

22294VIC Course in Initial Adult Literacy and Numeracy

VU21726 Read simple words

Unit and Marking Guide



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ACKNOWLEDGMENT

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Unit Guide

Description	This unit guide is for the unit VU21726 Read Simple Words
ACSF	The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading
Trainer/assessor details	Trainer/Assessor: Email: Phone number:
Delivery method	Training will be delivered in a classroom setting as a base with the following delivery methods incorporated: <ul style="list-style-type: none"> • Face to face with facilitator • Activity and group based learning • Group discussions • Presentations • Online activities
Learning outcomes	After completion of this unit participants will be able to: <ul style="list-style-type: none"> • Read simple, highly familiar personally relevant words • Use simple, highly familiar personally relevant words
Delivery and assessment mode	Trainers and assessors involved in the delivery and assessment for this qualification will have access to: <ul style="list-style-type: none"> • The current version of the units of competency and relevant training package • Support materials relevant to the delivery • The latest copies of assessment tools and marking guides
Learning resources	Resources to be used during delivery of this unit include various reading simple words related learning resources which will be compiled by the trainer/assessor in response to the specific needs of participants. These resources will be collated and retained for use in further programs. Refer to the TAS for a more detailed description of the resources required for delivery and assessment of this unit.

<p>Employability skills</p>	<p>Employability skills are a set of skills important for a specific job role and are embedded in each qualification and are assessed in each unit.</p> <p>This unit contains employability skills embedded in its learning and assessment which are assessed holistically as with all units for this qualification.</p> <p>Competency involves successful work performance and comprises of four dimensions.</p> <p>All assessment tasks have the dimensions of competence and are mapped accordingly in the assessment mapping document.</p> <p>For further information on employability skills and dimensions of competence for this qualification please refer to the TAS.</p>
<p>Critical aspects of assessment</p>	<p>The assessment must confirm the participant's ability to:</p> <ul style="list-style-type: none"> • use a limited range of strategies to identify, sequence and make meaning of highly familiar personally relevant words
<p>Assessment methods</p>	<p>Learning and assessment are integrated, with assessment evidence being collected and subsequent feedback provided to the participants throughout the learning and assessment process. If at any time a participant is unsure of his or her progress, or has any concerns about their learning or assessments, the participant should be encouraged to speak to the trainer or course coordinator.</p> <p>Assessment of competency can take many forms and can occur at any point during training with assessment dates to be provided to the participant prior to the unit commencing.</p> <p>Assessments include:</p> <p>Assessment task 1 – Written/oral questions</p> <ul style="list-style-type: none"> • Reading task - identify highly familiar personally relevant activities / needs • Reading task - identify highly familiar personally relevant settings

	<p>Assessment task 2 – Portfolio</p> <ul style="list-style-type: none"> • Reading task - identify highly familiar, personally relevant words • Reading task - identify related highly familiar, personally relevant words <p>Assessment task 3 – Observation</p> <ul style="list-style-type: none"> • Reading task - follow a simple written instruction • Reading task - connect related highly familiar personally relevant words <p>Assessments for this unit are a form of summative assessment.</p>
<p>Rules of evidence and principle of assessment</p>	<p>Assessors must ensure that all assessment tools that are provided to the participants and then submitted by the participants are:</p> <ul style="list-style-type: none"> • Valid - the evidence presented is directly related to the unit(s) of competency being assessed and reflects real workplace tasks • Sufficient - the quality and quantity of evidence presented reflects that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly • Current - the evidence presented is from either the present or the very recent past, and • Authentic - the evidence presented for assessment is the participant's own work. • Reliable –the evidence is gathered and interpreted in a consistent manner that provides for reliable assessment for both the participant and assessor. • Flexible – A variety of assessment opportunities will be offered which support the participant's learning and assessment needs. • Fair – Assessment approaches should encourage fairness in assessment through consideration of the participant's learning and assessment needs and through making reasonable adjustments to assessments when required. <p>The participant should refer to the participant handbook for further information on assessments and re-assessment procedures.</p>

Reasonable adjustment

An adjustment is any measure or action that a participant requires because of their disability, and which has the effect of assisting the participant to access and participate in education and training on the same basis as participants without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the participant's disability, the views of the participant, the potential effect of the adjustment on the participant and others who might be affected, and the costs and benefits of making the adjustment.

When making adjustments the academic integrity of a course or program and the requirements or components that are inherent or essential to its nature need to be considered when determining if an adjustment is reasonable or not.

There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause participants unjustifiable hardship.

Reasonable adjustments may be made to accommodate the needs of individual participant in conjunction and in line with the training package.

