

Write phrases related to the general community or workplace

SAMPLE STUDENT ASSESSMENT TOOL

STUDENT NAME:

YEAR:

SECTION 14

Unit Code FO2

**Write phrases related to the general community
or workplace**

Initial Adult Literacy and Numeracy (Foundation Program)

SUMMARY OF EVIDENCE – ASSESSOR TO COMPLETE

Course: Initial Adult Literacy and Numeracy (Foundation Program)

Use the tool below to record all evidence collected and to confirm that sufficient evidence has been collected.

- FO2 Write phrases related to the general community or workplace

STUDENT NAME: _____ DATE: _____

ASSESSOR GUIDELINES	Y/N	EVIDENCE PROVIDED	Y/N	EMPLOY-ABILITY SKILLS COVERED	Y/N
Essential student outcomes required		Evidence required to demonstrate competency			
Writes phrases for personal purposes.		Demonstrates developing competence in writing familiar ideas, experiences, needs, wants and interests by using phrases.		Communication	
Writes phrases related to the learner's immediate functional/practical needs.		Demonstrates competency across all four CIALN Aspects of Communication.		Teamwork	
Writes phrases that extend the learner's general knowledge and understanding.		Uses simple words and phrases related to established and predictable feelings, ideas, experiences, needs, facts, opinions or citizenship issues.		Problem solving	
Writes phrases related to the learner being a member of a group.				Initiative and enterprise	
				Planning and organising	
				Self-management	
				Learning	
				Technology	

(Note: Not all employability skills need to be covered in one unit. See introduction for examples of skills.)

Competent

Not yet competent, additional evidence required

Recommendations for future training or assessment:

ASSESSOR NAME: _____ ASSESSOR SIGNATURE: _____

CONTEXT OF ASSESSMENT

The following unit ***Write phrases in the general community or workplace*** sample student assessment tool (SSAT) is based on a program consisting of a study of phrases in a limited range of familiar social, educational, vocational or community based activities. A phrase is a partial sentence consisting of two or more words. For example, large tree, went to the beach, had a good weekend,

There are certain milestones in the development of writing skills which should be formally recognised, both a means of measuring student performance and as a way of motivating students in their studies. These milestones include; using words in association with pictures or other items to communicate or send a message, writing simple words, writing phrases and writing simple sentences.

The selection of the type phrases to be studied should be based on the student's own personal, functional, informative and cooperative needs, wants and interests in the workplace or general community, and reflect real life situations requiring the student to actively engage with the study material. For example, writing personal phrases related family members, friends, favourite sports, hobbies, activities, food, recent personal events to communicate a message, express an idea or describe a familiar, recent experience. (Please see competency map on last page of this SSAT unit for further examples.)

This assessment tool provides an example of how the assessment can be carried out.

The assessor and student may choose to use both the standardised assessments supplied and to develop their own customised assessments, being careful to maintain the integrity of the specific language text features and skill level contained in this SSAT. Alternatively, only customised assessments need to be undertaken.

The student should be actively encouraged and supported in identifying and constructing activities for study purposes relevant to his/her own needs.

Other more general formative learning and assessment tasks undertaken can also be used to build up a portfolio for assessment and evidence.

ASSESSMENT TEXT

STUDENT NAME: _____ Date: _____

INSTRUCTIONS TO ASSESSOR

You may use the supplied sample assessment activities and / or develop customised sample assessment texts based on the student's specific literacy needs. To demonstrate competence at the CIALN write phrases level the student needs to correctly write simple phrases, in a variety of activities from week to week.



IMPORTANT: The assessor should supply the student with real life items as required for assessment purposes!

General standardised sample assessment tasks

Ex1. Instruction to assessor

Ask the student to write simple phrases to describe each of the following personal, functional, informative and cooperative pictures. Tick words written correctly.

 <small>www.shutterstock.com - 20284090</small>	<p>.....</p> <p>.....</p>
 <small>www.shutterstock.com - 20290420</small>	<p>.....</p> <p>.....</p>
 <small>www.shutterstock.com - 43699911</small>	<p>.....</p> <p>.....</p>
 <small>www.shutterstock.com - 57250867</small>	<p>.....</p> <p>.....</p>

 <p>www.shutterstock.com · 14203876</p>	<p>.....</p> <p>.....</p>
 <p>www.shutterstock.com · 40227700</p>	<p>.....</p> <p>.....</p>
 <p>www.shutterstock.com · 53483668</p>	<p>.....</p> <p>.....</p>
 <p>www.shutterstock.com · 3006406</p>	<p>.....</p> <p>.....</p>

Ex2. Instruction to assessor

Assist the student to read the following partial sentences then ask the student to complete each sentence. Tick words written correctly.

(a) I went to

(b) When I go shopping I

(c) Today the weather is

(d) My friends and I like to

Customised sample personal writing phrases activity

Ex1. Instruction to assessor

Ask the student to write one or more phrase to describe what he/she did on the weekend. If the student can consistently write two or more words to form phrases then he/she has demonstrated competency at the CIALN phrase level. At this level, the phrases may be written in the student's preferred upper or lower case format.

For example:



WENT TO THE MOVIES
went to the movies



WENT TO THE BEACH
went to the beach



MY SISTER'S BIRTHDAY
my sister's birthday

The student should write personal phrases here!

