

ASPECTS OF COMMUNICATION	NUMERACY LEVEL 2 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Uses street directory to locate position and describes route to a familiar place, e.g. locates own street and explains how to get to local shops/workplace/training institution - Compares and contrasts the value of items from 2 catalogues with regard to quantity, price, quality, additional costs, e.g. kitchen appliances, food, office stationery, hardware - Writes a purchase list and calculates cost to undertake simple task, e.g. lunch for a group of friends, planting a vegetable garden
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Orders and compares familiar and predictable sets of data and comments on the data in collaboration with others, e.g. sports performances/results - Works in group to construct a simple chart/table and comment on information, e.g. number of workplace accidents over a given period
Procedural (performing tasks)	<ul style="list-style-type: none"> - Correctly follows simple instructions and measures content in order to make product, e.g. follows ingredients in a recipe, mixes up weed control spray - Calculates cost of 2 items and estimates change due after making a payment - Keeps record of casual hours of work and calculates gross pay expected
Technical (using tools and technology)	<ul style="list-style-type: none"> - Measures familiar and predictable quantities using simple and routine measuring instruments such as ruler, scales, micrometer, measuring tape - Records numbers or quantities of materials distributed or sales figures and data onto spreadsheet or familiar workplace computers or hand-held devices
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Uses familiar timetables and fare information to compare different ways of making the same journey, e.g. compares cost, time taken, convenience in using different forms of transport for a familiar journey - Accesses and compares information contained in 2-column tables, e.g. calculates postage and fees for certified mail
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Identifies and names common uses of shapes in a familiar environment, e.g. compares use of shapes in road or danger signs, buildings, games and sports - Compares and discusses changes and any trends in petrol pricing over past month - Reads and discusses data from simple charts or tables in a newspaper or website, e.g. road accident statistics, sports results

NUMERACY LEVEL 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

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/ routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration

PERFORMANCE FEATURES INCLUDE:

Level of comprehension of mathematical information	- Comprehends activities or tasks that may include some limited formal mathematical symbolism, abbreviations and language
Explicitness of mathematical information	- Selects and interprets familiar mathematical information that is partly embedded in familiar or routine texts or stimuli including data located in tables, graphs and charts
Complexity of mathematical information and representation	- Interprets and uses whole numbers including very large numbers and familiar or routine fractions, decimal fractions and percentages embedded in a range of familiar or routine contexts

NUMERACY LEVEL 3

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

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/ routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration

PERFORMANCE FEATURES INCLUDE:

Problem solving-processes**Estimating and reflecting****Methods of solution****Mathematical knowledge and skills: number and calculations, shape and space, data and statistics, measurement, location and direction, formulae and algebra**

- Draws on a combination of hands-on, in-context materials, personal experience, mathematical and other prior knowledge to:
 - select appropriate methods of solution from a limited range of mathematical processes
 - use developing estimation and other assessment skills to check and reflect on the outcome and its appropriateness to the task
- Uses a blend of personal 'in-the-head' methods, pen and paper and calculator/technological processes to undertake the problem-solving process
- Calculates with whole numbers and everyday or routine fractions, decimal fractions and percentages, linking equivalent forms and using these appropriate to a range of everyday or routine contexts
- Uses and applies rates in familiar or routine situations, e.g. km/hr, \$/kg, \$/m
- Applies knowledge of properties of 2D and 3D shapes to describe and draw everyday objects, including constructing common 3D shapes
- Measures length, mass, capacity, time, temperature using everyday or routine measuring instruments and converts between metric units by applying understanding of prefixes, e.g. centi, milli, kilo, and as appropriate, micro, mega
- Collects and organises familiar data and constructs tables, graphs and charts, manually or with spreadsheets, using simple and familiar or routine scales and axes
- Uses distance, direction, coordinates, simple scales, labels, symbols and keys to read and use everyday maps and plans

NUMERACY LEVEL 3

3.11	Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/ routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the 1 task, e.g. sequencing, applying basic inferencing, extrapolation and integration
PERFORMANCE FEATURES INCLUDE:			
Written mathematical language Oral mathematical language Complexity of mathematical symbolism, representation and conventions	<ul style="list-style-type: none"> - Uses a combination of both informal and formal written mathematical and general language and representation to document and report the mathematical and problem-solving process and results - 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 - Uses symbolism, diagrams, graphs and conventions relevant to the mathematical knowledge of the level, e.g. %, km/hr, \$/m, NE, and routine and familiar tables, graphs and maps 		

ASPECTS OF COMMUNICATION	NUMERACY LEVEL 3 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - 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 3 different sized containers (500 ml, 1.25 litre or 2 litre), taking into account rate of usage and wastage - Gives instructions including a sketch map and estimate of distance and travel time for a everyday route, e.g. for a friend to drive to their house from where they work
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Works in a group to undertake a simple survey and documents the results including at least 1 everyday or routine graph, e.g. a workplace survey of worker's OHS knowledge, accident rates - Works in team to organise and cater for a meal/party, e.g. a breakfast at the start of term, an afternoon tea for someone's farewell, and decide on the cost per person
Procedural (performing tasks)	<ul style="list-style-type: none"> - Selects, totals and orders items from a catalogue within budgetary constraints, e.g. workplace stationery order, food for special event - Correctly adjusts quantities and follows recipe/operating instructions including measuring quantities in order to make a product of a smaller or larger size than specified, e.g. adjusts and follows a recipe specified for 6 people for a group of 12 people
Technical (using tools and technology)	<ul style="list-style-type: none"> - Correctly enters data onto an electronic cash register and undertakes end-of-day summaries and balancing of till - Uses appropriate technological devices to measure and record data and report and act on results, e.g. blood pressure machine, micrometer, temperature gauge - Uses a calculator to compare costs for the purchase of a particular item from different outlets, e.g. sale/discount from catalogues/shops/internet, decides on the best buy and explains the reasons behind the choice
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Compares and contrasts costs of alternate types of travel, e.g. travel options for three people using plane, bus, train, taxi and hire car for a journey between 2 large cities - Reads and explains costs, data and graphical information on a bill or invoice from a utility/organization, e.g. a phone/gas/electricity/water bill
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Identifies and explains uses and application of shapes in different contexts, e.g. use of 2D and 3D shapes in house or building construction, construction of domestic or industrial packaging - 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. impact of a drought on a community, road accident statistics for a dangerous local intersection, sporting team results

NUMERACY LEVEL 4

4.09	Extracts and evaluates the mathematical information embedded in a range of tasks and texts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information
PERFORMANCE FEATURES INCLUDE:			
Level of comprehension of mathematical information Explicitness of mathematical information Complexity of mathematical information and representation	<ul style="list-style-type: none"> - Extracts and evaluates the mathematical meaning from activities or tasks that include some formal mathematical symbolism, abbreviations and language that is embedded in relevant texts or stimuli including data located in tables, graphs and charts and which are culturally accessible - Interprets and flexibly uses fractions, decimal fractions and percentages including their equivalent values - Interprets and uses signed numbers and numbers given in index or scientific notation form in relation to relevant real-life situations 		

NUMERACY LEVEL 4

4.10 Selects from and applies an expanding range of mathematical and problem solving strategies in a range of contexts

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information

PERFORMANCE FEATURES INCLUDE:

Problem-solving processes**Estimating and reflecting****Methods of solution****Mathematical knowledge and skills: number and calculations, shape and space, data and statistics, measurement, location and direction, formulae and algebra**

