

**MEM Initial Adult Literacy and Numeracy
Non-accredited Training Program**

**SAMPLE
STUDENT
ASSESSMENT
TOOLS
(SSAT)**

ACKNOWLEDGMENTS

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INTRODUCTION

The following Sample Student Assessment Tools (SSAT) document has been developed as support material to the MEM Initial Adult Literacy and Numeracy non-accredited training program. Teachers may choose to use the SSAT supplied or develop their own sample student assessment tools. Please refer to the MEM initial literacy manual for further detailed description of specific unit assessment strategies.

PROFESSIONAL DEVELOPMENT TOOL

This SSAT manual contains numerous concrete real life teenage and adult appropriate examples of the wide range of incremental learning tasks that can undertaken by students at the initial literacy and numeracy level. In this light, it is hoped that this manual will be used as a guide to assist teachers, tutors and volunteers supporting students at this level.

ASPECTS OF COMMUNICATION

In an effort to support a holistic approach to teaching and learning at the initial literacy level as opposed to a narrow functional approach, each unit of study considers the student's personal, functional, informative and cooperative literacy/numeracy needs, wants and interests and a personal centred approach to teaching and learning is encouraged.

Personal communication

Focuses on aspects of personal and family life, and the cultures that shape these.

Personal communication relates to the individual's personal everyday needs, wants, interests, ideas and social life in the community and/or workplace.

Example:

Personal friends, social issues and experiences.

Issues relating to family members and friends, or recreation & leisure activities.

Functional communication

Focuses on forms of communication mainly used in the workplace and institutional settings and in communications with such organisations.

Functional communication relates to the individual's practical everyday needs, wants, interests, ideas in the community and/or workplace.

Example:

Understanding instructions, technical operation of devices and machinery, basic skills required for interacting within the workplace, a particular organisation, or institution.

Basic literacy/numeracy skills required for coping with practical everyday life in the community.

Informative communication

Focuses on sociological, scientific, technological, historical and mechanical theories and concepts that are relevant to education and training.

Informative communication relates to the individual's needs and interests relating to the gaining of **new** information in the workplace or general community.

Example:

Learning a new functional word, phrase or sentence for use in the workplace, Studying a new theme or topic of interest that has not been researched in the past, or is being further extended.

Cooperative communication

Focuses on matters of public concern, and forms of argument, reason, criticism used in the public arena, and involves appropriately interacting within a group.

Cooperative communication relates to the individual's social membership, participation and advocacy within a group in the workplace or general community.

Example:

Critical thinking relating to specific work related group activities.

Critical thinking related to specific group social and sporting activities.

DEMONSTRATING INITIAL LITERACY COMPETENCE

As described in the Karingal initial literacy training manual, students need to consistently demonstrate competence of a given learning outcome/unit from week to week prior to undertaking a formal assessment. It is preferred but not essential that competence is demonstrated in the presence of a range of sympathetic individuals e.g. teacher, volunteers and peers.

Further, there is no prescriptive, mandatory list or number of single words, phrases or sentences that need to be learnt by students in order to demonstrate competence in CIALN literacy units.

While a prescriptive approach may make determining competence much clearer and simpler, it assumes that all students have the same initial literacy needs and wants, and that students at this level all have the same learning capacity.

However, the reverse is usually the case at in this level of education.

Example:

A teenage Aboriginal learner in a remote settlement may have a different set of initial literacy needs and wants compared with an Aboriginal learner living in the city.

A person from a non English language background with little or no formal literacy skills, a person with a learning difficulty, or a person with a mild intellectual disability may all have the capacity to develop a wide range of reading and writing skills to varying degrees. However, a person with a severe intellectual disability may have a very limited capacity for developing literacy skills. That is, may not be able to learn to formally read and write but could develop a range of single word oral statements and responses for use in general communication. The development of limited oral communication skills may be the only possible source/strand of communication available to such an individual.

Therefore, supporting this individual in developing limited but crucial oral communication skills should be considered an important priority. The development of these skills should be as highly valued by educators, as is the development of traditional reading and writing skills is for the wider student population.

A prescriptive approach to teaching and learning, when dealing with teenagers and adults with low literacy skills runs the risk of alienating, disempowering and further disengaging these students in the learning process. Such students need to be active in constructing their own learning experiences and in determining which words, phrases and sentences are relevant to their everyday literacy needs and wants.

For these reasons, the initial literacy training manual has been designed to be flexible in content and delivery. Learning outcome statements relate to, “the participant’s own identity, immediate residential, community or work environment, which extend the participant’s general knowledge and understanding and which facilitate community citizenship.”

The best gauge of whether or not a particular student has mastered a given literacy level is if he or she is continually demonstrating competence, from week to week, at the new level in relation to familiar, immediate, everyday subject matter.

Example:

1. A particular student who traditionally only spoke at the single word level about a very limited range of topics from week to week, is now consistently speaking about the same topics but at the phrase level. The student’s total everyday oral vocab range may have only increased by around 20 words. However, clearly the student has moved beyond single word utterances towards speaking in simple sentences.

Teacher asks, “What did you do on the weekend?”

Student moves from saying, “Beach” to “went to beach”

2. Another student who was traditionally writing at the phrase level about familiar, immediate and personal topics is now consistently writing about the same topics but at the simple sentence level. The student may only have mastered a small number of additional spelling words but has clearly moved beyond writing phrases or incomplete sentences to writing proper simple sentences, correctly using the capital letter and full-stop.

