

DOCUMENT RESUME

ED 417 304

CE 076 010

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TITLE National Reporting System: A Mechanism for Reporting Outcomes of Adult English Language, Literacy and Numeracy Programs.

INSTITUTION National Languages and Literacy Inst. of Australia, Melbourne. Adult Education Resource and Information Service.

SPONS AGENCY Australian National Training Authority, Brisbane.; Australian Dept. of Employment, Education and Training, Canberra.

ISBN ISBN-0-7306-7493-2

PUB DATE 1995-00-00

NOTE 118p.

AVAILABLE FROM Adult Basic Education Resource and Information Service, National Languages and Literacy Institute of Australia, GPO Box 372F, Melbourne, Victoria 3001, Australia.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *Adult Literacy; Adult Students; Competence; Competency Based Education; Curriculum Development; *Data Collection; *English (Second Language); Evaluation Methods; Field Tests; Foreign Countries; *Literacy Education; Models; *National Programs; National Standards; *Numeracy; Outcomes of Education; Professional Development; Program Development; Program Evaluation; Recordkeeping; Records (Forms); Student Evaluation

IDENTIFIERS *Australia

ABSTRACT

Australia's National Reporting System (NRS) was developed as a mechanism for reporting the outcomes of adult English language, literacy, and numeracy provision in the country's vocational educational and training system, labor market programs, and the adult and community education sector. This document is intended to explain the NRS to potential users: adult students; curriculum developers; program providers; commonwealth employment service staff; funding authorities; and industry and enterprise training personnel. Discussed first are the NRS's purposes and development. Next, the following components of the NRS are explained: five levels of competency; six aspects of communication; indicators of competence; conditions of performance; workplace and social contexts; and assessment principles. Guidelines for using the NRS are provided. The next five sections each contain materials for use with students at one of the levels of competence measured in the NRS. Each section includes the following: indicators of competence; language and literacy features and performance strategies; numeracy features and performance strategies; and sample activities. Concluding the document are proformas and record sheets. Appended are the following: list of curricula mapped in mapping; list of curricula for which translation agreements are being pursued; and field testing respondents. Contains a glossary and 210 references. (MN)

ED 417 304

NATIONAL REPORTING SYSTEM

U.S. DEPARTMENT OF EDUCATION
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A mechanism for reporting outcomes of adult English language, literacy and numeracy programs

- national reference point for programs
- professional development
- framework for program review & planning

CE076010

identifies adult English language, literacy & numeracy competencies in industry

for use in developing, evaluating, and improving adult education programs

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This reprint published by the Language Australia Victorian Office. Funding for development of the National Reporting System was provided by the Department of Employment, Education and Training under the Australian Language and Literacy Policy and the Australian National Training Authority through their 1994 National Projects. Funding for this reprint was provided by the Department of Employment, Education, Training and Youth Affairs under the Adult Literacy National Project.

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Cover design and illustration by David Dickson.

ISBN: 0 7306 7493 2

National Reporting System

A national project jointly funded by the Australian National Training Authority and the Department of Employment Education and Training, 1994-5.

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NRS

Components	Level One: Indicators of Competence; Language and Literacy Features & Performance Strategies; Numeracy Features & Performance Strategies; and Sample Activities.
	Level Two: Indicators of Competence; Language and Literacy Features & Performance Strategies; Numeracy Features & Performance Strategies; and Sample Activities.
	Level Three: Indicators of Competence; Language and Literacy Features & Performance Strategies; Numeracy Features & Performance Strategies; and Sample Activities.
	Level Four: Indicators of Competence; Language and Literacy Features & Performance Strategies; Numeracy Features & Performance Strategies; and Sample Activities.
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1. Introduction

1.1 Purposes of the National Reporting System (NRS)

Language, literacy and numeracy development in adults is a complex matter and simple tools used in the past for initial and on-going assessment have either been limited in their reliability or have been extended beyond their intended functions and capabilities by current vocational education and training needs in changed social and economic circumstances.

It was in this context that the Department of Employment, Education and Training (DEET) and the Australian National Training Authority (ANTA) funded the Adult, Community and Further Education Division of the Office of Training and Further Education in Victoria to develop a mechanism for reporting the outcomes of adult English language, literacy and numeracy provision, in the vocational education and training system, in labour market programs and in the adult, community education sector.

Advice from potential stakeholders and academics was sought to establish the principles and minimum specifications for the development of the NRS. It was agreed that the NRS must:

- satisfy a variety of purposes, and the requirements of a range of prospective users;
- reflect and promote good educational practice;
- be fair to participants, valid and reliable; and
- be functional in practice.

The NRS is intended to achieve the following purposes for these prospective users:

Students who need to receive a report which describes their achievements. They may also need to receive credit for their learning, or recognition of their prior learning, in the form of a student profile which can be used across sites and systems.

Curriculum Developers who need consistent statements for the development of courses for accreditation which facilitate student articulation.

Program providers who need to be able to report to funding bodies on the achievements of individuals in terms of their language, literacy and numeracy outcomes.

Commonwealth Employment Service staff who need consistent and commonly used reporting information from providers when considering clients' English language, literacy and numeracy development and future training needs.

Funding authorities who need to receive reports on student outcomes as one source of data to account for expenditure on adult English language, literacy and numeracy provision to the Department of Finance and the wider Australian community, and to assist providers in planning future training and further education programs.

Industry and enterprise training personnel who need a common reference point for describing adult English language, literacy and numeracy within competency standards and training programs. Where Government funding is provided for English language, literacy and numeracy in the workplace, the NRS can be used to guide the assessment and reporting process.

In summary, it is expected that the NRS will:

- establish a common language across providers and funding agencies;
- facilitate student pathways and articulation; and
- contribute data to national information systems for accountability and planning purposes.

It is important to be clear about what the National Reporting System is not intended to be.

It is not an assessment system. Wherever possible teachers will continue to assess students and moderate their assessments through accredited curriculum processes. These assessments will be mapped against the NRS and reported in consistent terms by using NRS reporting proformas and student record sheets.

It is not a curriculum. The NRS has been informed by analysis of over 30 ALBE and ESL curriculum documents, and the National Framework of Adult English Language, Literacy and Numeracy Competence, but is not a curriculum in itself. It is nonetheless intended that it should help promote good curriculum practice.

It is not a model of language acquisition. There is no overall consensus in the academic or teaching communities about the connection between language learning theories and language development. The NRS is performance based as outlined below, but it is both data-driven and inclusive of different theoretical perspectives and curriculum approaches.

It is not a means for categorising students by a simple 'level', nor is it a set of broad competency statements. The NRS Indicators of Competence should not be interpreted as directly-assessable classroom tasks. They are generalised statements sequenced according to principles of language, literacy, learning and numeracy complexity. Furthermore, they are not competence statements as such but the underpinnings of competence. The competence statements necessary for participation in work and social contexts are outlined in the *National Framework of Adult English Language, Literacy and Numeracy Competence*.

A fundamental characteristic of the NRS is its attempt to capture some of the complexity of communicative and computational skills. Students should not be assumed to be at any given general level. It is to be expected that a person's competence will differ across the activities of reading, writing, oral communication, numeracy and learning strategies. In fact it is anticipated that English-speaking background students will have profiles differing from those of non-English-speaking background.