- Draws on prior mathematical knowledge and experience, diagrammatic and other mathematical processes to:
 - represent the mathematical information in a form that is personally useful as an aid to problem-solving, e.g. table, summary, sketch
 - select appropriate methods of solution from an expanding range of mathematical processes
 - use estimation and other assessment skills to check the outcomes and decide on the appropriate accuracy for the outcome
 - reflect on and evaluate own performance, the mathematics used and outcomes obtained relative to internal mathematical knowledge and understanding, and personal and real-world implications
- Uses mental, pen and paper and calculator/technological processes, including using a range of calculator functions, e.g. memory, square roots on a scientific calculator, and the use of spreadsheet software
- Uses and applies ratio, rates and proportion, e.g. scales on maps and drawings, magnification factors, mixing chemicals
- Calculates with fractions, decimal fractions and percentages, and flexibly uses equivalent values for fractions, decimal fractions and percentages
- Calculates with relevant signed numbers and numbers given in index or scientific notation form
- Uses knowledge about space and shape including angle properties, symmetry and similarity to describe, draw or construct relevant common 2D and 3D shapes
- Estimates, accurately measures and calculates quantities using appropriate measuring instruments and relevant formulae and can convert between metric units
- Collects, represents, summarises and interprets a range of types of data appropriately in a variety of ways, e.g. tables, spreadsheets, graphs, plots, averages (such as mean, median, mode) and simple measures of spread
- Uses, calculates and interprets information based on maps including scales, bearings, travel distances, speeds and times, time zones
- Develops, interprets, and uses simple formulae and algebraic representation that describe relationships between variables in relevant contexts, e.g. sport, repair charges, mixing chemicals, area and volume, specific workplace formulae

NUMERACY LEVEL 4

4.11	Uses a range of informal and formal oral and written mathematical language and representation to communicate mathematically		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information
PERFORMANCE FEATURES INCLUDE:			
Written mathematical language Oral mathematical language Complexity of mathematical symbolism, representation and conventions	<ul style="list-style-type: none"> - Uses a combination of informal but mostly formal written mathematical and general language, including some specialised mathematical language and terminology and representation to document, interpret and communicate the processes, results and implications of the mathematical investigation - 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 the mathematical investigation - Uses mathematical symbolism, diagrams, graphs, algebraic representation and conventions relevant to the mathematical knowledge at the level, e.g. $\sqrt{\quad}$, 3.75×10^3, -5°C, relevant formulae, some complex and specialised tables, graphs and maps 		

ASPECTS OF COMMUNICATION	NUMERACY LEVEL 4 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - 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, furniture or garden shed, painting the exterior of a house, the design of a outside patio area - Develops a detailed weekly or monthly budget for a household activity including income and expenses, and creates a matching spreadsheet, e.g. a yearly budget, budget for a holiday, budget for the purchase of a car
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - 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 on leasing cars versus outright purchase - Works in a team to plan and develop an operating budget for a task/project/activity including income/revenue from different sources, (e.g. government funding, membership fees, sales) and expenses (e.g. staffing, materials, marketing, overheads, travel, training, IT support)
Procedural (performing tasks)	<ul style="list-style-type: none"> - Uses a job or task description or 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. chemical spray, or industrial recipes) - Establishes criteria and categories for the budgeting and financial management of a project/task/activity for an organisation, and sets up a spreadsheet that allows the monitoring of income and expenditure against these categories on a monthly basis
Technical (using tools and technology)	<ul style="list-style-type: none"> - Collects and records data (e.g. measurements, quantities, digital outputs) accurately onto appropriate device (graph/chart, spreadsheet, hand-held device), interprets results and outcomes, identifies any anomalies or errors and can respond appropriately by acting to correct processes or inputs - Uses a calculator or spreadsheet to analyse and compare the repayments on an expensive item (e.g. plasma TV, car, piece of machinery) by 2 different means, e.g. credit card versus personal loan, lease versus outright purchase
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Interprets and uses ratios and scales to read and discuss the design and dimensions on the plan of a property in order to allocate working space and furniture, e.g. a building/workplace, a sports building/facility - Represents statistical system information and data, e.g. customer satisfaction survey results, phone calls/enquiries data, customer profiles, and analyses and interprets the data using graphical and numerical processes, e.g. graphs, charts, averages, to demonstrate different interpretations and influences
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Works in a group to undertake a survey and document the results including at least 1 graph, e.g. writes the questionnaire, collects the data and produces a report of the results of a survey of people's attitudes to building a toxic dump in their suburb - Plans and works in organising and running a community event including costs, promotion and budgeting, e.g. a fund-raising barbeque, a sports competition, a dance

NUMERACY LEVEL 5

5.09	Analyses and synthesises highly embedded mathematical information in a broad range of tasks and texts		
SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	Broad range of contexts Adaptability within and across contexts Specialisation in 1 or more contexts	Highly complex texts Highly embedded information Includes highly specialised language	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation
PERFORMANCE FEATURES INCLUDE:			
Level of comprehension of mathematical information	- Extracts and analyses relevant information from a text or activity and, where necessary, gathers additional information from other sources		
Explicitness of mathematical information	- Comprehends texts or tasks that include formal mathematical symbolism, abbreviations, language, mathematical conventions and unfamiliar information that can be highly embedded in complex texts or stimuli		
Complexity of mathematical information and representation	- Interprets concepts and techniques from specialist areas of mathematics relevant to study or workplace needs, e.g. trigonometry, statistics, geometry, algebraic manipulation, introductory calculus		
	- Flexibly interprets and uses rational and relevant irrational numbers		

NUMERACY LEVEL 5

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

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	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	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation

PERFORMANCE FEATURES INCLUDE:

<p>Problem-solving processes</p> <p>Estimating and reflecting</p> <p>Methods of solution</p> <p>Mathematical knowledge and skills: number and calculations, shape and space, data and statistics, measurement, location and direction, formulae and algebra</p>	<ul style="list-style-type: none"> - Uses prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical representation to: <ul style="list-style-type: none"> organise and represent the mathematical information in an alternative, useful form, e.g. table, summary, sketch, graph select appropriate methods of solution from an expanded range of processes use developed estimating and assessment skills to check the outcomes and decide on the appropriate degree of accuracy required for the outcome critically review the mathematics used and outcomes obtained to reflect on and question real-world implications - Uses mathematical processes flexibly and interchangeably selecting from pen and paper and mental and technologically assisted processes, including scientific or graphics calculators for calculations using trigonometrical, statistical or algebraic functions - Calculates with rational and relevant irrational numbers - Uses and applies the concepts of probability and chance - 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 - Estimates, accurately measures and calculates quantities using appropriate measuring instruments and formulae including accurate conversion between units - Collects, organises and statistically analyses data (including grouped data) using averages, percentiles, measures of spread, and interprets and draws conclusions about possible trends and data reliability - Uses and solves a range of equations using a variety of algebraic techniques - 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, exponential, inverse relationships
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NUMERACY LEVEL 5

5.11 Uses a wide range of mainly formal, and some informal, oral and written mathematical language and representation to communicate mathematically

SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
Little or no support Initiates support from own established resources	Broad range of contexts Adaptability within and across contexts Specialisation in 1 or more contexts	Highly complex texts Highly embedded information Includes highly specialised language	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation

PERFORMANCE FEATURES INCLUDE:

