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|  | ACSF Assessment tasks**User guide** |



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# Introduction

This bank of assessment tasks includes a range of tasks designed to be used in the workplace to identify an individual’s level in the core language, literacy and numeracy (LLN) skills of Learning, Reading, Writing, Oral Communication and Numeracy.

The assessment tasks align with the Australian Core Skills Framework (ACSF). The ACSF is a national framework that provides:

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

The tasks on the Precision Consultancy website (at [www.precisionconsultancy.com.au/acs\_framework](http://www.precisionconsultancy.com.au/acs_framework)) have been validated by both ACSF and industry experts. The tasks are maintained as valid while they remain on the Precision site.

## Who should use the assessment tasks?

The ACSF assessment tasks should be used by assessors who are experienced LLN practitioners and who have a sound working knowledge of the ACSF. Workplace trainers who are not experienced LLN practitioners may use the tasks but should seek advice about their judgements from an experienced practitioner. Consulting with an LLN specialist will help ensure that the ACSF process is sound and that judgements about skill levels are accurate.

Assessors who use these tasks for assessment should participate in validation and moderation sessions with other assessors to ensure that the assessment judgements being made are consistent and reliable.

## Why assess core LLN skill levels?

Assessment of core LLN skill levels identifies an individual’s skill levels. This individual assessment can then be compared with the LLN levels required of a training program (or unit or qualification), or workplace tasks. The person may be a new entrant to the training sector, or may be following a training pathway to a new course or qualification.

The purpose of the assessment should be to determine whether the person:

* should complete an LLN bridging program before commencing the training, or
* requires LLN support throughout the training program (or unit or qualification) or workplace tasks.

Identified gaps can be addressed in various ways, for example bridging courses, specialist LLN practitioner support, or activities provided by a vocational trainer with knowledge of developing LLN skills.

Assessment can also occur at the end of a training program, or during, to check progress.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Case study: LLN within an organisation*** *Rosie, an LLN specialist, was scheduled to work at a large organisation called Deliverex on Tuesday afternoons to conduct LLN assessments. Management at Deliverex decided to carry out LLN assessments for new trainees after they scheduled a number of training sessions that weren’t very successful. On investigation, it was discovered that many of the trainees had low LLN levels so they found the training very difficult.* *Deliverex now employs Rosie to offer LLN bridging sessions, covering the specific LLN requirements of the work that the trainees carry out – completing company forms, specific language used in the business, how to communicate effectively with customers, essential record-keeping – those types of skills.**Rosie has worked out that most of the work tasks required of trainees at Deliverex, including the vocational training, need an LLN (core) skills level similar to the following spiky profile. (If the core skill requirements of a training package are at different ACSF levels, or if a person’s skill levels are at different levels, it is referred to as a spiky profile.)*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *ACSF level of performance* | *5* |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |  |  |  |  |
|  |  | Learning |  | Writing  |  | Reading |  | Oral communication | Numeracy |

*Rosie assesses the trainees’ LLN (core) skill levels and if she finds that trainees have skills lower than those in the spiky profile, she recommends that they attend the bridging classes.**Deliverex has found that providing trainees with this support is ‘well worth it’.* |

# The assessment tasks

This resource includes a bank of assessment tasks that cover a variety of industries and utilise source materials provided by several trainers and support personnel. The tasks focus on Pre-Level 1 through to Level 4. The following table notes information about each assessment task (title, ACSF level and coverage, industry coverage, and description).