It is not a recruitment instrument for employers. The NRS is for reporting on provision and therefore it is inappropriate to use the NRS as an assessment tool for recruitment or staff appraisal purposes.

1.2 The process of developing the National Reporting System

The NRS has been developed by a team of experienced English as a Second Language (ESL), Numeracy and Adult Literacy and Basic Education (ALBE) practitioners. The research has drawn from a range of sources, including the *National Framework of Adult English Language, Literacy and Numeracy Competence* (National Framework), theories of language development and task complexity, and an analysis of over 30 curriculum documents. Wider practitioner input has been achieved through Focus Groups workshops and Field Testing processes.

The project has been supported by an Advisory Committee drawn from professional associations, education systems, funding bodies, industry training boards, trade unions and employers. An Academic Reference Group comprised of researchers with interests spanning linguistics, social and critical literacy, numeracy, educational assessment and workplace reform has also provided valuable input to the project.

Following meetings of the Academic Reference Group and the Advisory Committee, and after much careful consideration, it was agreed that no one theory of language or learning was, as yet, sufficiently developed or uncontested to provide the basis for the project. In the absence then of one theoretical or empirically derived model, the Academic Reference Group recommended that the Project Team develop a set of principles which could explain progress along a continuum. Hence, the NRS has been designed to be inclusive of the range of theories, philosophies and curriculum approaches currently in practice. These include activity theory, genre theory and Systemic Functional Linguistics, critical linguistics, critical literacy pedagogy and theories of task and text complexity, adult learning, constructivism, critical constructivism, second language acquisition and assessment.

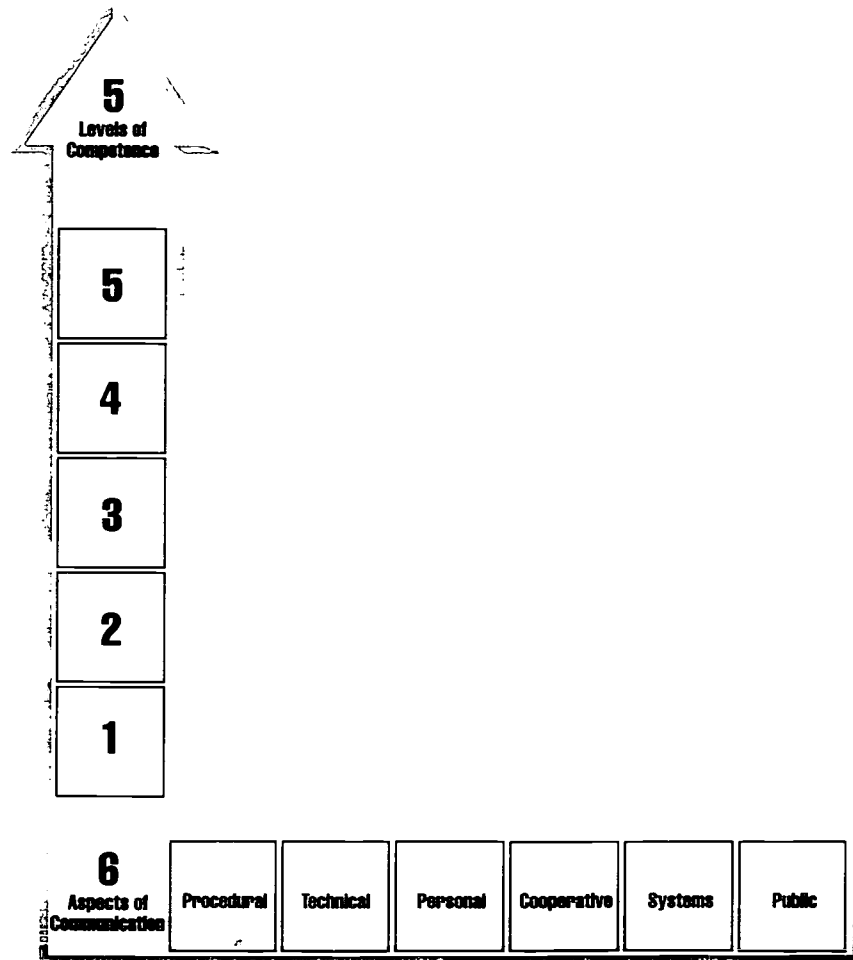


Diagram 1 Construct of the NRS

2. The Components of the National Reporting System

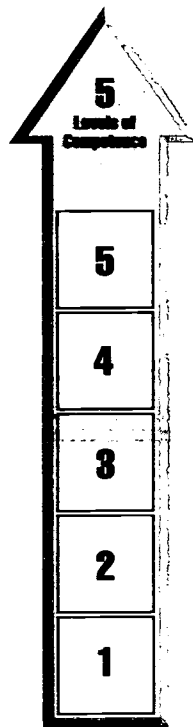
In keeping with contemporary theory and practice and in order to provide the richest possible picture of competence, the structure of the National Reporting System is based as closely as possible on a model reflecting real life performance.

Thus while the NRS reports on competence with features of linguistic and mathematical systems (e.g. grammar, vocabulary and understanding of basic mathematical functions), it also focuses on the ability to shape language and numeracy use according to their purposes and contexts. It has also been necessary to consider and include in the NRS other variables affecting performance, in particular the complexity of text and task with which people engage, the nature of their role in the activity and the conditions, including degree of support, under which the task is carried out.

In summary, a report of a person's competence 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.

Given the need to satisfy these conditions a detailed analysis has been necessary in order to design a suitable mechanism which would encompass the complexity of language, literacy and numeracy competence. The rest of this section describes the components of the NRS and their relationship.

2.1 Five Levels of Competence: the vertical dimension of the NRS



The theoretical underpinnings for development through the five levels (1 - 5) of the NRS reflect:

- text and task complexity of language & literacy activities;
- the interplay between identifying and doing mathematical activities and the language and critical reflections associated with numeracy tasks and texts;
- information about the familiarity with contexts and variables such as the participants, the mode of communication and the learner's background knowledge; and
- information on the maximum types of support an individual might require to perform an activity.

The development through the Levels is not in equal intervals. Movement from Level 1 to 2 is different from the development which has to occur from Level 4 to 5. This realistically reflects development of specialised performance.¹

The Indicators of Competence have been developed to reflect the above notions and are further discussed below.

Task and Text Complexity

The components of task and text complexity are derived from the work of Irwin Kirsch and Peter Mosenthal². They 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 number of specific units of information increases;
- the number of organising categories increases;
- the number of specific units requested by the task increases;
- the lack of correspondence between the information in the task and the information in the question increases; and
- the type of information processing required to complete the task becomes more complex.

The Reading and Writing Indicators of Competence have been developed in consideration of these variables along with other factors such as:

- the field of language use, the amount of specialised vocabulary used and the grammatical expression of ideas (use of nominalisation, lexical density), world and cultural knowledge presumed by the text;
- the relationship between the intended audience of the text and the purposes, including unstated power relations and positioning of the reader;
- the use of rhetorical features and literary styles.