<p>Written mathematical language</p> <p>Oral mathematical language</p> <p>Complexity of mathematical symbolism, representation and conventions</p>	<ul style="list-style-type: none"> - 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 - Uses a combination of oral specialised mathematical and general language to discuss, explain and interpret the processes, results and implications of the mathematical investigation - Flexibly uses mathematical symbolism, diagrams, algebraic representation, graphs and conventions relevant to the mathematical knowledge at the level, e.g. $\sin/\cos/\tan$, \sqrt{a}, r^3, $y = mx + c$, complex and specialised tables, graphs and diagrams
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ASPECTS OF COMMUNICATION	NUMERACY LEVEL 5 - SAMPLE ACTIVITIES
Personal (expressing identity)	<ul style="list-style-type: none"> - Designs an item using geometry and trigonometry or Computer Assisted Drawing (CAD) software package (e.g. pet cage/enclosure, new packaging, carport) and builds a model of the item; including deciding on required size and shape and producing scale drawings, quantities of and costs of materials to be used to make full sized item, constructing a scale model, assessing process and results and discussing ways to improve the design - 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 their relevance and impact on the topic of research/investigation
Cooperative (interacting in groups)	<ul style="list-style-type: none"> - Uses algebraic and graphical techniques to measure, record and analyse data obtained by experiment, records relevant data electronically and constructs tables and graphs to ascertain any relationship between the variables, and establishes type of relationship, e.g. parabolic, hyperbolic, exponential, and the variation it explains, and extracts key information from graphs to create formula connecting variables, and, if possible, tests formula against experimental data
Procedural (performing tasks)	<ul style="list-style-type: none"> - Investigates personal loan financing options: decides on major purchase to be financed by a loan; researches 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 best loan deal relative to repayment affordability and conditions offered - Given particular financial constraints and personal/family requirements, investigates and analyses the options for where to best rent or buy a home or holiday house based on location, prices and availability, and makes recommendations including cost comparisons
Technical (using tools and technology)	<ul style="list-style-type: none"> - Works in a team to research, investigate and analyse data gathered through workplace or community group on a selected topic (e.g. accident rates, sales figures, causes of contamination/pollution), writes a detailed report based on a comprehensive statistical analysis and develops recommendations based on the analysis - Works in a team to research, investigate and analyse options for the establishment of a community enterprise including identifying ideas and any issues, testing the feasibility of the enterprise/business and its services or products, undertakes estimates and costings, and develops a budget and draft business plan
Systems (interacting in organisations)	<ul style="list-style-type: none"> - Investigates financial options for a business or organisation, e.g. decides on a major purchase that would need to be financed by a loan and compares options including interest paid and repayment schedules, and recommends the best loan deal relative to repayment affordability and conditions offered - 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 the designated requirements; given a simple networking problem such as delivering materials to 4 different sites knowing their traveling times/distances finds the most economical delivery route; using simultaneous equations and graphs analyses and work out the best options for choosing between different service providers whose charges are based on different initial fixed charges and hourly rates
Public (interacting with the wider community)	<ul style="list-style-type: none"> - Researches and investigates issues related to gambling including in financial and social terms, and includes the chances of winning different games and the returns to the casinos and government and the loss to individuals and the community - Researches and investigates the impact of an environmental issue, and gathers data through research on the selected issue (e.g. pollution, traffic, green house emissions), and undertakes a statistical analysis of the data including presenting data graphically, using measures of central tendency and spread, and analyses and discusses the data and outcomes including their relevance to topic of research/investigation

Appendices

Performance Features Grids - Learning

Learning indicator 01: active awareness of self as a learner, learning orientations and approaches to the management of learning

FOCUS	LEVEL 1	LEVEL 2
Goal setting	Identifies personal goals and 1 or 2 short term learning goals to achieve these	Commits to specific short-term training/study goals needed to achieve personal goals
Designing and negotiating learning pathways	Takes some steps to identify appropriate support to achieve goals, e.g. seeks assistance from a trusted person	Identifies some formal or informal learning options relevant to needs
Self-awareness, strengths, weaknesses, ability to reflect on performance, learning style	Identifies past experiences of successful learning, with prompting Identifies preferred learning style with assistance, e.g. visual, auditory, kinaesthetic; individual/group	Identifies some personal strengths as a learner and areas of need Demonstrates awareness of preferred learning style
Dispositions, active engagement in learning and degree of resilience	Engages in learning where scaffolding minimises the need for risk-taking	Demonstrates some persistence in approach to learning Takes some risks within a supportive environment
Constructing knowledge		Begins to identify similarities/differences in learning processes across cultures, where this is personally relevant
Metacognition, designing, managing learning process	Identifies some opportunities to develop or practice skills, e.g. watches someone perform a task	Begins to reflect on learning progress and modifies ineffective strategies, with assistance

LEVEL 3	LEVEL 4	LEVEL 5
Develops career/study goals based on knowledge of appropriate pathways	Identifies and pursues specialised study/career goals	Adopts a 'big picture' perspective to the management of learning required to achieve personal and professional goals
Considers the personal/organisational relevance of formal learning choices to meet needs	Negotiates learning pathways, balancing personal circumstances with appreciation of formal learning expectations Evaluates means of instruction according to how well it meets personal/organisational needs and expectations	Negotiates the nature of formal learning activities to best reflect personal and/or organisational needs
Evaluates personal strengths and needs as an on-going part of the learning process Begins to use formal processes to encourage reflection, e.g. journal writing, peer as sounding board/critical friend	Articulates specific strengths and weaknesses as a learner in different contexts and actively seeks to develop in areas of need Begins to independently use formal approaches to encourage reflection on learning and progress Develops some confidence in varying learning style to suit context	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 Uses formal processes to routinely encourage reflective practice, e.g. establishes a formal relationship with a business/personal coach
Begins to build personal resilience, understanding that risk-taking and mistakes are part of the learning process Accepts learning challenges where some risk is involved	Actively seeks learning challenges and associated 'risks', knowing that mistakes can be a source of personal learning and growth	
Is aware that different cultural perspectives may influence learning style and modes Shows awareness that aspects of context such as social structures and power may impact on access to learning opportunities and application of new learning	Recognises that individuals construct knowledge differently, building on past experience and influenced by personal and cultural values, beliefs and assumptions Identifies cultural and ethical issues that may be associated with access to, and use of, information	Understands there are different ways of constructing knowledge within knowledge disciplines and across cultures, and routinely identifies and explores underlying beliefs and assumptions as part of learning process
Begins to adapt and apply learning processes to unfamiliar tasks with some awareness of the need to allow for contextual differences Reflects on actions and outcomes in routine contexts, and detects and corrects errors in performance	Recognises the importance of systematically managing the learning process, and uses structured approaches to set goals, monitor progress and adjust learning approaches	Self-directs learning, seeking assistance as required Plans sustained learning tasks using structured approaches for goal setting, prioritising, identifying milestones and timeframes Actively monitors performance against goals and milestones, adjusting plans or expectations as required, and recognising that not all learning outcomes can be defined in advance

Performance Features Grids - Learning

Learning Indicator 02: the acquisition and application of practical strategies that facilitate learning

FOCUS	LEVEL 1	LEVEL 2
Strategies for designing, managing and monitoring learning	Develops a simple learning plan with several sequenced steps, with assistance	Develops a sequenced learning plan with assistance from an appropriate person Uses simple strategies to organise and monitor progress, e.g. study timetable, checklist of tasks to be completed
Finding, managing and evaluating learning resources	Identifies some learning resources for a specific task within the immediate environment, e.g. magazines, maps, pictures, computer Begins to use information-seeking strategies, e.g. index, key word in search engine	Begins to pose simple questions to help focus information search Identifies and accesses a limited range of information sources, e.g. supervisor, peers, library, Internet Begins to evaluate the relevance and validity of information, e.g. from the Internet
Transferring prior knowledge and skills		Identifies, with assistance, some personal knowledge and skills that can be brought to a new learning task
Selection and application of cognitive strategies to assist learning	Follows step-by-step instructions to help develop understanding or skills, e.g. a simple illustrated recipe Links or reorganises familiar ideas and information, selecting from processes such as matching, grouping and simple sequencing Uses simple strategies to remember information and reinforce learning, e.g. records words as a prompt for speaking, reviews vocabulary list	Selects from a small set of strategies to locate information in simple texts, e.g. scanning the cover, title and illustrations Uses simple strategies to clarify and reinforce learning, e.g. copying, underlining, memorising, practising skills in own time
Social construction	Follows basic social rules for interacting with others as a way of enhancing learning, e.g. takes turn in speaking, listens to others, shares resources with a partner	Engages in learning with others, using basic approaches such as distribution of tasks and unstructured discussion to achieve group outcomes