|  |
| --- |
| **Assessment tasks** |
| **Assessment task**  | **ACSF skill and level coverage** | **Industry coverage** | **Description** |
| Admit a resident | Reading 3, Writing 2 | Aged care | Transfer information from one text type to another |
| Background of concrete | Reading 3, Writing 3 | Construction | Read an informative text and answer questions |
| Check the vehicle | Reading 2, Writing 2 | Transport | Read information and fill out a form |
| Complete a log – Aged care | Reading 1-2, Oral communication 2-4 | Aged care | Read information in a table, respond to questions, role play |
| Complete a log – Security | Reading 2, Oral communication 2-4, Numeracy 2, Writing 2-3 | Security | Read information in a table, respond to questions, role play |
| Complete a driver run sheet | Reading 3, Numeracy 3, Writing 2 | Transport | Read a scenario and transfer information to a form |
| Fill out a claim form | Reading 2, Oral Communication 3, Writing 2 | Transport | Read information and complete a short report |
| Fill out a time sheet | Reading 1-2, Numeracy 2 | Aged care | Reading and completing a time sheet based on given information |
| Fill out an information form | Reading 1-2, Writing 1-2 | Generic | Complete a form with personal information |
| Forklift safety | Reading 3, Writing 2-3, Numeracy 2-3 | Generic | Read and respond to an informative text, create a pie chart, read tables |
| Injury hotspots – Health and Aged care services | Reading 2-3,Writing 2-3, Numeracy 1-3 | Health andAged care services | Read diagrams and informative text, plot a graph, write a formal letter |
| Injury hotspots – Hospitality | Reading 2-3,Writing 2-3, Numeracy 1-3 | Hospitality | Read diagrams and informative text, plot a graph, write a formal letter |
| Injury hotspots – Wood manufacturing | Reading 2-3,Writing 2-3, Numeracy 1-3 | Wood manufacturing | Read diagrams and informative text, plot a graph, write a formal letter |
| Interview form | Learning 1-3, Oral communication 1-3 | Generic | Reflective question and answerParticularly useful for new workers |
| Make a sling | Learning Pre-Level 1- 2, Reading Pre-Level 1- 1, Writing Pre-Level 1- 2, Oral communication Pre-Level 1- 2 | Generic | Watch a video and respond to questions |
| Making numbers work 1 | Numeracy Pre-Level 1 – 1 | Generic | Complete various numeracy tasks |
| Making numbers work 2 | Numeracy 2-3 | Generic | Complete various numeracy tasks |
| Manual handling | Learning 3, Writing 2-3, Oral communication 3 | Generic | Watch video and respond to questions |
| Mixing concrete | Reading 2-3, Writing 2, Numeracy 2-3 | Construction | Read a brochure, answer questions, role play |
| Plan time | Reading 1-2, Oral communication 1-2, Numeracy 1 | Agrifood | Reading and constructing a timetable |
| Read a calendar  | Learning Pre Level 1-1, Reading Pre Level 1-1, Writing Pre-Level 1, Numeracy Pre Level 1-1 | Generic | Read numeric text and answer questions  |
| Read a forklift poster | Reading 3, Writing 2-3 | Generic | Read and interpret a poster |
| Read a map | Reading Pre-Level 1-1, Writing Pre-Level 1, Oral communication 1, Numeracy Pre-Level 1-2 | Generic | Read a simple map and answer questions |
| Read and interpret an SDS | Reading 4, Writing 3-4  | Generic | Read and interpret an SDS |
| Read signs  | Learning Pre-Level 1, Reading Pre-Level 1-3, Writing Pre Level 1 -2, Oral communication 1-2 (Speaking) | Generic | Read and interpret a range of workplace signs |
| Read the Dangerous Goods Code | Learning 4, Reading 4, Writing 3-4 | Transport | Read complex text and answer questions |
| Safe lifting in the workplace | Learning 2, Oral communication 2 | Generic | Watch a video and follow instructions |
| A self assessment | Learning 2, Reading 2, Oral communication 1 | Generic | Reflective questions about own skills |
| State your opinion | Writing 3-4 or Oral communication 3-4 | Generic | Write or deliver an opinion piece |
| Stay safe in the workplace | Reading 2, Writing 3, Numeracy 1-3 | Resources and infrastructure | Listen to information, write a report, interpret graphs |
| Take a message | Writing 2, Oral communication 2 | Aged care | Listen to telephone conversation, take a message |
| Understand feed charts | Reading 1-2, Numeracy 2-3 | Agrifood | Read charts, calculate amounts |
| Use a floorplan | Reading 1-2, Numeracy 1-4  | Construction | Read a house plan, calculate and draw additional building |
| Use a Safety Data Sheet | Reading 2-3, Writing 2-3 | Generic | Read and interpret informative text |
| Use emergency procedures | Reading 1-2 | Generic | Reading a procedure |
| Use fire extinguishers | Learning 3, Reading 3, Writing 2 | Generic | Follow instructions |
| Use hand signals – Aviation | Learning 3, Reading 3, Oral communication 3 | Aviation | Read instructions and demonstrate hand signals |
| Use hand signals – Security | Learning 3, Reading 3, Oral communication 3 | Security | Read instructions and demonstrate hand signals |
| Use professional language – Aged care | Reading 2-3, Writing 2-3, Oral communication 2-3 | Aged care | Read and respond to texts in different formats, role play |
| Word and number bingo | Learning Pre-level 1, Reading Pre-level 1, Writing Pre-level 1, Oral communication Pre-level 1, Numeracy Pre-level 1 | Generic | Word matching activities |
| Write away | Writing 1-3 | Generic | Personal writing based on a photo |
| Write instructions | Writing 1-3 | Generic | Write instructions |
| Write an accident report | Writing 3, Oral communication 3 | Transport | Listen to detailed scenario and complete form |
| Write an incident report | Writing 3, Oral communication 3 | Transport | Listen to detailed scenario and complete form |