Student moves from writing, “played netball” to “I played netball on Saturday.”

INTEGRATED ASSESSMENT TASKS

Although the initial literacy training program has been designed with distinct Reading, Writing, Oracy and Numeracy streams of study in practise the literacy and numeracy units may be readily delivered in an integrated or holistic fashion.

Example:

- Filling in a standard application form may involve a series of interconnected literacy and numeracy activities such as; an initial oral discussion to clarify related issues, reading the content of the form and writing personal details including; name, address, date of birth, age and current date.
- A combined literacy and numeracy approach is required when purchasing items in a supermarket.
- An oral presentation may be interconnected with reference to; reading, writing and/or numeracy materials.

Further, the Personal, Functional, Informative and Cooperative Aspects of Communication as listed in the course framework may also be delivered via an integrated approach.

The units of study and related learning outcomes are presented as separate to permit the teacher and student the opportunity to focus on a particular literacy or numeracy skill and related aspect of communication and to assist in the recording and measuring individual participant achievements.

EMPLOYABILITY SKILLS SUMMARY

Initial Adult Literacy and Numeracy (Entry Program)

The following table contains a summary of the Employability Skills required for each unit within this qualification.

Employability Skill	
Requirements for this qualification include:	
Communication	Locate / match specific simple single word type information relevant to immediate purposes. Recognise familiar signs, symbols, graphics, diagrams, photos and / or concrete objects in the workplace. Read familiar simple single word type instructions and labels. Follow / give simple clear single word type instructions (one or two steps). Incorporate the use of hand gestures, body language and / or mime, as required, as a means of clarifying workplace communications. Complete simple forms with personal details and / or numerical information and / or symbols (x).
Teamwork	Greet others and respond to greetings. Work collaboratively as part of team. Give single word type feedback in a supported context. Listen to and act on positive workplace suggestions from supervisor and/or workmates in familiar contexts.
Problem solving	Solve practical simple workplace problems in a supported context. Rely on prior experience and examples to select solutions to problems. Indicate preferred solutions to known problems.
Initiative and enterprise	Adapt to changes, including working alongside a supervisor / mentor where support is readily available.
Planning and organising	Plan and carry out simple tasks in the workplace to meet timelines with support of supervisor or workmate.
Self-management	Manage own attendance and punctuality requirements. Complete delegated tasks.
Learning	Identify one or two realistic short term workplace goals. Accept opportunities to learn new ways of doing things and implement changes with support.
Technology	Use learning / communication technology with support, in the context of available equipment.

Note:

Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Initial Adult Literacy and Numeracy (Foundation Program)

The following table contains a summary of the Employability Skills required for each unit within this qualification.

Employability Skill	
Requirements for this qualification include:	
Communication	Locate / match specific simple phrase type information relevant to immediate purposes. Read familiar simple phrase type Health & Safety signs, instructions and labels in the workplace. Follow / give simple clear phrase type instructions (one or two steps). Incorporate the use of hand gestures, body language and / or mime, as required, as a means of clarifying workplace communications. Complete simple forms with personal details and / or numerical information.
Teamwork	Greet others and respond to greetings. Work collaboratively as part of team. Give phrase type feedback in a supported context. Listen to and act on positive workplace suggestions from supervisor and/or workmates in familiar contexts.
Problem solving	Solve practical simple workplace problems in a supported context. Rely on prior experience and examples to select solutions to problems. Indicate preferred solutions to known problems.
Initiative and enterprise	Adapt to changes, including working alongside a supervisor / mentor where support is readily available.
Planning and organising	Plan and carry out simple tasks in the workplace to meet timelines with support of supervisor or workmate.
Self-management	Manage own attendance and punctuality requirements. Complete delegated tasks.
Learning	Identify one or two realistic short term workplace goals. Accept opportunities to learn new ways of doing things and implement changes with support.
Technology	Use learning / communication technology with support, in the context of available equipment.

Note:

Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Initial Adult Literacy and Numeracy (Established Program)

The following table contains a summary of the Employability Skills required for each unit within this qualification.

Employability Skill	
Requirements for this qualification include:	
Communication	Locate / match specific simple sentence type information relevant to immediate purposes. Read familiar simple sentence type Health & Safety signs, instructions and labels in the workplace. Follow / give simple clear single sentence type instructions (one or two steps). Incorporate the use of hand gestures, body language and / or mime, as required, as a means of clarifying workplace communications. Complete simple forms with personal details and / or numerical information.
Teamwork	Greet others and respond to greetings. Work collaboratively as part of team. Give simple sentence type feedback in a supported context. Listen to and act on positive workplace suggestions from supervisor and/or workmates in familiar contexts.
Problem solving	Solve practical simple workplace problems in a supported context. Rely on prior experience and examples to select solutions to problems. Indicate preferred solutions to known problems.
Initiative and enterprise	Adapt to changes, including working alongside a supervisor / mentor where support is readily available.
Planning and organising	Plan and carry out simple tasks in the workplace to meet timelines with support of supervisor or workmate.
Self-management	Manage own attendance and punctuality requirements. Complete delegated tasks.
Learning	Identify one or two realistic short term workplace goals. Accept opportunities to learn new ways of doing things and implement changes with support.
Technology	Use learning / communication technology with support, in the context of available equipment.

Note:

Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.