Ex2. Instruction to assessor

Ask the student to read aloud what he/she has written.

Customised sample functional writing phrases activity

Ex1. Instruction to assessor

Ask the student to write one or more phrase to describe a practical activity or important piece of information. eg How he/she gets to work or class, address, local speed limit. If the student can consistently write two or more words to form phrases then he/she has demonstrated competency at the CIALN phrase level. At this level, the phrases may be written in the student's preferred upper or lower case format.

For example:



130 WILSONS ROAD
130 Wilson Road



SPEED LIMIT IS 60
speed limit is 60



7.45 AM BUS
7.45 AM bus

Write student functional phrases here!

Ex2. Instruction to assessor

Ask the student to read aloud what he/she has written.

Customised sample informative writing phrase activity

Ex1. Instruction to assessor

Ask the student to write one or more phrase to describe something new he/she has learnt over the past week. eg news report, daily weather report, new job instruction. If the student can consistently write two or more words to form phrases then he/she has demonstrated competency at the CIALN phrase level. At this level, the phrases may be written in the student's preferred upper or lower case format.

For example:



EARTH QUAKE
earth quake



COLD AND RAINY
cold and rainy



SAFETY HELMETS
safety helmets

The student should write informative phrases here!

Ex2. Instruction to assessor

Ask the student to read aloud what he/she has written.

Customised sample cooperative writing phrase activity

Ex1. Instruction to assessor

Ask the student to write one or more phrase to describe something he/she does with other people. eg fishing, working, playing sport If the student can consistently write two or more words to form phrases then he/she has demonstrated competency at the CIALN phrase level. At this level, the phrases may be written in the student's preferred upper or lower case format.

For example:



WENT FISHING
went fishing



WORK WITH STEVE
work with Steve



PLAY SCOCCER
play soccer

The student should write cooperative phrases here!

Ex2. Instruction to assessor

Ask the student to read aloud what he/she has written.

COMPETENCY MAPPING

COMPONENT OF UNIT(S) OF COMPETENCY				
COMPONENT OF TASK	ELEMENTS/PERFORMANCE CRITERIA	REQUIRED SKILL AND KNOWLEDGE	RANGE STATEMENTS	EVIDENCE GUIDE
<p>Writes phrases for personal purposes.</p> <p>Writes phrases related to the learner's immediate functional/practical needs.</p> <p>Writes phrases that extend the learner's general knowledge and understanding.</p> <p>Writes phrases related to the learner being a member of a group.</p>	<p>Issues related to the learner's own immediate, familiar personal, functional, informative and cooperative needs, wants and interests are communicated.</p> <p>Issues related to the workplace or general community are highlighted.</p> <p>In response to teacher questions, the learner expresses an opinion by writing familiar phrases.</p> <p>A range of strategies are employed by the learner to write phrases.</p> <p>Stimulus writing material such as pictures, videos and stories are used.</p>	<p>The ability to write using a limited number of every day phrases related to the learner's own immediate community and/or workplace environment/s.</p> <p>A basic knowledge and understanding of the meaning of a limited range of everyday simple words and phrases.</p>	<p>Writing personal phrases related family members, friends, favourite sports, hobbies, activities, food, recent personal events to communicate a message, express an idea or describe a familiar, recent experience.</p> <p>Writing functional phrases related to the use of tools, other utilitarian objects and devices, practical activities undertaken, or simple instructions to be followed to communicate a message, express an idea, or describe a recent experience.</p> <p>Writing informative phrases related to new topics of study from magazines, books, newspapers and internet to communicate a message, express an idea, or describe a recent experience.</p> <p>Writing cooperative phrases related to being a member of a group, favourite sporting team, friend/s, family member/s, work colleague/s, cultural or social club, familiar group activities such as going to a night club or football match to communicate a message, express an idea, or describe a recent experience.</p> <p>Personal, functional, informative and cooperative learning tasks and assessments that are undertaken in an integrated fashion.</p> <p>Using non-linguistic support such as body language, facial expressions and gestures to further verify meaning gained.</p> <p>Writing a range of everyday phrases associated with the learner's current or possible future workplace environment such as use of specific tools used, tasks undertaken, health and safety signs, work supervisor or colleagues to communicate a message, express an idea, or describe a recent experience.</p> <p>Writing a range of everyday phrases associated with the learner's current or future general community living situation such as, name of local super market, suburb, other key local land marks or locations, shopping and clothes items,</p>	<p>Demonstrates developing competence in writing familiar ideas, experiences, needs, wants and interests by using phrases.</p> <p>Demonstrates competency across all four Aspects of Communication.</p> <p>Uses simple words and phrases related to established and predictable feelings, ideas, experiences, needs, facts, opinions or citizenship issues.</p>

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			<p>household bill names and samples to communicate a message, express an idea, or describe a recent experience.</p> <p>Writing phrases related to likes, dislikes, point of view, critical comments related to a given topic of study.</p> <p>Writing phrases related to past experience and knowledge.</p> <p>At this level beginning to incorporate entry-level formal writing skills such as a knowledge of alphabet, phonics and spelling rules to assist in writing phrases and communicating messages, for those students who have the capacity to do so asking questions to clarify meaning.</p> <p>High interest topic pictures, movies, internet topics, studying topics related to learner's own needs, wants and interests.</p>	
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