LEVEL 3	LEVEL 4	LEVEL 5
Assesses the nature of a learning task in a familiar context and develops plan with sequenced, prioritised steps	Uses knowledge of planning processes to structure learning approaches in unfamiliar contexts	Employs a range of approaches to plan and manage sustained learning tasks, e.g. uses project management software, formal action learning approach Evaluates situations or processes, assembling evidence, identifying assumptions and contradictions
Independently accesses a range of information resources/services to support learning, e.g. Internet, library catalogue, databases, news services Poses who/what/why questions to help direct information search Uses Information Communication Technology (ICT) to assist learning, with some appreciation of the strengths and limitations of different programs/applications in specific contexts Organises information, e.g. orders/classifies/stores	Understands the purpose, scope and appropriateness of a wide variety of information sources Routinely poses questions to focus selection, organisation and prioritisation of information from a range of sources Records information sources appropriately	Critically evaluates resources, including ICT, with an appreciation of strengths and limitations in different contexts Articulates and uses criteria to make information decisions and choices Investigates benefits and applicability of different investigative methods and selects the most appropriate, e.g. laboratory experiment, simulation, fieldwork
Begins to transfer skills and knowledge to new situations, with some awareness of the need to allow for contextual differences Explicitly connects new ideas/information with own knowledge, using techniques like anecdotes and analogies	Builds on prior knowledge and experience, understanding that transferring knowledge to a new context may 'de-skill' for a time Draws explicitly on a repertoire of learning strategies to initiate and manage learning on unfamiliar subjects/in unfamiliar contexts	Compares and contrasts own experience with new information and explores underlying assumptions as an integral part of developing new understandings Generalises from 1 context to another by identifying concepts and insights
Organises and makes connections between information/ideas using strategies such as categorising, comparing and sequencing Selects from a range of strategies to check understanding, reinforce learning and monitor progress, e.g. re-reading, identifying key sentences, summarising, self-questioning, answering practice questions Actively reinforces learning beyond the formal learning environment, e.g. by introducing newly learnt skills to someone else	Expands repertoire of strategies that help clarify and extend understanding, e.g. outlining, paraphrasing Integrates material from a range of different sources, using techniques such as tables and graphic organisers	Identifies and explores connections between concepts/facts/ideas using techniques such as flow charts, concept maps, hierarchies Selects from a broad range of problem-solving and decision-making strategies, including formal lateral and analytical thinking tools to support abstraction, perception challenge, creativity
Participates in learning support networks involving fellow workers or students, e.g. study groups, quality circles Consults with information professionals to help identify information and access tools	Develops interpersonal and team skills to facilitate interaction and learning with others Participates in professional/technical networks	Demonstrates highly developed skills in managing study groups/project teams to achieve learning outcomes

Performance Features Grids - Reading

Reading Indicator 03: audience, purpose and meaning-making strategies

FOCUS	LEVEL 1	LEVEL 2
Purpose and audience	Identifies personally relevant reasons for reading	Identifies texts that are relevant to own needs and interests, e.g. vegetable planting guide Identifies purpose of at least 2 simple and familiar texts, e.g. personal history, news item
Complexity	Comprehends written texts that are short, explicit and culturally accessible, e.g. local advertisements, short personal story	Comprehends the main ideas in at least 2 types of written texts, e.g. recount, narrative, procedural
Prediction and prior knowledge	Makes some predictions, drawing on personal experience and some prior knowledge of context	Makes connections between personal knowledge and experience and the ideas and events in a familiar text
Text structure	Recognises the orientation of simple texts, e.g. left to right, top to bottom	Recognises that texts have different structures, e.g. narrative compared with web page
Textual analysis	Locates specific information, e.g. place and time from an appointment card or calendar Identifies information in a simple diagram, table, map or plan	Extracts specific information from familiar texts Compares and contrasts information within short unambiguous texts Identifies and interprets at least 2 pieces of information contained in a short unambiguous text
Critical literacy	Understands that text features may influence the interpretation of a message, e.g. placement of a photo or heading in a newspaper	Recognises the difference between formal and informal registers in familiar written texts Shows some awareness of how a text may reflect the author's position, e.g. how to vote card put out by political party

LEVEL 3	LEVEL 4	LEVEL 5
Identifies purpose and audience of texts across a range of familiar, and some unfamiliar, text types and Aspects of Communication	Recognises and reflects on context, purpose and audience across a range of text types and Aspects of Communication	Critically reflects on the overt and implied purpose of texts across a broad a range of text types and Aspects of Communication
Comprehends longer texts with limited complexity which require integration of a number of ideas and pieces of information	Comprehends texts of relative complexity, including those incorporating information presented in graphic, diagrammatic or visual form	Comprehends highly complex texts, including those with some technical specificity
Draws on prior knowledge together with knowledge of textual cues and text structures to predict content and meaning	Integrates prior knowledge with new information in order to predict, construct, confirm, challenge or extend understanding	Uses specialised background knowledge to support interpretation of lexically dense/highly complex texts
Uses knowledge of familiar text structures to predict content and meaning	Utilises understanding of distinguishing structures and features of a range of text types to aid comprehension, e.g. reports, procedures, narratives	
Separates fact from opinion Compares several pieces of information from 1 or more texts Interprets and extrapolates from texts where information is presented in graphic, diagrammatic or visual formats Uses knowledge of text to make inferences, e.g. uses cartoon to infer author's stand on subject	Relates separate pieces of information, some of which may be embedded within a text Uses inference to assist with interpreting and extrapolating from texts containing abstraction, symbolism	Compares and contrasts complex ideas and information drawn from complex texts with highly embedded information Selects, synthesises and organises ideas and information from dense texts
Identifies explicit and implicit meaning within a text, e.g. opinion piece Recognises that an author uses text to serve a particular purpose, e.g. to appeal to or exclude a group Recognises that the author selects the structure of a text to serve a particular purpose Recognises that words and grammatical choices may carry particular shades of meaning in different contexts	Understands that different sources will present different perspectives, and recognises how text, language and structure influence the reader to adopt particular views and positions Interprets text to identify what the author has chosen to include or omit	Recognises how features such as register and idiom are used to convey and shape meaning Interprets, analyses, reflects on and evaluates a range of complex texts to identify social relations, register and audience influence in the author's choice of text type, structure and language

Performance Features Grids - Reading

Reading Indicator 04: text structure and features, grammatical expression of ideas, word identification strategies and vocabulary

FOCUS	LEVEL 1	LEVEL 2
Strategies		<p>Identifies key words, chunks information and searches surrounding text as an aid to comprehension</p> <p>Re-reads or slows down when meaning is lost</p>
Textual cues	<p>Derives meaning from visual texts, e.g. print, signs, symbols</p> <p>Identifies letters in the context of whole words within simple sentences</p> <p>Recognises numerals, e.g. prices</p> <p>Relies heavily on textual cues such as photos, diagrams to support understanding of written texts</p> <p>Responds to the use of basic punctuation, e.g. full stop</p> <p>Uses a limited range of word identification strategies, e.g. some self-correction, sounding out of letters and words, word recognition</p>	<p>Reads a range of script/print types, e.g. different fonts, legible handwriting</p> <p>Begins to use layout and headings to predict content and as an aid to understanding</p> <p>Recognises some features of diagrammatic text, e.g. grid references, dot points, arrows</p> <p>Begins to skim and scan familiar texts, often using pictures and graphics to locate specific information</p> <p>Uses a variety of word identification skills, e.g. knowledge of letter-sound relationships, whole word recognition, recognition of prefixes, suffixes, common stems</p>
Grammar		<p>Identifies main ideas in written texts containing sentences of 1 or 2 clauses linked by simple cohesive devices such as <i>and</i>, <i>but</i>, <i>then</i></p> <p>Comprehends texts that include adjectives, pronouns, prepositions</p>
Vocabulary	<p>Recognises a limited number of familiar words and phrases</p> <p>Uses knowledge of the alphabet to consult a dictionary, e.g. bilingual, pictorial or personal word list</p>	<p>Recognises vocabulary associated with personally relevant contexts</p> <p>Recognises abbreviations in familiar contexts, e.g. SMS</p> <p>Uses dictionary or online facility to determine or clarify word meanings</p>