Note: Levels of tasks can be influenced by the amount of support provided to the candidate throughout the assessment. Many candidates will require support to complete the tasks in this bank, particularly candidates who have low level skills. This support needs to be factored into the final ACSF rating of the candidate’s performance. See pages 10-11 for further information.

## Coverage of tasks

The following table maps the assessment tasks to ACSF skills and levels. Note that most tasks cover more than one skill, and more than one level – often depending on the response from the candidate. The tasks noted in black were developed in 2010 and revised in 2013, and the tasks noted in red were added in 2013.

## ACSF skills and levels covered by assessment tasks

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Learning** | **Reading** | **Writing** | **Oral communication** | **Numeracy** |
| **4** | Read the Dangerous Goods Code | Read the Dangerous Goods Code Read and interpret a SDS | State your opinionRead and interpret a SDSRead the Dangerous Goods Code | Complete a log: Aged careComplete a log: SecurityState your opinion | Use a floor plan |
| **3** | Interview formUse hand signals: AviationUse hand signals: SecurityManual handlingUse fire extinguishers | Admit a residentInjury hotspots: H&CSInjury hotspots: HospitalityUse fire extinguishersBackground of concreteMixing concreteRead a forklift posterForklift safetyUse professional languageComplete driver run sheetInjury hotspots: Wood manuf.Read signsUse a SDSUse hand signals – AviationUse hand signals - Security | Injury hotspots: H&CSInjury hotspots: HospitalityRead and respond to an SDSStay safe in the workplaceWrite awayWrite instructionsManual handlingHistory of concreteRead a forklift posterForklift safetyAccident reportIncident reportRead and interpret a SDSInjury hotspots: Wood manuf.State your opinionComplete a log – SecurityRead the Dangerous Goods CodeUse a SDSUse professional languageBackground of concrete | Complete a log: Aged careComplete a log: SecurityInterview formManual handlingUse professional languageAccident reportIncident reportState your opinionFill out a claim formUse hand signals – AviationUse hand signals - Security | Injury hotspots: H&CSInjury hotspots: HospStay safe in the workplaceUse a floor planMaking numbers work 2Mixing concreteForklift safetyComplete driver run sheetInjury hotspots: Wood manuf.Understanding feed charts |
| **2** | Interview form/self-assessmentSafe lifting in the workplaceMake a sling | Check the vehicleComplete a log: Aged careComplete a log: SecurityFill out a claim formFill out a time sheetInjury hotspots: H&CSInjury hotspots: HospPlan timeUnderstand feed chartsUse a floor planUse emergency proceduresUse professional languageMixing concreteRead signsInjury hotspots: Wood manuf.Fill out an information formSelf assessmentStay safe in the workplaceUse a SDS | Admit a residentCheck the vehicleFill out a claim formInjury hotspots: H&CSInjury hotspots: HospTake a messageUse fire extinguishersWrite awayWrite instructionsMixing concreteRead a forklift posterManual handlingRead signsFill out an information formUse professional languageComplete driver run sheetInjury hotspots: Wood manuf.Complete a log – SecurityMake a slingUse a SDS | Complete a log: Aged careComplete a log: SecurityInterview formPlan timeTake a message (Listening)Use professional languageMake a slingSafe lifting in the workplaceRead signs | Fill out a time sheetStay safe in the workplaceUse a floor planUnderstand feed chartsMaking numbers work 2 Mixing concreteComplete a log – SecurityInjury hotspots: H&CSInjury hotspots: Hosp.Injury hotspots: Wood manuf.Read a map |
| **1** | Interview form/self-assessmentRead a calendarMake a sling | Fill out a time sheetPlan timeUnderstand feed chartsUse emergency proceduresRead a calendarRead signsRead a mapMake a slingUse a floor planComplete a log – Aged careFill out an information form | Write awayWrite instructionsFill out an information formMake a slingRead signs | Interview formPlan timeMake a slingRead a mapSelf assessmentRead signs | Stay safe in the workplaceUse a floor planMaking numbers work 1 Read a calendarRead a mapInjury hotspots: H&CSInjury hotspots: Hosp.Injury hotspots: Wood manuf.Plan time |
| **Pre-level 1** | Read a calendarRead signsWord and number bingoMake a sling | Read signsRead a calendarRead a mapWord and number bingoMake a sling | Read signsRead a calendarRead a mapWord and number bingoMake a sling | Word and number bingoMake a sling (Listening) | Read a calendarMaking numbers work 1Word and number bingoRead a map |