Oral Communication Complexity

While research into the assessment of aural comprehension (listening) skills is somewhat limited, research to date (for example Buck, Shohamy and Inbar) indicates that similar variables are at play in determining difficulty of aural information processing.³

All these empirical studies serve to confirm the theoretical model of "test method facets" described by Bachman as facets of the testing context which may "affect performance on language tests"⁴. These facets, which affect performance in both receptive and productive skills, include variables such as the nature of language (both input and response) in terms of propositional content, organisational and pragmatic characteristics, the type of task/questions, the testing environment (including familiarity and people involved) and the test rubric (including time allocation, task specification and criteria).

¹ Cumming, J. May 1995. Personal Narrative re Implementation Plan for Evaluating or Validating the NRS.

² Kirsch, I. & Mosenthal, P. 1990, 'Exploring document literacy: variables underlying the performance of young adults' *Reading Research Quarterly* 25.

³ Buck, G. 1991, 'The testing of listening comprehension: an introspective study' *Language Testing* Vol. 8,1; pp 67-91, and Shohamy, E. and Inbar, O. 1991, 'Validation of listening comprehension tests: the effect of text and question type' *Language Testing* Vol. 8,1; pp 23-40.

⁴ Bachman 1990, *Fundamental Considerations in Language Testing*, Oxford University Press; p 117.

In order to be fair to all learners and to provide clear statements about what is being assessed and reported on, tasks should be designed on a principled basis. To this end, increasing levels of complexity through the five levels of the NRS have been derived from elements in Bachman's model of communicative competence, and from research into communication skills. These levels of complexity refer to the following features of language in use:

- **use of generic structures** (vocabulary, grammatical forms and relationships between utterances as they occur in specific types of spoken texts);
- **use of register** (cultural knowledge and linguistic knowledge employed in order to create and interpret spoken texts within social contexts i.e. in terms of the participants, purposes, settings, topics etc.);
- **range of interactional strategies** (repertoire of communication skills used for negotiating effectively in different circumstances);
- **fluency and sustained interaction** (length of interaction in relation to achievement of communicative goals);
- **aural information processing demands** (reflective response to spoken texts).

Two categories proposed by Eggins⁵ have been selected as organisers for the Oral Communication Indicators of Competence. A further category, Active Listening, has been devised in keeping with the theoretical principles and purposes of the NRS. Indicators of Competence have been developed at every level for:

- **Interpersonal exchanges** which are oriented towards establishing, developing and maintaining relationships, involving two or more speakers who may or may not have had close continual contact. Power relations, social distance and shared knowledge as well as attitudes and feelings may have significant bearing on formal and informal interaction.
- **Transactions** which are oriented towards achieving a practical purpose, such as exchanging or obtaining information, goods or services. They may involve two or more speakers as in a shopping exchange or service counter exchange, or predominantly one speaker delivering information in an oral presentation or longer instructional oral text.
- **Active listening** events which involve active and critical reception of oral texts. They may occur in instructional, informative or aesthetic contexts of personal, institutional or cultural significance.

Numeracy Complexity

Numeracy is about using mathematics to make sense of the world; to assist in dealing with real situations which arise in workplace, personal and community settings. While it necessarily involves understanding mathematical ideas, notations and techniques, it also involves drawing on knowledge of particular contexts and circumstances in deciding when to use mathematics, choosing the mathematics to use and critically evaluating its use. The Numeracy Indicators and the Numeracy Features and Performance Strategies of the NRS have been written to encompass these aspects of numeracy.

⁵Eggins, S. 1990, 'Categories of spoken interaction', see Table 4 in A. Burns, H. Joyce & S. Gollin, *I See What You Mean*, forthcoming publication, NCELTR.

There are four strands running through the Numeracy Indicators which reflect increasing complexity and sophistication across the five levels. These strands are:

- identifying the mathematical information and relationships embedded in the task;
- doing the mathematics required for carrying out the task;
- reflecting on the effect of the use of mathematics for the task, including interpreting results, judging their reasonableness in the context, and commenting on the appropriateness of the mathematics for the circumstances; and
- using informal and formal language, symbolic notation and the conventions of mathematics needed to carry out and report on a task.

Learning Strategies

Many adult learners will have highly developed learning strategies. However, some people will be returning to formal instruction after many years absence from structured learning or possibly after negative previous learning experiences. Others will have participated in instructional contexts which have very different orientations to learning. It is therefore important that learning activities be oriented towards valuing personal and cultural resources as well as negotiating the demands of Australian education and training systems. This is acknowledged by an Indicator of Competence about Learning Strategies at every level of the NRS.

Familiarity of Context

An analysis of ALBE and ESL curricula revealed that current language and literacy pedagogy generally considers familiarity with text, task and content to be a useful learning resource which has a significant effect on performance.

However it cannot be assumed that all learners are familiar with the instructional or socio-cultural context of texts and tasks. In this case, valuable contextual support for language and literacy development may be derived from the immediate learning, working and social environment, serving also to meet the immediate 'survival' needs of learners as well as the language and literacy demands of these environments.

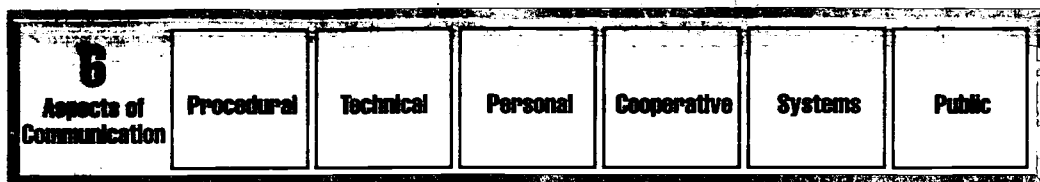
These understandings underpin the levels of difficulty of the Indicators of Competence, in that knowledge and skills gained in one context may be applied with increasing competence within that context or transferred across a broad range of contexts.

Types of Support

Task difficulty also depends on the nature of support or assistance provided by teachers, trainers or mentors in workplace or classroom settings and the options to use technical aids to perform tasks.

The above criteria provide the underlying principles of the NRS construct.

2.2 Six Aspects of Communication: the horizontal dimension of the NRS



Aspects of Communication as described in the National Framework of Adult English Language, Literacy and Numeracy Competence, have been incorporated into the National Reporting System. The National Framework conceives of social activity in terms of six interrelated Aspects. The Aspects provide a way of describing the differing orientations of social activity involving reading, writing, speaking, listening and/or numeracy. For analytical purposes they are categorised into the following six orientations:

Procedural Communication for performing tasks

Procedural communication refers to the language and numeracy related to carrying out a task or a number of tasks. It includes giving instructions, applying and following a number of steps or procedures in order to perform and complete a task/s.

Technical Communication for using technology

Technical communication refers to the language and numeracy related to the use of tools or machines - whether simple or complex. It includes the language and mathematics involved in understanding and learning about media as well as about the function of technology and how to use it.

Personal Communication for expressing identity

Personal communication refers to the language and numeracy 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

Cooperative communication refers to the language and numeracy related to understanding the function of a group and the roles of the different members, as well as to participating in the group including establishing cooperative relationships with its members.

Systems Communication for interacting in organisations

Systems communication refers to the language and numeracy 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 choices and pathways as well as the relationship between classroom and non-classroom activities. It also involves the application of mathematics in or for institutional purposes.