SNR 16.5 Participants receive training, assessment and support services that meet their individual needs.

Providing reasonable adjustment for participants is based on legislative and regulatory requirements, as well as on the purpose of the organisation providing vocational education and training (VET). The term 'reasonable adjustment' in legislation relates only to people with a disability. However, all participants will benefit from inclusive practice that tailors practice to individual participant requirements.

Inclusive practice covers areas such as:

- Taking into account a participant's language, literacy and numeracy requirements
- Flexible assessment sessions to allow for such things as fatigue or administering medication
- Equity checks, and revision where necessary of proposed assessment methods and tools
- Considering a participant's age and gender
- Considering cultural beliefs, traditional practices and religious observances
- Reasonable adjustment, where required.

	<p>Reasonable adjustment, when considered in the context of the legislative responsibilities of trainers and assessors, is generally associated with:</p> <ul style="list-style-type: none"> • Personal support services , such as providing a reader, Auslan interpreter or scribe • Assistive technology or special equipment • The format of assessment materials, for example, electronic or oral assessment, Braille • Adjustment of the physical environment. <p>If the participant is having trouble understanding the task, project, question or purpose, they are advised to seek clarification from the trainer. The trainer will be able to provide the participant with further information or reword the instructions to ensure they are able to comprehend what is required for them to complete the assessment. However, the trainer is not permitted to provide participants with any answers.</p>
<p>Assessment environment and safety solutions</p>	<p>The assessments for this unit must be conducted in a safe environment for all participants as per the Training Safety policy and procedure. It is the responsibility of the Trainer and/or Assessors to cease assessment, if at any time the environment or situation becomes unsafe for any participant.</p> <p>The environment in which assessments are to be conducted must be suitable to the task such as a quiet classroom. If a specific environment is required, the specific nature and extent will be indicated in the marking guide instructions.</p>
<p>Assessment results</p>	<p>Assessment for this unit is competency-based. After each individual assessment task has been completed the participant will receive a result of either:</p> <ul style="list-style-type: none"> • S (Satisfactorily) – The assessment task has been completed to a satisfactory response, or • NS (Not yet satisfactorily) – The assessment task was not completed to a satisfactory level. <p>After all assessment tasks have been completed for the entire unit the participant will receive a result of either:</p> <ul style="list-style-type: none"> • C ('Competent') - Competency has been achieved in all elements of the Unit, determined by all assessment tasks receiving a result of S, or • NYC ('Not Yet Competent') - You have not been successful in achieving all elements of the Unit. One/some or all of the assessment tasks received a result of NS.

Assessment requirements for units covered in this session

The participant will be assessed through the following:

Assessment Task 1: Written/oral questions

- Reading task - identify highly familiar personally relevant activities / needs
- Reading task - identify highly familiar personally relevant settings

Issued:

Due Date:

Instructions: See assessment for instructions

Assessment Task 2: Portfolio

- Reading task - identify highly familiar, personally relevant words
- Reading task - identify related highly familiar, personally relevant words

Issued:

Due Date:

Instructions: See assessment for instructions

Assessment Task 3: Observation

- Reading task - follow a simple written instruction
- Reading task - connect related highly familiar personally relevant words

Issued:

Due Date:

Instructions: See assessment for instructions

GENERAL INSTRUCTIONS FOR ASSESSMENT

The focus of this unit is to for the participant to be able to read a simple sequence of words in a limited range of highly familiar, personally relevant contexts.

The assessments must ensure that:

- the use of alternative communication aids are offered where required
- assessment tasks deal with the familiar and concrete in context

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies used to interpret the meaning of words such as:
 - word attack skills
 - using past experience and knowledge
 - asking questions to clarify meaning
 - left to right reading
- letters of the alphabet to enable reading of simple words

Required Skills:

- planning and organising skills to sequence highly familiar personally relevant words and follow a simple written instruction

At this level the learner:







- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Images for assessments should be enlarged as required for the participant or where appropriate use real life concrete objects.