## Generic assessment tasks

The generic tasks can be used to assess a core skill that does not rely on specific industry content. These tasks can also be useful to confirm a level that may have been demonstrated in another task in the bank, or where an assessor needs more evidence about the performance.

Examples of generic tasks include:

* *Write instructions*
* *Making numbers work*
* *Read signs*
* *State your opinion*
* *Use emergency procedures.*

## Multi-level assessment tasks

Many of the tasks in the bank are multi-level, which means that the tasks build in complexity throughout the task, so the questions at the start are lower level than the questions at the end. These tasks can be useful because they allow candidates to work through to a point where they reach their ceiling, or they can’t do any more. The ceiling level should be confirmed by allocating another task at the ceiling level.

Multi-level tasks include:

* *Read signs*
* *Making numbers work 1 and Making numbers work 2 – the second tasks build on the first to provide a range of numeracy questions from Pre-Level 1 through to Level 3.*

The bank includes tasks that naturally flow from one to another to across levels and skills. These tasks include:

* *Mixing concrete* and *Background of concrete*
* *Forklift safety* and *Read a forklift poster.*

The open-ended tasks are also multi-level in that a candidate’s response could reflect skill at a range of levels. Open-ended tasks include:

* *Write away*
* *Write instructions*
* *State your opinion.*

## Contextualised assessment tasks

The tasks in the bank have been developed as model tasks that can be contextualised to suit different industry contexts. Assessors may contextualise the tasks to be more suitable for their industry area by changing content in the source material. This usually involves substituting the content that the assessment is based on for similar content from a different industry.

Some tasks in the bank have been contextualised, and they provide examples of how other tasks may be contextualised.

Examples of contextualised tasks include:

* *Injury hotspots* contextualised for (i) hospitality, (ii) health and aged care services and (iii) wood manufacturing
* *Complete a log* contextualised for (i) aged care and (ii) security
* *Use hand signals* contextualised for (i) aviation and (ii) security.

Please note that changing the assessment task to include different types of stimulus material, or different questions and activities, can change the level of a task. Tasks that have more than minimal changes should be validated with other ACSF professionals to ensure judgements match the benchmark.