Public Communication for interacting with the wider community

Public communication refers to the language and numeracy related to understanding and interacting within the wider social or community context. In an educational institution or program 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.⁶

⁶Solomon, N. and Veal, N. Further explication of the National Framework's Aspects of Communications for the National Reporting System Project, May 1995.

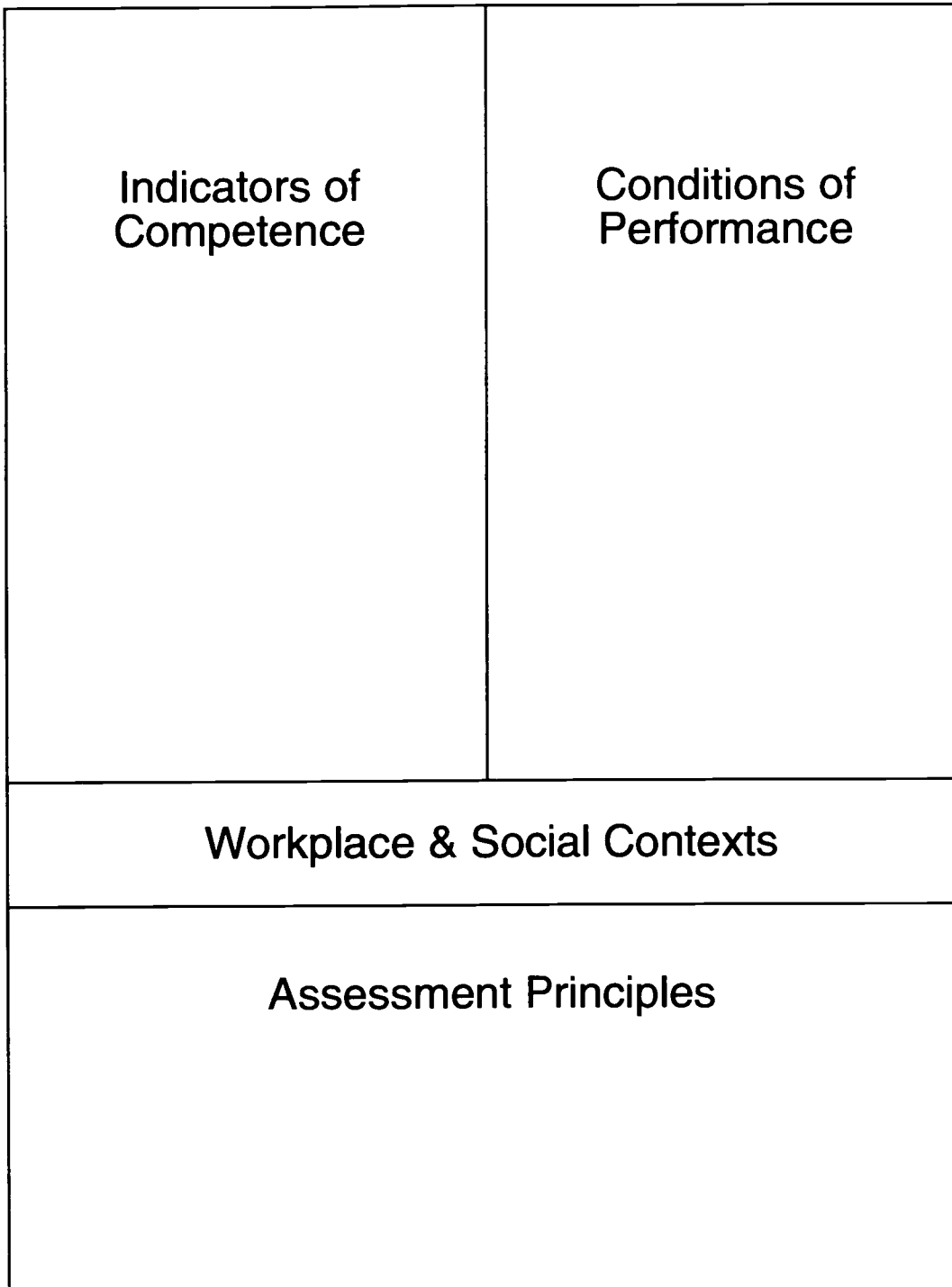
Curriculum breadth and profiling are made possible by consideration of performance in more than one Aspect of Communication. These Aspects provide organising principles for curriculum as well as being an organiser for reporting achievement. The overarching statements of competence derived from the National Framework are as follows:

- Uses language, literacy and numeracy to perform procedures.
- Uses language, literacy and numeracy to use specific technologies or media.
- Uses language, literacy and numeracy to develop knowledge and resources that arise from personal identity.
- Uses language, literacy and numeracy to participate in the activities, structures and goals of an organisation.
- Uses language, literacy and numeracy to participate in community structures and activities.

None of these aspects of social activity or forms of communication is entirely separable. At work, for example, it is difficult to separate a procedure from technology, or to talk technically without talking procedurally. Teams do not generally operate without personal resources. To communicate cooperatively also requires communicating interpersonally. Educational settings are equally complicated. For example, people have to learn the communicative procedures and strategies governing classroom interactions and the technologies for accessing and developing new ways of representing domains of practice. They need to participate in group discussions and group work and understand the institutional roles and requirements of education institutions. Education is also a medium for learning about other domains of practice - whether vocational, theoretical or community activity. So, at the same time that adult learners are learning to participate in education itself as an institutionalised domain of social practice they are also learning about other domains which form the course content.

The Aspects might be better understood as orientations and not as clearly distinct and exclusive categories. Nonetheless they do suggest the range of domains of social activity. Some kind of categorisation is essential in order to illustrate and incorporate this range and to enable differential reporting. Thus the Aspects have been included for their practical benefit and for the way in which they enrich reporting procedures.

Reporting Information



2.3 Indicators of Competence: the basis of NRS reporting

Reporting Information	

Indicators of Competence, assessed under fair and reliable circumstances according to the principles to be found in this document, form the basis for reporting using the NRS. They comprise statements about achievement in terms of reading, writing, oral communication, numeracy and learning strategies. These may be demonstrated at **five Levels of Competence** in one or more of the **six Aspects of Communication** derived from the National Framework.

The Indicators of Competence **must** be interpreted in conjunction with information about:

- Conditions of Performance;
- Language and/or Numeracy Features and Performance Strategies

Other information of a different order is about Workplace and Social contexts. This is intended to establish links between reporting of curriculum assessments and the wider contexts of work and social life. Together with the assessment principles, they serve to remind users of the system that while fair and reliable assessment principles must be applied to determine a person's performance, the reality of workplace and social contexts is often such that instructions are not clear, agendas are confused and interpretation and performance is thus affected.

2.4 Conditions of Performance

Reporting Information	

Since task difficulty also depends on the nature of support or assistance provided by teachers, trainers or mentors in workplace or classroom settings and the options to use technical aids to perform tasks, criteria about context variables and types of support are built into the NRS through statements of Conditions of Performance which set the parameters for performance of an Indicator.

Conditions of Performance statements at each level provide information about the following variables:

- support from an expert/mentor/teacher;
- communication support, including that required by people with disabilities; and
- familiarity and breadth of context across which a person demonstrates competence.