LEVEL 3	LEVEL 4	LEVEL 5
<p>Identifies some explicit questions to be answered by reading</p> <p>Selects from a range of strategies to aid comprehension, e.g. self-corrects, reads aloud, reads ahead, underlines, makes notes in margin</p>	<p>Uses explicit questions as a way of focusing attention on content relevant to purpose</p> <p>Selects from a broad repertoire of strategies when interpreting text, e.g. predicts, constructs mind maps to show connections, checks for accuracy of information by consulting other references</p>	
<p>Uses a range of textual cues such as headings, paragraphing and punctuation to predict content and as an aid to comprehension</p> <p>Skims and scans to locate content</p> <p>Uses a range of word identification strategies including phonic and visual letter patterns, syllabification, word origins</p>	<p>Uses features such as language structure, vocabulary, layout and punctuation to interpret meaning</p> <p>Uses a range of word identification strategies, e.g. understanding of word usage, visual and phonic patterns, word derivations and meanings</p>	<p>Recognises, understands, and responds to organisational conventions appropriate to complex text types, e.g. footnotes and references in an academic paper or business report</p> <p>Uses word identification strategies such as patterns and rules that characterise English spelling to support text comprehension</p>
<p>Comprehends some complex and compound sentences</p> <p>Comprehends dependent clauses introduced by words such as <i>although</i>, <i>when if</i>, <i>while</i></p> <p>Recognises devices used to refer to words or phrases in previous clauses/sentences</p> <p>Recognises introductory phrases which indicate that an opinion or a fact is being offered</p>	<p>Comprehends simple and complex syntactic structures</p> <p>Understands how linking devices are used to demonstrate conceptual connections and/or causal relationships</p> <p>Demonstrates some understanding of nominalisation, modality</p>	<p>Interprets sophisticated stylistic devices such as nominalisation</p>
<p>Recognises and comprehends common idioms</p> <p>Comprehends some specialised terminology in routine texts</p> <p>Uses a range of support resources to determine meaning of unknown words</p>	<p>Understands specialised vocabulary relevant to own fields of expertise/interests</p> <p>Draws on support resources as required to clarify/confirm word meanings</p>	<p>Draws on a broad vocabulary including idiom, colloquialisms and cultural references, to aid comprehension</p> <p>Draws on a broad range of resources to extend understanding, investigate, research, reflect on use of specific words and phrases.</p>

Performance Features Grids - Writing

Writing Indicator 05: audience, purpose and meaning-making strategies

FOCUS	LEVEL 1	LEVEL 2
Range	Writes 2 short simple text types, e.g. fills in form with basic person details, produces 1 or 2 simple sentences	Creates at least 2 text types, e.g. personal history, recipe, email message Focuses on topics relevant to personal needs and interests Writes at least 1 paragraph (prose text) Writes factual or personal information using notes or dot points
Audience	Shows some recognition that texts have different purposes	Recognises that words and grammatical choices may vary to meet the requirements of audience and purpose Makes some connections between own knowledge and experience and the ideas, events and information in written texts
Structure and cohesion	Writes short texts with simple structure, approximating teacher/mentor model and with teacher/mentor support Demonstrates a very limited understanding of sequence	Recognises that texts have a structure, e.g. a beginning, middle and end Begins to sequence writing with some attention to organising principles of time, importance
Register		Recognises some differences between the formal and informal registers of familiar written texts
Plan, proof, draft, review	Begins to check writing by re-reading	Begins to plan writing, using strategies such as listing to organise information Begins to review writing, incorporating teacher/mentor comments into drafting process

LEVEL 3	LEVEL 4	LEVEL 5
<p>Produces a range of familiar text types with appropriate structures across a range of Aspects of Communication</p>	<p>Constructs meaning by employing a knowledge of principal conventions of a broad range of text types and Aspects of Communication</p> <p>Demonstrates control of most distinguishing linguistic structures and features of a range of text types, e.g. reports, discussions, procedures and narratives</p>	<p>Demonstrates sophisticated control of a broad range of text types and Aspects of Communication</p>
<p>Demonstrates the need to vary written language to meet requirements of audience and purpose</p> <p>Chooses appropriate text type to communicate relevant information and/or ideas effectively, e.g. memo, dialogue, poem</p> <p>Begins to use writing as a tool for identifying issues and generating new ideas</p>	<p>Writes for a range of purposes, e.g. self-reflection, personal communication, social action, to demonstrate knowledge, understanding</p> <p>Addresses context, purpose and audience when generating text</p>	<p>Selects text type, subject matter and language to suit specific audience and purpose</p> <p>Uses writing as a tool to develop hypotheses, explore complex issues, plan and problem solve</p>
<p>Sequences writing to produce cohesive text</p> <p>Interrelates ideas, information and some support material when writing about familiar topics</p> <p>Uses layout consistent with text type</p>	<p>Integrates information and ideas from a range of sources, utilising appropriate support materials, e.g. photographs, quotations, flow charts</p> <p>Displays logical organisational structure in writing through the use of coherently linked paragraphs</p>	<p>Organises content in a manner that supports the purposes and format of the product, e.g. report, web page</p> <p>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</p> <p>Uses clear, logical organisational structures in writing</p> <p>Uses and experiments with a broad range of structures and features</p> <p>Understands and adheres to organisational conventions, e.g. footnotes and references</p> <p>Uses formatting appropriate to text, e.g. heading weights, styles</p>
<p>Demonstrates an understanding of a range of formal and informal register</p>	<p>Chooses appropriate structure for register</p>	<p>Has established register flexibility and sensitivity and interprets register as related to social relationships in a broad range of contexts</p>
<p>Uses basic models to produce a range of text types, although may handle some more easily than others</p> <p>Uses the process of planning, drafting and proofreading</p> <p>Self-corrects own writing to check for consistency and accuracy</p>	<p>Uses a variety of strategies for planning, drafting, reviewing and proofreading own writing, e.g. plans according to purpose, uses drafting techniques, checks with mentor/peers</p>	<p>Uses the drafting and revision process to extend and clarify thinking</p>

Performance Features Grids - Writing

Writing Indicator 06: vocabulary, grammatical structure and the conventions of writing

FOCUS	LEVEL 1	LEVEL 2
Vocabulary	Uses a small bank of individual words and phrases or word lists related to giving personal details or meeting survival needs. May be memorised, transcribed, formulaic	Extends key vocabulary to include personal details of self, family and relevant others, most aspects of everyday life and other vocabulary of personal significance
Grammar	Begins to use basic structures and limited verb tenses	Uses action words and simple verb tenses in sentences of 1 or 2 clauses Uses adjectives, pronouns and prepositions to describe people, places, things and events Uses simple cohesive devices, such as <i>and, but, then</i> Uses time/location markers such as <i>first, then, yesterday, in, at</i>
Punctuation	Begins to use basic punctuation, but this may be inconsistent, e.g. capital letters, full stops	Uses basic punctuation, e.g. capital letters, full stops, commas
Spelling	Approximates spelling, with inconsistencies and variations apparent	Attempts spelling by using familiar letter patterns including phonic letter patterns, common stems, suffixes and prefixes Uses a spellchecker with support Refers to dictionary to check spelling or vocabulary choices Shows some variation in spelling and grammar that does not interfere with overall meaning
Legibility	Writes mostly legible script. May prefer to print rather than write in cursive script, with lack of consistency likely between printed and cursive letter Uses appropriate orientation of text, e.g. left to right, top to bottom	Writes legible script