# Mapping of levels and indicators

Each of the assessment tasks includes a mapping to the ACSF in the first page, similar to the following. Each task within the activity is mapped to one or more skill level indicators, and the aspects of communication have also been identified.

|  |  |  |
| --- | --- | --- |
| **Question**  | **ACSF skill level indicator** | **Domains of Communication** |
| 1-9 | 3.04, 3.032.06, 2.08 | Workplace and employment and/orEducation and training |
| 10-13 | 3.03, 3.04 |  |

Refer to the ACSF for details about Domains of Communication for each skill.

Task number refers to the assessment activity task number.

Refer to the ACSF for details about the skill level indicators.

The levels refer to exit levels.

ACSF levels refer to exit levels; that is, the person is able to demonstrate what is required at that level.

This resource assumes that those who use it have a sound understanding of the ACSF document and of the levels of performance indicated at each level, for each core skill. But users should always remember the factors that may influence a person’s performance at each level (in each core skill). These are:

* the degree and nature of **support** available
* the familiarity with the **context**
* the complexity of **text**
* the complexity of the **task**.

The level of skill demonstrated by a candidate can be changed by the factors, for example, if significant support is given to a candidate completing a level 3 task, the outcome of the assessment could be that the candidate is at exit level 2.

The table on the following page is from page 7 of the ACSF document, and shows how the levels of support, context, text and task complexity vary across the five levels of performance of the ACSF. It is critical that an assessor be guided by this table when developing assessment tasks, undertaking assessments and interpreting assessment results.

## Support, context, text complexity, task complexity

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

# Steps in the assessment process

## Step 1: The assessment interview

The assessment process should begin with an interview with the candidate. Use the *Interview form* to guide the interview.

The assessor should put the candidate at ease and explain that the purpose of the LLN assessment interview is to gather information about their educational background and LLN skill level to help determine future training support needs. They should also explain that the assessment will include a one-to-one chat and then some time will be given for the candidate to complete two or three activities. Assessors should encourage candidates to feel comfortable and ask questions at any time.

The interview is an opportunity for the assessor to gather information about the candidate’s oral communication and learning skills. Assessors can also start thinking about which tasks may be appropriate, depending on the candidate’s background, interest areas and future training goals.

The *Interview form* should be completed by the assessor in conversation with the candidate. Not all questions will be relevant. The form includes prompts for the assessor to flesh out questions where appropriate, but they could also use their own prompts.

The self-reflection (included on the interview form) is also designed to be completed through interview. It is a task to encourage candidates to talk about the skills they have and the skills they would like to develop.

Because they are conducted orally, the assessment interview and the self-assessment are ways of specifically collecting information about the candidate’s oral communication skills.

Ideally, an assessment interview would be conducted in a quiet place on a one-to-one basis.

## Step 2: Select assessment tasks

Select two or three assessment tasks from the bank. Use the information in the table on page 3-5 of this document to assist. The selection of tasks will depend on the information gleaned from the interview around the candidate’s work area, background and future training goals. It can be useful to select a generic assessment task to get an idea of the candidate’s skill level. Adding tasks relevant to the context of their workplace can provide valuable information about the candidate’s ability to cope with specific skills and language relevant to particular training.

Remember to consider the support, context, text and task complexity factors when selecting the tasks. For example, a level 2 task given with a high level of support will deem the task level 1 in many cases.

## Step 3: Implement the assessment

Ask the candidate to complete the first task and offer support if required. Remember that the level of support provided can change the level of skill noted in the task mapping (on the front page of the task).

Once completed, decide whether the remaining tasks are relevant or whether you need to select alternative tasks. Ask the candidate to complete the tasks.

Thank the candidate for completing the assessment and inform them about the process that will follow, which should include letting them know about any recommendations.

## Step 4: Make the assessment judgement

Based on your knowledge of the ACSF skill levels, make a judgement about the candidate’s skill level.

When making the judgement, remember to consider the support provided, the context, the task and the task complexity. For example, the candidate may have completed an ACSF level 3 task, but was only able to do it with support. The assessor will need to make a decision about whether this candidate is perhaps only performing at ACSF level 2 or lower. If the candidate’s performance indicates that they are not operating at the required ACSF level to complete the training successfully it might be necessary to recommend LLN support prior to, or during the training.