2.5 Workplace and Social Contexts

Reporting Information	

Workplace and Social Contexts are provided given that the goal for competence is that it should be transferable.

This section of the NRS describes the contexts in which people operate beyond the classroom, in workplaces, personal and community settings. It also serves as a reminder that indigenous and community languages and culture are resources on which people draw for work and social purposes. It incorporates the social activity emphasis of the *National Framework of Adult English Language, Literacy & Numeracy Competence* and reflects contemporary policy agendas, including workplace change.

Language & Literacy Features & Performance Strategies		Numeracy Features & Performance Strategies	
Vocabulary & Grammar	Discourse Structure	Meaning-Making Strategies	Problem Solving Strategies
Phonology & Graphology	Meaning-Making Strategies	Mathematical Knowledge	Mathematical Representation

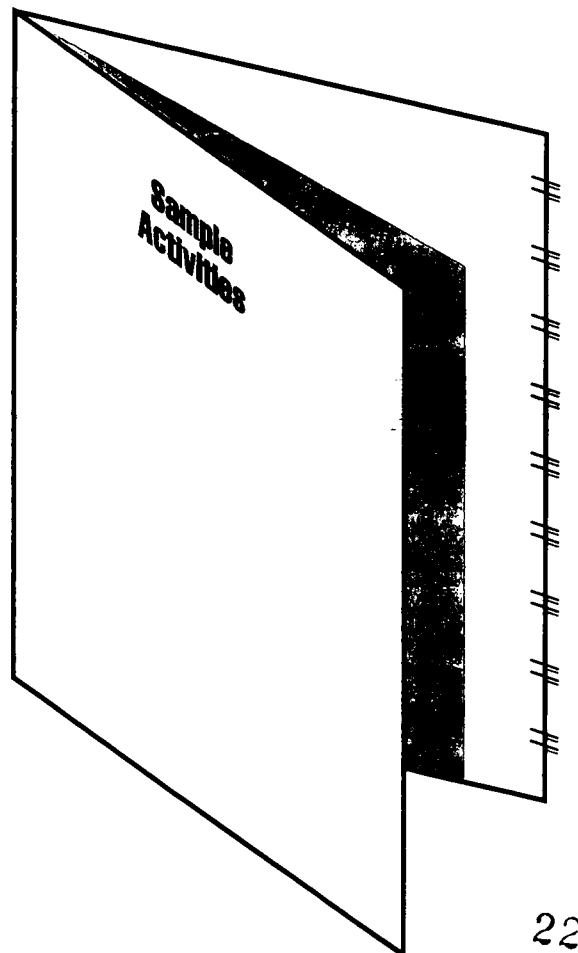


Diagram 3 Additional Support Material

3. Using the National Reporting System

3.1 Additional Support Material

In this document you will find two types of additional material with each level of Reporting Information to assist in the process of using the NRS:

- Language and Numeracy Features & Performance Strategies
- Sample Activities

Language and Numeracy Features & Performance Strategies

Language & Literacy Features & Performance Strategies		Numeracy Features & Performance Strategies	
Vocabulary & Grammar	Discourse Structure	Meaning-Making Strategies	Problem Solving Strategies
Phonology & Graphology	Meaning-Making Strategies	Mathematical Knowledge	Mathematical Representation

At each Level information is provided about Language & Literacy Features & Performance Strategies as well as Numeracy Features & Performance Strategies. This information is a guide for teachers in their consistent and reliable interpretation of the Indicators of Competence at each Level.

The information on these pages does not specify assessment criteria but provides detail about components of language and mathematics as well as strategies which indicate competence.

Material to support the understanding and interpretation of the language Indicators is as follows:

Discourse Structure which describes the organisation of texts in relation to topic and type of language used in specific contexts for particular purposes.

Meaning Making Strategies which outline a variety of skills and strategies for effective and critical use of, and engagement with, spoken and written texts, including mathematical information, diagrams and charts.

Phonology which describes features of spoken texts related to the sound system of English.

Graphology which describes the visual elements of written texts.

Vocabulary and grammar which refers to the words and grammatical structures available to the language user and which are relevant to text, task and context.

Material to support the understanding and interpretation of the numeracy Indicators is as follows:

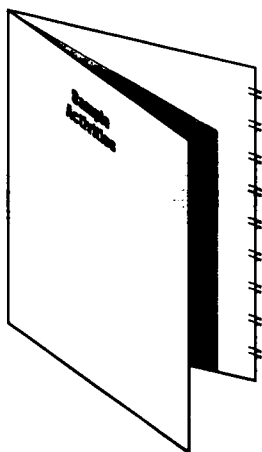
Meaning Making Strategies which detail skills and strategies that students use to make meaning of the numeracy tasks.

Problem Solving Strategies which identify the range and type of mathematical strategies used to solve a given task.

Mathematical Knowledge which describes the five strands of mathematics - number, space and shape, measurement, data, and relation and pattern.

Mathematical Representation which looks at the type of language, symbolism and conventions used in the task itself and in solving problems and reporting on results.

Sample Activities



Sample Activities are included for reading, writing, oral communication and learning strategies, grouped according to the six Aspects of Communication. They are drawn from examples in numerous curriculum documents, frameworks and courses and, of course, are neither exhaustive nor prescriptive.

In addition to the Sample Activities for Learning Strategies which have been drawn from curriculum documents, others have been developed from *Learning to Learn*⁷ by Robin McCormack and Geraldine Pancini.

Numeracy Sample Activities are examples of the use of mathematical knowledge which incorporates problem solving, mathematical representation and meaning making strategies. They have been organised differently from activities for reading, writing, oral communication and learning strategies. While context is important for making numeracy meaningful, mathematical language, concepts and skills tend to remain reasonably consistent across Aspects of Communication. This is not to suggest that mathematical skills are automatically transferred across Aspects. To broaden the application of skills opportunities may need to be provided for learning and assessment over a wide range of tasks and contexts. For example, in addition to personal use people may need assistance with numeracy for potential or actual workplace needs in order to feel confident about dealing with workplace documents and charts, i.e. Systems Communication.

⁷McCormack, R. and Pancini, G. 1990, *Learning to Learn*, Division of Further Education, Ministry of Education, Melbourne.

Overall, the Sample Activities are intended to:

- assist teachers in aligning their curriculum objectives with the NRS's components;
- stimulate ways of broadening instruction and the contexts in which competence may be demonstrated; and
- present a stimulus for the development of curriculum-based assessment activities.

However, it is important to note the following points.

- The Sample Activities have been nominally classified at a particular Level to reflect their common placement in curriculum documents. **They should not be used alone as a means of determining a student's Level of performance.** Many of these activities could be used across a range of Levels given differing Conditions of Performance or expectations derived from the Language or Numeracy Features & Performance Strategies.
- The Sample Activities do not constitute an assessment procedure. Assessment procedures must be developed in the context of a curriculum. The NRS is not a curriculum but a means for reporting the outcomes of already existing curricula.