LEVEL 3	LEVEL 4	LEVEL 5
<p>Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available</p> <p>Uses vocabulary with increasing precision to show how words carry particular shades of meaning</p> <p>Can use English dictionary or thesaurus (hard copy or online) to extend vocabulary bank</p> <p>Begins to use acronyms</p> <p>Recognises and uses common idioms</p>	<p>Selects vocabulary to create nuances of meaning in chosen fields of knowledge or in particular contexts</p> <p>Understands and uses vocabulary specific to topic</p>	<p>Understands and uses broad vocabulary including idioms, colloquialisms, cultural references as appropriate</p> <p>Understands and uses appropriate specialised vocabulary in a variety of situations, e.g. explanations, descriptions, arguments</p>
<p>Uses introductory phrases which indicate that an opinion, or a fact, is being offered</p> <p>Uses some complex and compound sentences</p> <p>Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions, and express viewpoints</p> <p>Uses dependent clauses introduced by words such as <i>although</i>, <i>when</i>, <i>if</i> and <i>while</i></p>	<p>Uses grammatical structures and vocabulary appropriate to register</p> <p>Uses structurally complex sentences</p> <p>Demonstrates some understanding of nominalisation and condenses ideas, processes, descriptions and/ or explanations into abstract nouns</p> <p>Has some control over modality, using modal verbs and other modification devices</p>	<p>Uses a variety of words and grammatical structures to achieve precise meaning</p> <p>Uses and interprets sophisticated stylistic devices such as nominalisation</p> <p>Uses grammatical structures accurately and effectively</p> <p>Understands and uses linking devices effectively to demonstrate complex conceptual connections, and/or causal relationships</p>
<p>Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, exclamation marks, quotation marks</p>	<p>Uses punctuation accurately and effectively to convey a range of emotions or intentions</p>	<p>Uses features of punctuation, font and layout to good effect, e.g. semi-colons, brackets, italics</p>
<p>Uses a spellchecker with increasing understanding and independence and awareness of its limitations</p> <p>Spells with reasonable accuracy</p> <p>Attempts to spell unfamiliar words, using a range of strategies including phonic and visual letter patterns, syllabification, word origin</p>	<p>Uses a range of spelling strategies, e.g. understanding of word usage, visual and phonic patterns, word derivations and meanings</p> <p>Accurately spells most frequently used words, including relevant technical and specialised vocabulary</p>	<p>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</p>
<p>Uses legible handwriting style or computer font appropriate to audience and purpose</p>		

Performance Features Grids - Oral Communication

Oral Communication Indicator 07: speaking

FOCUS	LEVEL 1	LEVEL 2
Range and context	Understands and responds appropriately in highly familiar oral contexts where exchanges are short and explicit	Demonstrates language use appropriate to some different interactional purposes, e.g. gives opinion or explanation, makes enquiry, seeks clarification
Audience and purpose	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	Begins to provide key information relevant to an exchange Recognises that words and grammatical choices may vary to meet the requirements of audience and purpose
Register		Begins to demonstrate a recognition of the differences between formal and informal registers
Cohesion and structure		Makes connections between own knowledge and experience, and ideas, events and information when speaking Uses simple questions and instructions in order to exchange or obtain goods or services, gather and provide information
Grammar	Uses basic structures and very limited verb tenses	Refines conversational skills by using common openings and closings Uses adjectives, pronouns and prepositions to describe people, places, things and events
Vocabulary	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	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
Pronunciation and fluency	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	Produces mostly intelligible pronunciation, stress patterns and intonation. Some variations may require clarification Speaks slowly and pronounces key words deliberately
Paralinguistics	Relies heavily on paralinguistic support such as gestures and facial expressions to express meaning	Relies on facial expressions and gestures to clarify or confirm meaning

LEVEL 3	LEVEL 4	LEVEL 5
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	Engages in complex oral negotiations, such as exploring issues, problem-solving, reconciling points of view or bargaining	Demonstrates sophisticated control of a range of oral genres
Demonstrates some awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose	Reflects on underlying meaning of the communication and responds appropriately Considers aspects of context, purpose and audience when generating oral texts	Uses spoken language to make hypotheses, to plan and to influence others
Demonstrates awareness of choices for register especially in situations that are familiar	Uses register appropriate to the context 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	Demonstrates command of language structures, registers, vocabulary and idioms required in formal and informal communicative events Demonstrates flexible and effective use of register
Identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate	Relates separate pieces of information within a spoken text, rather than treating them as separate units of information Participates effectively in spoken interactions by using strategies to confirm, clarify or repair understanding, and makes constructive additions to what has been said Initiates topic shifts and points of clarification, and gives verbal and non-verbal feedback	Negotiates complex problematic spoken exchanges by establishing a supportive environment, bringing together different points of view Revises own speaking to enhance meaning and effectiveness
Uses introductory phrases which indicate that an opinion, or a fact, is being offered Uses dependent clauses introduced by words such as <i>although</i> , <i>when</i> , <i>if</i> and <i>while</i> Uses appropriate grammatical forms and vocabulary in everyday contexts, e.g. to give instructions, give explanations, ask questions, express viewpoints	Demonstrates control of most distinguishing linguistic structures and features of a range of oral genres, such as reports, discussions, procedures and narratives	Uses grammatical structures to achieve precise meaning, such as when gathering and providing information, exploring issues and problem-solving
Uses some common idioms Uses vocabulary that is sufficiently broad so that a relevant word is almost always available for both everyday and more specific contexts	Uses some common idioms Uses vocabulary that is sufficiently broad so that a relevant word is almost always available for both everyday and more specific contexts	Uses specialised vocabulary appropriate to context, e.g. explanations, descriptions, debates, exchanging or obtaining goods and services Uses broad vocabulary including idioms, colloquialisms and cultural references as appropriate
Refines intended meaning, varying speed and changing tone or emphasis when speaking Uses pronunciation, stress patterns and intonation which do not obscure meaning but may require occasional clarification Uses speech that may be characterised by uneven flow, with some repetition, especially in longer utterances	Uses stress, intonation and gesture effectively to convey a range of emotions or intentions Uses intelligible pronunciation, and stress and intonation patterns Demonstrates generally appropriate flow of speech though may have occasional repetition, hesitation or self-correction	Adjusts stress and intonation in order to convey mood and meaning Demonstrates fluency in a range of contexts
Uses interactional strategies such as non-verbal feedback in order to support effective communication	Monitors the effectiveness of the interaction by adjusting gesture and other paralinguistic features	Reflects on and revises use of paralinguistics to enhance own performance

Performance Features Grids - Oral Communication

Oral Communication Indicator 08: listening

FOCUS	LEVEL 1	LEVEL 2
Range and context	<p>Understands exchanges that are short and explicit</p> <p>Depends on prior knowledge of context and personal experience when listening</p>	<p>Comprehends language used in a limited number of contexts</p> <p>Makes connections between own knowledge and experience and purpose of texts</p>
Audience and purpose	<p>Identifies specific information in spoken texts relating to items, people and/or activities in the immediate environment</p>	<p>Begins to demonstrate a recognition of the differences between formal and informal registers</p>
Structure and grammar	<p>Comprehends basic structures and very limited verb tenses</p>	<p>Follows the use of adjectives, pronouns and prepositions to describe people, places, things and events</p> <p>Comprehends the use of simple verb tenses in sentences with 1 or more clauses</p> <p>Comprehends oral texts which have a predictable structure and familiar vocabulary</p>
Comprehension	<p>Comprehends simple questions</p> <p>Indicates a need for clarification or repetition</p> <p>Identifies requests for clarification or repetition</p>	<p>Comprehends straightforward questions and instructions in order to exchange or obtain goods or services, gather and provide information</p> <p>Responds to questions and takes turns to maintain simple conversations</p> <p>Begins to identify key information relevant to an exchange</p> <p>Asks questions to clarify meaning when listening</p> <p>Indicates need for repetition</p>
Vocabulary	<p>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</p>	<p>Recognises vocabulary related to personal details of self and family and relevant others, most aspects of everyday life, and other vocabulary of personal significance</p>
Rhythm, stress, intonation	<p>Depends on repetition of utterances when necessary, and slow, clear speech</p>	<p>Recognises changes in stress and intonation</p>
Paralinguistics	<p>Relies heavily on gestures and facial expressions to make meaning</p>	<p>Interprets facial expressions and gestures to refine or confirm meaning</p>