Assessment task 1 – Written/oral questions

Participant Name:		Date:	
Assessor Name:			
Unit of Competency	VU21726 Read Simple Words		
Training Package	22294VIC Course in Initial Adult Literacy and Numeracy		
To complete this assessment the participant is required to complete the following exercises correctly.			
This task forms part of the participant's assessment for the unit VU21726.			
Instructions to student – You are required to complete the exercises below.			
Tick each task below once completed.			
<input type="checkbox"/> Task 1 - Reading task - identify highly familiar personally relevant activities / needs Responses may be related to but not be restricted to: <ul style="list-style-type: none"> • recreational activities • travel / mobility needs • personal details • personal needs: <ul style="list-style-type: none"> - washing / dressing - eating <input type="checkbox"/> Task 2 - Reading task - identify highly familiar personally relevant settings Responses may be related to: <ul style="list-style-type: none"> • home • school • social situations 			
The participant's assessment performance is:	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not satisfactory	
Feedback to participant:			
Participant signature:		Date:	
Assessor signature:		Date result determined:	

Assessment task 1 – Written/oral questions

	Satisfactory response	
	Yes	No
<p>1. How do you get to class each day? Circle the correct answer.</p> <p>car plane taxi walk bike</p> <p>train bus ship boat tram</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>1.1 Which of the following activities do you do as part of your daily routine? Please circle all relevant words/activities.</p> <p>get up wash fly eat walk shop</p> <p>swim sleep work dive skip</p> <p>talk eat drink sing jump</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Please match the words below to related pictures by drawing a line from one to the other.</p> <p>car</p> <p>flag</p> <p>bus</p> <p>cap</p> <p>list</p> <p>milk</p> <div style="display: flex; flex-direction: column; align-items: center;">  <p>shutterstock - 14037919</p>  <p>shutterstock - 53063536</p>  <p>shutterstock - 897155</p>  <p>shutterstock - 06842681</p>  <p>shutterstock - 22900528</p>  <p>shutterstock - 3379431</p> </div>	<input type="checkbox"/>	<input type="checkbox"/>

2. Which of the following places do you go to each week? Please circle all relevant words/places.

shop home town river beach

work palace bank bedroom

city airport mountain bus stop

train station mall hospital class

Assessment task 2 – Portfolio

Participant name:		Date :	
Participant declaration:	I declare that the evidence provided for this assessment is my own work and not that of another person: Signature: _____		
Assessor name:			
Unit of Competency	VU21726 Read Simple Words		
Training Package	22294VIC Course in Initial Adult Literacy and Numeracy		
Instructions for portfolio/presentation			
Your task is to complete the following tasks included in this assessment and to also produce a portfolio with the support of your trainer or a support person. The portfolio will be within a folder that you add to throughout this course and take away with you when you finish the course.			
Your portfolio needs to include the forms of evidence below. You may also want to include other forms of evidence, which you can discuss with your trainer. You need to make a copy of each piece of evidence and insert it to this form so you can take the originals away with you in the portfolio. Tick the box when evidence is inserted.			
<input type="checkbox"/> Sample 1 - Reading tasks - identifying highly familiar, personally relevant words Responses may relate to but not be restricted: <ul style="list-style-type: none"> • names of people • comfort / discomfort such as hot / cold • favourite foods • emotions such as like / dislike • sight words in simple, predictable texts <input type="checkbox"/> Sample 2 - Reading tasks - identifying related highly familiar, personally relevant words Responses may relate to but not be restricted: <ul style="list-style-type: none"> • days of the week • months of the year • Dolch Everyday Words • expressive: <ul style="list-style-type: none"> - like and dislike - good and bad 			

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<ul style="list-style-type: none"> • instructions: <ul style="list-style-type: none"> - do not enter - no exit <input type="checkbox"/> Other _____			
The participant's underpinning knowledge was:	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not satisfactory	
Feedback to participant:			
Participant signature:			
Assessor signature:		Date:	

Assessment task 2 – Portfolio

	Satisfactory response																																																	
	Yes	No																																																
<p>1. The following personal words have been put in groups. Please read the words aloud and match the groups of words on the left with the matching word on the right by putting the correct number in the box supplied.</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">GROUP 1</td> <td><input type="checkbox"/></td> <td>feelings</td> </tr> <tr> <td>Jill</td> <td></td> <td></td> </tr> <tr> <td>Sam</td> <td><input type="checkbox"/></td> <td>people's names</td> </tr> <tr> <td>Linda</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">GROUP 2</td> <td><input type="checkbox"/></td> <td>food</td> </tr> <tr> <td>hot</td> <td></td> <td></td> </tr> <tr> <td>cold</td> <td><input type="checkbox"/></td> <td>temperature</td> </tr> <tr> <td>warm</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">GROUP 3</td> <td></td> <td></td> </tr> <tr> <td>cake</td> <td></td> <td></td> </tr> <tr> <td>pie</td> <td></td> <td></td> </tr> <tr> <td>rice</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">GROUP 4</td> <td></td> <td></td> </tr> <tr> <td>happy</td> <td></td> <td></td> </tr> <tr> <td>like</td> <td></td> <td></td> </tr> <tr> <td>dislike</td> <td></td> <td></td> </tr> </table>	GROUP 1	<input type="checkbox"/>	feelings	Jill			Sam	<input type="checkbox"/>	people's names	Linda			GROUP 2	<input type="checkbox"/>	food	hot			cold	<input type="checkbox"/>	temperature	warm			GROUP 3			cake			pie			rice			GROUP 4			happy			like			dislike			<input type="checkbox"/>	<input type="checkbox"/>
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GROUP 3																																																		
cake																																																		
pie																																																		
rice																																																		
GROUP 4																																																		
happy																																																		
like																																																		
dislike																																																		