3.2 The Process of Reporting

Appropriate assessment reflects the purpose, context and goals of a curriculum. Hence, in a workplace literacy program where the focus is on report writing skills for communication with management, the assessment should focus on competence in report writing. The performance could be reported on in terms of report writing as a whole, or on the component parts of report writing such as appropriate use of terminology and syntax, structure, logical cohesion and so on. The separate parts may or may not be seen as Procedural Communication, the success of the whole report could be viewed as Systems Communication and the success of dealing with the technology, if the report is to be word-processed, could be regarded as Technical Communication. What is important here is that the curriculum has a clearly identified and specific focus and which can be used to frame the area of reporting.⁸

Where assessment tasks within a curriculum only allow for a student to be assessed against a minimum level of performance, the student may be disadvantaged or performance may be misrepresented if their actual competence is at a higher level. In other cases, student achievement may not be fully reflected because the outcome statements of particular certificate courses are too broad. In both cases, the NRS may be used to report individual achievement in a more detailed way than is currently possible within accredited courses. However, such application of the NRS is only appropriate where the curriculum outcomes do not adequately describe an individual's performance. Wherever possible the report developed from the NRS should reflect assessments of student performance in relation to a particular curriculum.

In general, it could be assumed that in several Aspects there are common bases or generic skills which would allow a person to perform in another Aspect. For example, the ability to ask a question for explanation and to understand a simplified response would enable performance in unfamiliar circumstances in most Aspects.⁸ Where curriculum assessments are generalised across contexts this will need to be reflected in the reporting of outcomes. In such cases it is not recommended that students be reassessed in every Aspect. While program funding is often directed towards individual or group needs, the focus of accredited courses is usually determined by State or Territory priorities or objectives. The reporting proformas have been designed to reflect different curriculum reporting needs.

⁸Cumming, J. 1995. The Place of the Aspects of Communication in the NRS. unpublished paper commissioned for the NRS project.

• **Using a translation agreement**

Apart from the advantages of national consistency to be achieved by providers and funding agencies using a common reporting proforma, there will be articulation benefits for students receiving an end of course statement referenced to the NRS. While the NRS is being phased in, it is anticipated that translation documents will be available for many curricula to facilitate the transition from the curriculum reporting to the NRS format. In programs where assessment is conducted within accredited and moderated curricula, and where curriculum-based learning outcomes can be clearly aligned to the NRS, a translation agreement about the relationship between the curriculum and the NRS will be attached to reports. These alignments will need to be monitored and moderated. Although they have been derived from a detailed comparison of curriculum documents by curriculum developers and other language experts, they have not, as yet, been empirically validated. The purpose of establishing such agreements is to facilitate the process of introducing the NRS.

Appendix 2 lists the courses which are currently being aligned to the NRS and for which translation agreements are being negotiated.

• **Developing reporting proformas and student record sheets**

Sample Reporting Proformas have been designed to suggest ways of summarising a student's achievements. These are to be found at the back of this document.

Students may well demonstrate particular Indicators of Competence across a range of Aspects and Levels. In this case the information about a student's profile or repertoire of competence is best represented by Sample Proforma 1. Curriculum not referenced to the National Framework may more easily be recorded against Sample Proforma 2.

The NRS sample record sheets are intended to provide documentation of a student's achievements.

• **Provider reports to funding agencies**

Generally, providers supply information to funding agencies which is aggregated and analysed for broad trends. The primary policy objectives of the funding body, for example, employment, settlement, education and/or training will need to be reflected in the data collection system. Generally funding for adult English language, literacy and numeracy provision is a strategy for achieving more global policy objectives. In such cases, funding agencies may require a variety of information about the outcomes of provision.

In reporting to funding agencies providers may need to include some, or all, of the following information:

1. The context of instruction.
2. Course details and delivery modes.
3. The nature of progress in terms of:
 - i) language, literacy and numeracy achievements; and /or
 - ii) relevant work-related, community or personal gains.

It is important to note that while some information e.g. 3i) will be directly accessible, other information such as 3ii) will require program evaluation techniques.

The NRS data will contribute an important source of information not only for program accountability but also for program development, clarification and improvement.

For DEET, alignments of individual outcomes against the NRS will allow for aggregation of data at the national and Area level, providing an information base to assist in program monitoring and evaluation in terms of learner achievements from English language and literacy provision.

Currently the Special Intervention Program collects performance data at the national level only in relation to the employment and training outcomes as defined in DEET's Post Program Monitoring System.

At the local level learner achievements as indicated by NRS data will be one of the factors taken into consideration in reviewing provider performance. Other factors such as client training outcomes will also be considered as appropriate, depending on training objectives and local labour market conditions. NRS data will also assist planning future course provision by giving a more accurate statistical profile of job seeker English language and literacy needs.

The Workplace English Language and Literacy (WELL) Program is currently developing a database which will provide information on language and literacy achievements (without identifying individual learners) as well as other workplace or industry outcomes resulting from WELL funded projects. These may include changes in the level of communication in the workplace, in the way training is implemented, or in the level of commitment to English language and literacy training after WELL funding has ceased.

This data will not only assist in measuring the impact of the WELL Program but also assist, by indicating areas which may need further research or activity, in maximising the impact of the Program.

• Data Collection

The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) was implemented for the first time in 1994, with the first report to the new standards produced in 1995.

States, Territories and the Commonwealth through the Australian Committee for Vocational Education and Training Statistics need to discuss the options of how the National Reporting System may be able to be integrated into AVETMISS.

Data is collected from Adult Migrant English Providers through the Adult Migrant Reporting and Management Systems (ARMS), by the Department of Immigration and Ethnic Affairs (DIEA). Both ARMS and AVETMISS have compliance mechanisms.

During the implementation phase of the NRS course providers may need to adapt their record keeping to accommodate reporting against the NRS.

3.3 Implementation

The Adult English Language and Literacy Subgroup of the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) Taskforce on the Australian Language and Literacy Policy (ALLP) has taken responsibility for coordinating the endorsement and planning processes necessary for effective implementation of the NRS. An Implementation Planning Group (IPG) has been set up comprising representatives from the Adult English Subgroup, ANTA, DEET, DIEA, and the Manager of the NRS project.

The IPG's brief is to consider and make recommendations to State/Territory and Commonwealth Ministers about:

- the benefits of the NRS;
- professional development planning and resourcing;
- compliance with national data systems and issues of interpretation of aggregated data;
- evaluation and further research requirements;
- on-going monitoring and maintenance responsibility;
- costings implications in the short term and longer term; and
- the time-frame for implementation.

The effective implementation of the NRS will require professional development and ongoing monitoring and evaluation, and may initially require additional attention to assessment and reporting procedures. However, as familiarity increases and procedures become more routine, these demands will certainly decline.

With time and further development, the NRS has the potential to replace or supersede existing reporting instruments and to provide a common language across the ALBE and ESL fields. With goodwill and support from all sectors, the NRS should provide benefits to all participants in ALBE and ESL provision, including teachers, funding bodies and the wider community.

OVERVIEW OF NRS

Four strands of information are provided for each of the 5 levels of the NRS. All strands of information work together to capture the complexities of adult development and performance.