LEVEL 3	LEVEL 4	LEVEL 5
<p>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</p> <p>Identifies gist of texts with some unfamiliar elements, e.g. movies, presentations</p>	<p>Uses knowledge of principal conventions of language use to assist with constructing meaning from a range of oral text types including conversations, discussions and negotiations</p>	<p>Demonstrates command of language structures, registers, vocabulary, and idiom required to participate in complex problematic oral exchanges as well as in extended conversational exchanges</p>
<p>Recognises the way structure and register may change according to the purpose of the oral text</p>	<p>Interprets register pertaining to particular contexts</p> <p>Considers aspects of context, purpose and audience when comprehending oral texts</p>	<p>Demonstrates sensitivity to register across a broad range of contexts</p>
<p>Recognises introductory phrases which indicate that an opinion, or a fact, is being offered</p> <p>Comprehends dependent clauses introduced by words such as <i>although</i>, <i>when</i>, <i>if</i> and <i>while</i></p> <p>Identifies cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate</p> <p>Follows the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions and viewpoints</p>	<p>Understands oral texts which use complex syntactic structures</p> <p>Follows texts which use modal verbs and other modification devices, abstract nouns and some nominalisation</p>	<p>Follows oral texts which include structurally complex sentences</p> <p>Understands oral texts which use sophisticated stylistic devices such as nominalisation</p>
<p>Comprehends longer oral texts with limited complexity</p> <p>Listens for relevant information in order to make notes from spoken texts on a range of everyday topics</p>	<p>Relates separate pieces of information within an oral text, rather than treating them as separate units of information</p> <p>Reflects on underlying meaning of the communication and responds appropriately</p> <p>Listens in order to make notes from oral texts in chosen fields of knowledge</p>	<p>Draws on a repertoire of active listening strategies to maintain understanding throughout oral texts</p> <p>Listens in order to make notes from spoken texts across a range of contexts</p>
<p>Comprehends both everyday vocabulary and vocabulary from more specific contexts</p> <p>Recognises some common idioms</p>	<p>Understands vocabulary specific to topic</p> <p>Follows oral texts which include vocabulary that creates nuances of meaning</p>	<p>Understands broad vocabulary including idioms, colloquialisms and cultural references</p> <p>Understands appropriate specialised vocabulary in a variety of situations, e.g. explanations, descriptions, debates, exchanging or obtaining goods and services</p>
<p>Can generally interpret stress patterns and intonation</p> <p>Follows speech at normal rate of utterance</p>	<p>Responds to cues such as change of pace and particular words which indicate a new or important point is about to be made</p> <p>Reflects on the effectiveness of the interaction requesting clarification, and/or variation in volume and pace as necessary</p>	<p>Actively interprets mood and meaning conveyed through stress and intonation</p>
<p>Provides non-verbal feedback to show interest or attitude</p>	<p>Interprets gesture and other paralinguistic features</p> <p>Responds to topic shifts and points of clarification, and gives non-verbal feedback</p>	<p>Interprets subtle shifts in dialogue indicated by gesture and/or other paralinguistic features</p> <p>Picks up on possible subtexts indicated by gesture and/or other paralinguistic features</p>

Performance Features Grids - Numeracy

Numeracy Indicator 09: identification of mathematical information and meaning in activities and texts

FOCUS	LEVEL 1	LEVEL 2
<p>Level of comprehension of mathematical information</p> <p>Explicitness of mathematical information</p> <p>Complexity of mathematical information and representation</p>	<p>Locates and recognises key mathematical information in simple and highly familiar oral and/or highly explicit written instructions or texts, e.g. menus, bills, calendars, advertising brochures, clocks, oral directions</p> <p>Locates everyday information and data given in simple texts, lists, charts, diagrams and tables</p> <p>Reads and comprehends the symbolism and simple conventions relevant to mathematical knowledge of the level, e.g. whole numbers up to 100s, \$5.98, $\frac{1}{2}$, +, -, $\frac{12}{5}$/$\frac{7}{}$</p>	<p>Identifies and comprehends mathematical meaning from familiar activities or tasks that may include some familiar mathematical symbolism, abbreviations and language that is embedded in simple texts or stimuli and which are culturally accessible</p> <p>Identifies and compares the mathematical information in simple, familiar oral instructions and written texts, including data located in tables, graphs and charts</p> <p>Identifies and uses familiar whole numbers including numbers up to 1000s, money and simple, everyday fractions, decimals and percentages, e.g. $\frac{1}{4}$, $\frac{1}{10}$, 50%, 25%, 0.25</p>

LEVEL 3	LEVEL 4	LEVEL 5
<p>Comprehends activities or tasks that may include some limited formal mathematical symbolism, abbreviations and language</p> <p>Selects and interprets familiar mathematical information that is partly embedded in familiar or routine texts or stimuli including data located in tables, graphs and charts</p> <p>Interprets and uses whole numbers including very large numbers and familiar or routine fractions, decimal fractions and percentages embedded in a range of familiar or routine contexts</p>	<p>Extracts and evaluates the mathematical meaning from activities or tasks that include some formal mathematical symbolism, abbreviations and language that is embedded in relevant texts or stimuli including data located in tables, graphs and charts and which are culturally accessible</p> <p>Interprets and flexibly uses fractions, decimal fractions and percentages including their equivalent values</p> <p>Interprets and uses signed numbers and numbers given in index or scientific notation form in relation to relevant real-life situations</p>	<p>Extracts and analyses relevant information from a text or activity and, where necessary, gathers additional information from other sources</p> <p>Comprehends texts or tasks that include formal mathematical symbolism, abbreviations, language, mathematical conventions and unfamiliar information that can be highly embedded in complex texts or stimuli</p> <p>Interprets concepts and techniques from specialist areas of mathematics relevant to study or workplace needs, e.g. trigonometry, statistics, geometry, algebraic manipulation, introductory calculus</p> <p>Flexibly interprets and uses rational and relevant irrational numbers</p>

Performance Features Grids - Numeracy

Numeracy Indicator 10: problem-solving mathematical processes used

FOCUS	LEVEL 1	LEVEL 2
<p>Problem-solving processes</p> <p>Estimating and reflecting</p> <p>Methods of solution</p> <p>Mathematical knowledge and skills: number and calculations, shape and space, data and statistics, measurement, location and direction, formulae and algebra</p>	<p>Relies heavily on hands-on (concrete) and real-life materials, personal experience and prior knowledge, as appropriate, to:</p> <ul style="list-style-type: none"> - use 1 or 2 pieces of mathematical information in performing a simple mathematical process - roughly check the reasonableness of the outcome(s) with support via prompting or questioning <p>Recognises and compares whole number amounts (up to the 100s) and quantities, including money, in personally relevant contexts</p> <p>Adds and subtracts simple whole number amounts (up to 100) and familiar monetary amounts in personally relevant contexts</p> <p>Recognises and compares familiar shapes and objects</p> <p>Identifies appropriate tools and uses them at a basic level in a limited range of applications, eg. familiar measuring instruments, simple calculators</p> <p>Recognises and compares familiar basic metric measurements and quantities such as length, mass, capacity, time, temperature, e.g. personal height and weight, litre of milk, vehicle height clearances</p> <p>Gives simple and familiar oral directions</p> <p>Follows simple and highly familiar oral and written directions</p>	<p>Relies substantially on hands-on (concrete) and real life materials, personal experience and prior knowledge, as appropriate, to:</p> <ul style="list-style-type: none"> - decide on appropriate methods of processing 1 or 2 familiar mathematical steps to solve the problem - make estimations and check reasonableness of processes and outcomes - relate meaning of the mathematics in an activity to other familiar, real life situations <p>Uses a blend of personal 'in-the-head' methods and pen and paper or calculator/ technological processes to undertake the problem-solving process</p> <p>Identifies and uses whole numbers including numbers up to 1000s, money and simple, everyday fractions, decimals and percentages, e.g. 1/4, 1/10, 50%, 25%, 0.25</p> <p>Performs a limited range of familiar and predictable calculations with the 4 operations (+, -, x, ÷) with division being related to simple and familiar tasks such as equal sharing, e.g. dividing a food bill equally between 5 people</p> <p>Orders and groups number, shape, data and measurement, explaining any simple relationships or patterns, e.g. 4-sided shapes, quantities from smallest to largest</p> <p>Identifies, draws and describes common 2D shapes and some common 3D shapes, e.g. sphere, cube, cylinder</p> <p>Measures length, mass, capacity, time, temperature, using simple instruments graduated in familiar units, e.g. cm, m, mL, °C, hours, minutes and seconds</p> <p>Orders, where appropriate, and uses familiar data to construct simple charts and tables based on provided scales and axes (graduations of 1s, 5s or 10s)</p> <p>Uses knowledge of direction and location (e.g. behind, N, S, E, W, clockwise) including simple coordinates to read familiar and simple maps/street directories/plans</p>