## Step 5: Communicate the assessment decision to the candidate

It is good practice to ensure that candidates understand more about their LLN skill levels, having undertaken the assessment. Explain the results of the assessment to the candidate, what the levels mean, and how they may impact on and training that the candidate may undertake. Answer any questions that candidates may have.

## Step 6: Complete the report

Fill out the ACSF assessment record with details of the assessment.

# Multiple assessments

Sometimes it is necessary to carry out more than one assessment at once. The following case studies provide examples of ways of carrying out multiple core LLN skill assessments, in different contexts.

|  |
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| ***Case study: Carrying out multiple assessments****Before arriving on Tuesday afternoon, Rosie, an LLN specialist, liaised with the Human Resources staff at Deliverex to request that three trainees attend the training room at 2pm. As the trainees arrived, Rosie asked them to take a seat in an area around a coffee table and make themselves comfortable. She explained that she would have a chat to each of them individually to talk about their training needs.* *Rosie spoke to the first trainee and used the interview form to take down some notes about his background. After about 10 minutes, Rosie selected two assessment tasks from the bank, printed them out and asked the trainee to complete them in a space at the other end of the room. She reassured the trainee that she would be close by if assistance was required. Then Rosie invited the second trainee to join her for a one-to-one chat.**In this way of staggering interviews, Rosie managed to complete five assessments over two hours. Sometimes Rosie had to adjust her schedule. For example, if she recognised that some trainees couldn’t wait, she would either see them immediately or make a specific time for them to return.* |

Staggering assessments in this way can be challenging for both assessor and the candidate. A candidate may not be able to get the support that they need and may not get as much opportunity to discuss their needs. The assessor has to be extremely vigilant to respond to each candidate’s need for support, and they may have to provide more one-to-one time with particular candidates. Accuracy of assessment may also be compromised if other people in the room provide assistance to a candidate.

Some circumstances may require group assessments, where a number of candidates complete the assessment at the same time. As with one-to-one interviews, it is important that candidates understand the process of the interview and what happens after the interview.

|  |
| --- |
| ***Case study: Group assessment****Aisha, an LLN specialist, was asked to assess the LLN levels of a group of new employees working in aged care. Aisha agreed but said that, before she conducted a group assessment, she needed to briefly meet and have a short conversation with each of the candidates. In this way, Aisha could determine whether or not the candidates could be assessed as part of a group. She didn’t want to put anyone who had very low LLN skills through the possible stress of being faced with reading and writing activities that they couldn’t begin to understand or complete. And by having a short conversation with each candidate, Aisha could also start to make an assessment of their oral communication and learning skills.**From the ACSF model assessment tasks, Aisha chose ‘Write away’, ‘Complete a log: Aged care’, ‘Admit a resident’ and ‘Read signs’, and made 10 copies of each. Aisha chose these tasks because they were open level tasks (Write away; Read signs) or tasks contextualised to the Aged care industry (Complete a log; Admit a resident). She arranged for the 10 employees to come to a training room an hour before they had their lunch break.* *Aisha explained to the group that the assessment wasn’t a test, just a way of working out each employee’s LLN needs. Training programs would be organised for employees who showed a need. Aisha also explained that if employees needed assistance during the assessment to understand the meaning of words or the meaning of questions, they could ask.**Aisha handed out a copy of ‘Write away’ to each candidate. She asked the group to complete the task and to let her know when it was finished.**When Aisha saw the completed ‘Write away’, she could make a quick assessment about what to give the employee next. If ‘Write away’ was completed with some confidence, Aisha gave the candidate ‘Complete a log: Aged care’. If not, Aisha gave the candidate ‘Read signs’, a low level reading task. Candidates who completed ‘Complete a log: Aged care’ were also asked to complete ‘Admit a resident’.**At the end of an hour, Aisha had tasks completed by all candidates that she could take away to write up records of assessment.* |

## Using the tasks for assessment only

To retain the integrity of the assessment tasks in this bank, it is important that the tasks are not used for learning tasks. Candidates may need to be assessed more than once and the tasks will not be valid for assessment if they have been used in a learning context.