	Procedural Communication	Technical Communication	Personal Communication	Cooperative Communication	Systems Communication	Public Communication
	Uses language, literacy & numeracy to perform procedures	Uses language, literacy & numeracy to use specific technologies or media	Uses language, literacy & numeracy to develop knowledge and resources that arise from personal identity	Uses language, literacy & numeracy to participate in teams and groups	Uses language, literacy & numeracy to participate in the activities, structures and goals of an organisation	Uses language literacy & numeracy to participate in community structures and activities
5	<ul style="list-style-type: none"> • which require comprehending and/or producing structurally intricate texts which may involve complex and/or ambiguous relations between several pieces of information • which require selecting, applying, assessing and communicating a wide range of mathematical procedures and representations • across a broad range of contexts • with little support required 					
4	<ul style="list-style-type: none"> • which require comprehending and/or producing structurally intricate texts which may involve complex relations between pieces of information • which require selecting, applying, reflecting on, and communicating a range of mathematical procedures and representations • within a variety of contexts • with support available if required 					
3	<ul style="list-style-type: none"> • which require comprehending and/or producing cohesive texts which may be short, yet have some structural complexity • which require identifying, applying, reflecting on, and communicating mathematical procedures and representations • in a number of contexts, which may be interrelated • with some support readily available 					
2	<ul style="list-style-type: none"> • which require comprehending and/or producing structurally simple and cohesive texts which are typically short and explicit • which require identifying, using, checking on, and communicating straight forward mathematical procedures and representations • in familiar and predictable contexts • with access to structured support required 					
1	<ul style="list-style-type: none"> • which require comprehending and/or producing simple texts which are typically short and explicit • which require recognising, using, checking on, and communicating everyday, straight forward mathematical procedures and representations • which relate to immediate contexts • with extensive & structured support required 					
	Procedural Communication	Technical Communication	Personal Communication	Cooperative Communication	Systems Communication	Public Communication

Diagram 4

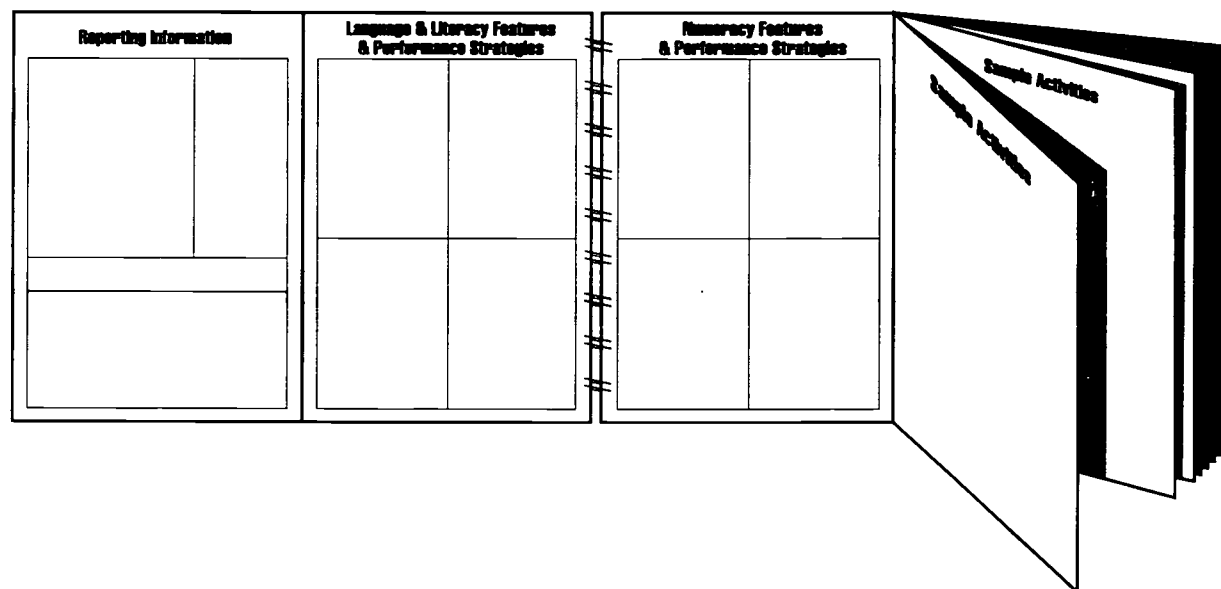
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Using the NRS Level One

The following pages consist of Level One:

- Indicators of Competence;
- Language and Literacy Features & Performance Strategies;
- Numeracy Features & Performance Strategies; and
- Sample Activities.

They may be folded out as indicated in the diagram below:



LEVEL ONE - REPORTING INFORMATION

Indicators of Competence	Conditions of Performance
<p>Reading</p> <p>1.1 Reads and identifies letters of the alphabet in the context of whole words, numbers, signs and symbols relating to personal details and immediate environment.</p> <p>1.2 Identifies specific information in a personally relevant text with familiar content which may include personal details, location or calendar information in simple graphic, diagrammatic, formatted or visual form.</p> <p>Writing</p> <p>1.3 Copies letters of the alphabet, numbers, and dates in order to convey personal details such as name, address, telephone number.</p> <p>1.4 Writes basic personal details about self or others such as name, address and signature.</p> <p>1.5 Writes one or two phrases/simple sentences conveying an idea, message or opinion drawing from a modelled text.</p> <p>Oral Communication</p> <p>1.6 Elicits or gives specific information using gestures, single words or formulaic expressions, for the purpose of exchanging or obtaining information, goods and services.</p> <p>1.7 Takes part in short interpersonal exchanges for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.</p> <p>1.8 Listens for specific items of information in short, contextually relevant oral texts.</p> <p>Learning Strategies</p> <p>1.9 Indicates own immediate learning needs, short term goals and related (and preferred) strategies.</p> <p>Numeracy</p> <p>1.10 Locates simple key mathematical information in a familiar real life activity or text.</p> <p>1.11 Recognises and uses straight forward mathematical actions which relate to immediate contexts.</p> <p>1.12 Uses rough estimation and prior experience to identify purpose and check reasonableness of the process and outcomes of a mathematical activity.</p> <p>1.13 Uses everyday informal oral language and representation including familiar symbols and diagrams to communicate mathematically.</p>	<p>These statements outline the maximum degree of support allowable in interpreting student performance on the Indicators for this level:</p> <ul style="list-style-type: none"> • Works alongside expert/mentor/teacher where advice/modelling is readily available and recourse to first/other language is acceptable if required. • Incorporates communication supports as required. • Demonstrates competence in immediate contexts.

Workplace & Social Contexts

- Begins shifting from one cultural context to another.
- Understands English texts which include one explicit agenda.
- Performs successfully when interaction is with sympathetic participants/interlocutors.

Assessment Principles

The National Reporting System is designed to allow a nationally consistent means of reporting student outcomes from accredited and non-accredited curriculum. To promote consistency across curricula and across learning sites, it is assumed that, for assessment purposes, the following conditions will have been met:

- Assessment tasks should be grounded in a relevant context and not be culturally biased.
- Students should be assessed across a wide range of tasks integrated into practice, in order to increase reliability and validity of assessment. One-off assessment tasks do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks should be clear, explicit and ordered. Students must know what is expected, and the criteria by which they will be judged.
- Time allowed to complete a task should be reasonable and specified, and should allow for preparation and re-drafting as appropriate to the task.
- Assessment should ideally be moderated by more than one teacher, and/or across providers.
- Appropriate reference materials should be available to students during assessment, e.g. personal word lists, dictionaries, thesaurus, calculators.