LEVEL 3	LEVEL 4	LEVEL 5
<p>Calculates with whole numbers and everyday or routine fractions, decimal fractions and percentages, linking equivalent forms and using these appropriate to a range of everyday or routine contexts</p> <p>Uses and applies rates in familiar or routine situations, e.g. km/hr, \$/kg, \$/m</p> <p>Applies knowledge of properties of 2D and 3D shapes to describe and draw everyday objects, including constructing common 3D shapes</p> <p>Measures length, mass, capacity, time, temperature using everyday or routine measuring instruments and converts between metric units by applying understanding of prefixes, e.g. centi, milli, kilo, and as appropriate, micro, mega</p> <p>Draws on a combination of hands-on, in-context materials, personal experience, mathematical and other prior knowledge to:</p> <ul style="list-style-type: none"> - select appropriate methods of solution from a limited range of mathematical processes - use developing estimation and other assessment skills to check and reflect on the outcome and its appropriateness to the task <p>Uses a blend of personal 'in-the-head' methods, pen and paper and calculator/ technological processes to undertake the problem-solving process</p> <p>Collects and organises familiar data and constructs tables, graphs and charts, manually or with spreadsheets, using simple and familiar or routine scales and axes</p> <p>Uses distance, direction, coordinates, simple scales, labels, symbols and keys to read and use everyday maps and plans</p>	<p>Uses mental, pen and paper and calculator/ technological processes, including using a range of calculator functions, e.g. memory, square roots on a scientific calculator, and the use of spreadsheet software</p> <p>Uses and applies ratio, rates and proportion, e.g. scales on maps and drawings, magnification factors, mixing chemicals</p> <p>Calculates with fractions, decimal fractions and percentages, and flexibly uses equivalent values for fractions, decimal fractions and percentages</p> <p>Calculates with relevant signed numbers and numbers given in index or scientific notation form</p> <p>Draws on prior mathematical knowledge and experience, diagrammatic and other mathematical processes to:</p> <ul style="list-style-type: none"> - represent the mathematical information in a form that is personally useful as an aid to problem-solving, e.g. table, summary, sketch - select appropriate methods of solution from an expanding range of mathematical processes - use estimation and other assessment skills to check the outcomes and decide on the appropriate accuracy for the outcome - reflect on and evaluate own performance, the mathematics used and outcomes obtained relative to internal mathematical knowledge and understanding, and personal and real-world implications <p>Uses knowledge about space and shape including angle properties, symmetry and similarity to describe, draw or construct relevant common 2D and 3D shapes</p> <p>Estimates, accurately measures and calculates quantities using appropriate measuring instruments and relevant formulae and can convert between metric units</p> <p>Collects, represents, summarises and interprets a range of types of data appropriately in a variety of ways, e.g. tables, spreadsheets, graphs, plots, averages (such as mean, median, mode) and simple measures of spread</p> <p>Uses, calculates and interprets information based on maps including scales, bearings, travel distances, speeds and times, time zones</p> <p>Develops, interprets, and uses simple formulae and algebraic representation that describe relationships between variables in relevant contexts, e.g. sport, repair charges, mixing chemicals, area and volume, specific workplace formulae</p>	<p>Uses mathematical processes flexibly and interchangeably selecting from pen and paper, and mental and technologically assisted processes, including scientific or graphics calculators for calculations using trigonometrical, statistical or algebraic functions</p> <p>Calculates with rational and relevant irrational numbers</p> <p>Uses and applies the concepts of probability and chance</p> <p>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</p> <p>Estimates, accurately measures and calculates quantities using appropriate measuring instruments and formulae including accurate conversion between units</p> <p>Uses prior mathematical knowledge and experience, diagrammatic, symbolic and other mathematical representation to:</p> <ul style="list-style-type: none"> - organise and represent the mathematical information in an alternative, useful form, e.g. table, summary, sketch, graph - select appropriate methods of solution from an expanded range of processes - use developed estimating and assessment skills to check the outcomes and decide on the appropriate degree of accuracy required for the outcome - critically review the mathematics used and outcomes obtained to reflect on and question real-world implications <p>Collects, organises and statistically analyses data (including grouped data) using averages, percentiles, measures of spread, and interprets and draws conclusions about possible trends and data reliability</p> <p>Uses and solves a range of equations using a variety of algebraic techniques</p> <p>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, exponential, inverse relationships</p>

Performance Features Grids - Numeracy

Numeracy Indicator 11: the way informal and formal language, symbolic and diagrammatic representations and conventions of mathematics are used to communicate

FOCUS	LEVEL 1	LEVEL 2
<p>Written mathematical language</p> <p>Oral mathematical language</p> <p>Complexity of mathematical symbolism, representation and conventions</p>	<p>Uses common, everyday, informal language and gestures for oral and some simple written jottings 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></p> <p>Uses the simple symbolism, diagrams and conventions relevant to the mathematical knowledge of the level, e.g. \$5.98, $\frac{1}{2}$, +, -, 12/5/07, simple and highly familiar tables and graphs</p>	<p>Uses a combination of informal and some formal written mathematical and general language to represent the mathematical and problem-solving process</p> <p>Uses a combination of informal and some formal oral mathematical and general language to report on and discuss the mathematical and problem-solving process</p> <p>Uses symbolism, diagrams, graphs and conventions relevant to the mathematical knowledge of the level, e.g. %, $\frac{1}{2}$ of 1L, 16 cm, map reference D5, N, E, and familiar and simple tables, graphs, maps</p>

LEVEL 3	LEVEL 4	LEVEL 5
<p>Uses a combination of both informal and formal written mathematical and general language and representation to document and report the mathematical and problem-solving process and results</p> <p>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</p> <p>Uses symbolism, diagrams, graphs and conventions relevant to the mathematical knowledge of the level, e.g. %, km/hr, \$/m, NE, and routine and familiar tables, graphs and maps</p>	<p>Uses a combination of informal but mostly formal written mathematical and general language, including some specialised mathematical language and terminology and representation to document, interpret and communicate the processes, results and implications of the mathematical investigation</p> <p>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 the mathematical investigation</p> <p>Uses mathematical symbolism, diagrams, graphs, algebraic representation and conventions relevant to the mathematical knowledge at the level, e.g. $\sqrt{\quad}$, 3.75×10^3, -5°C, relevant formulae, some complex and specialised tables, graphs and maps</p>	<p>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</p> <p>Uses a combination of oral specialised mathematical and general language to discuss, explain and interpret the processes, results and implications of the mathematical investigation</p> <p>Flexibly uses mathematical symbolism, diagrams, algebraic representation, graphs and conventions relevant to the mathematical knowledge at the level, e.g. sin/cos/tan, $\sqrt{a r^3}$, $y = mx + c$, complex and specialised tables, graphs and diagrams</p>

The ACSF and assessment

Performance will, in most cases, be assessed against accredited curricula or industry Training Packages which may then be mapped to the ACSF. Additionally, assessment tools may be developed and mapped directly to the ACSF as appropriate to specific contexts and purposes.

The 5 levels of the ACSF cannot be neatly aligned to the Australian Qualifications Framework (AQF) as the skills required to perform a task vary according to context and will depend on type of workplace, size, organisational structures, products and services and individual roles and responsibilities.

The following assessment principles (adapted from the CGEA, Version 2, 2007 p.45) reflect the conditions under which assessment is carried out in most accredited curricula and Training Packages, and are fundamental to fair, flexible, reliable and valid assessment and reporting.

- Learners should be assessed against a range of tasks integrated into practice. One-off assessments do not provide a reliable and valid measure of competence
- Instructions for assessment tasks should be clear, explicit and ordered. Learners must know what is expected, and the criteria by which they will be assessed
- Time allowed to complete a task should be reasonable and specified, and should allow for preparation and redrafting as appropriate to the task
- Assessment tasks and learner responses should be validated and moderated by teachers/assessors within a training organisation and, where possible, across training providers
- Appropriate reference materials and resources, e.g. calculators, should be available to learners during assessment
- Reasonable adjustment for learners with special needs is allowable.

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