ATTACH YOUR OWN LIST OF PERSONALLY RELEVANT WORDS YOU HAVE STUDIED IN CLASS AND CAN READ HERE!

Example: names of family members, friends, your own name, favourite activities, sports, food, TV shows

The assessor should assist the student in photocopying and attaching samples of work done in class as required.

2. Please match the related personally relevant words on the left to a matching word on the right by drawing a line from one to the other.

do not enter

Friday

in

months

exit

June

instructions

Monday

directions

enter

Sunday

days

March

on

under

**ATTACH YOUR OWN LIST OF RELATED PERSONALLY RELEVANT WORDS YOU
HAVE STUDIED IN CLASS AND CAN READ HERE!**

Example: your date of birth, phone number, address, likes and dislikes, everyday words you use in communicating with others, instructions

The assessor should assist the student in photocopying and attaching samples of work done in class as required.

Assessment task 3 – Observation

Participant name:		Date submitted:	
Participant declaration:	I declare that the evidence provided for this assessment is my own work and not that of another person: Signature: _____		
Assessor name:			
Unit of Competency	VU21726 Read simple words		
Training Package	22294VIC Course in Initial Adult Literacy and Numeracy		
To complete this assessment the participant is required to complete the following exercises correctly. These observations form part of the participant's assessment for the unit VU21726.			
Instructions for observation			
You are required to complete the following exercises.			
Did the participant:	Yes	No	
1. Follow a simple written instruction Responses may include but not be restricted to: <ul style="list-style-type: none"> choosing correct male or female toilet identifying entry and exit points in a familiar environment identifying order and pay stations in food outlets Specify what you observed:	<input type="checkbox"/>	<input type="checkbox"/>	
2. Connect related highly familiar personally relevant words Responses may include but not be restricted to: <ul style="list-style-type: none"> names of people comfort / discomfort such as hot / cold favourite foods emotions such as like / dislike sight words in simple, predictable texts 	<input type="checkbox"/>	<input type="checkbox"/>	

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Specify what you observed:			
The participant's assessment performance is:	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not satisfactory	
Feedback to participant:			
Assessor signature:		Date of result determined:	

Assessment task 3 – Observation

	Satisfactory response	
	Yes	No
<p>1. Please read the following simple words aloud to your assessor.</p> <p>MEN / MALE</p> <p>WOMEN / FEMALE</p> <p>STOP</p> <p>GO</p> <p>EXIT</p> <p>NO EXIT</p> <p>UP</p> <p>DOWN</p>	<input type="checkbox"/>	<input type="checkbox"/>
1.1 Please circle two words above which indicate which toilet block people should use.	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Underline the two words above related to directions in red.	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Underline the two words related to traffic signs in green.	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Underline the two words related leaving or not leaving a building in black.	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Please show the assessor where the exit signs are in the building you are studying in.	<input type="checkbox"/>	<input type="checkbox"/>

<p>1.6 With the help of your assessor, can you see some other simple signs in your workplace? If so please show/tell your assessor who should write them down below.</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>1.7 Can you read and follow a simple instruction? Your assessor will supply you with a container with a lid on it then follow the two step instruction below.</p> <p>STEP ONE – OPEN</p> <p>STEP TWO - CLOSE</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>1.8 With the help of your assessor, can you find one other example of a simple written instruction in your work site / education facility? If so show your assessor who will write down the instruction below.</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Please read the following simple words aloud to your assessor.</p> <p>SAM</p> <p>JILL</p> <p>HOT</p> <p>COLD</p>	<input type="checkbox"/>	<input type="checkbox"/>

<p>APPLE</p> <p>CAKE</p> <p>LIKE</p> <p>DISLIKE</p> <p>BIG</p> <p>SMALL</p>		
2.1 Circle the two names of people.	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Underline the two words related to the way you feel about something in red.	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Underline the two words related to the size of something in blue.	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Underline the two types of food in green.	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Underline the two words related to temperature in black.	<input type="checkbox"/>	<input type="checkbox"/>