LEVEL ONE Language & Literacy Features & Performance Strategies

Vocabulary & Grammar

- May use and comprehend a small bank of individual words and phrases, including those related to giving personal details, and those necessary to meet survival needs. May be memorised or transcribed. May be formulaic.
- May use and comprehend basic structures and very limited verb tenses with difficulty. Developmental variations may occur in spelling and grammar.
- Asks and responds to simple questions and makes statements with reasonable effectiveness where this involves short utterances and familiar content.
- Locates and uses place-related and time-related information, e.g. calendar information and directions related to familiar environment.

Discourse Structure

- Comprehends oral or written texts which are short, explicit and culturally accessible.
- Understands and responds appropriately in a range of oral contexts as long as contexts are immediate and exchanges are short and explicit.
- Produces short written texts with simple structure and familiar vocabulary, approximating teacher model, and with teacher support.

Phonology & Graphology

- Develops mostly legible script. May prefer to print, rather than write in cursive script. May show lack of consistency between printed and cursive letters in and across words.
- Produces utterances which may feature variations in pronunciation, stress patterns and intonation which may require interlocutor to verify.
- Comprehends short utterances, and some longer ones provided the input is comprehensible and the content is familiar. Comprehension is enhanced by repetition of utterances when necessary, and slow, clear speech.
- Recognises numerals, e.g. coins and prices.
- Can interpret simple diagrams and graphs.
- Reads and produces letters in the context of whole words.
- Identifies specific information in spoken texts relating to items, people and/or activities in the immediate environment.

Meaning-Making Strategies

- Knows that meaning can be derived from print; that signs/print/symbols represent meaning.
- May depend on paralinguistic support such as gestures and facial expressions to derive meaning from spoken texts.
- May rely heavily on non-linguistic support such as photos/diagrams/symbols to derive meaning from written texts.
- Depends on prior knowledge of context and personal experience to make predictions when reading/listening.
- May use knowledge of alphabet to consult bilingual, pictorial or personal dictionaries.
- Clarifies intended meaning by asking for, or indicating a need for, clarification or repetition.
- Follows the left to right, top to bottom orientation of written texts.
- Uses understanding of aerial perspective for floor plans, maps of immediate area or work environment.
- Recognises the significance of languages and language varieties other than standardised English.

LEVEL ONE - Numeracy Features & Performance Strategies

Meaning-Making Strategies	Problem Solving Strategies
<ul style="list-style-type: none"> ● Relies heavily on hands-on (concrete) and real life materials to derive mathematical meaning. ● Relies heavily on teacher support, context, personal experience and prior knowledge to check reasonableness. ● Relates meaning to personal experience, prior knowledge and relevant future action. ● Clarifies intended meaning of activity by asking for assistance, e.g. repetition, alternative explanation. ● Uses knowledge of mathematical concepts from first language to English, and uses bilingual dictionary for assistance with general and mathematical vocabulary. 	<ul style="list-style-type: none"> ● Uses one or two pieces of mathematical information. ● Uses informal procedures relying heavily on context, personal experience and prior knowledge. ● Interprets simple and familiar oral instructions or texts, (e.g. menus, household product labels, bills, calendars, advertising brochures, clocks, etc.) where the mathematics content is explicit, familiar, accessible and personally relevant. ● Relies directly on prior experience and examples to select appropriate methods of solution. ● Identifies and uses, with teacher support, appropriate tools in a limited range of applications, e.g. familiar measuring instruments, calculators, hands-on materials.
Mathematical Knowledge	Mathematical Representation
<ul style="list-style-type: none"> ● Reads, writes and says whole numbers and money. ● Recognises in everyday use familiar fractions, e.g. $\frac{1}{2}$, $\frac{1}{4}$. ● Interprets and orders simple everyday data such as given in charts, graphs, diagrams and tables. ● Interprets, compares and calculates with whole numbers and money in personally relevant contexts. ● Compares familiar quantities, length, mass, capacity, time, temperature, using informal comparative language and methods, e.g. taller, heavier, smaller. ● Develops personal reference points for metric measurement, e.g. a body metre, handspan, door height. ● Describes and compares familiar shapes and objects using everyday language referring to shape, size, colour and other distinguishing features, e.g. straight, curved, squares, circles, triangles. ● Gives orally and follows directions using everyday language of position, e.g. up, down, behind, over, through. 	<ul style="list-style-type: none"> ● Comprehends oral or short, explicit written activities or tasks that contain everyday mathematical symbols, abbreviations and language. ● Uses the symbolism and conventions relevant to mathematical knowledge of the level, e.g. $\frac{1}{2}$, \$5.98, +, -, 12/5/95. ● Uses common, everyday, informal language and gestures for oral descriptions, explanations and interpretations of numeracy-based information and processing.

	NUMERACY	Dominant Aspect(s) in which activity is likely to occur. Other Aspects may apply depending on context and/or purpose of activity
1	Gives oral directions for getting from one familiar place to another, e.g. gives oral directions to a new worker to go from a work station to the canteen.	Cooperative Procedural Personal
	Identifies items and prices in a catalogue, e.g. compares and discusses the differences in pricing of similar objects such as soft drinks or alcohol bought from a bottle shop, supermarket and at a restaurant; clothes from different types of stores.	Personal Public Cooperative
	Locates and discusses specific information from a simple chart, diagram or graph and relates to relevant local, social issues, e.g. comments on most popular political leader from data in a newspaper.	Public Personal Cooperative
	Estimates lengths of familiar objects using metric units, e.g. a person's height, height of doorway.	Personal Technical
	Names and compares common two dimensional shapes and discusses possible reasons for shape use, e.g. shapes used in buildings, and traffic signs.	Public Systems Personal
	Decides whether change should be expected when purchasing items, e.g. buying a local train/bus ticket and paying with \$10, and discusses the cost of public transport.	Personal Cooperative Public
	Reads times of relevant events in everyday materials, e.g. for a school fete, work roster, TV program.	Personal
	Compares and discusses different types of timetables and identifies the different formats of each, e.g. TV guide, bus timetable.	Public Personal Cooperative
	NUMERACY	

	PUBLIC COMMUNICATION
1	<p>READING & WRITING</p> <p>Reads and writes own name, address and phone number, and signs name as appropriate, e.g. completes personal details for a membership form to join a local community group.</p> <p>Recognises very short, explicit pictorial texts, e.g. signs related to local environment.</p> <p>Reads titles and phrases of public importance in immediate local environment, e.g. street names, names of service providers, or indigenous place names.</p> <p>Reads simple diagrams, e.g. hand drawn map of local area to locate public facilities such as schools, hospitals, churches, shops, bus stops, railway stations, recreation facilities, community houses, places of cultural importance.</p> <p>Reads key words in a public notice of immediate interest.</p> <p>Locates information in a community service section of telephone directory, e.g. Telephone Interpreter Service, Women's Health Centre.</p> <p>Recognises cost of selected item when shopping, by locating item on list of goods and costs, e.g. shopping specials leaflet.</p> <p>Recognises and knows value of Australian notes and coins.</p> <p>Writes one or two sentences, following a model, to support an application, e.g. for membership of a local organisation.</p> <p>Uses calendar to record information related to community or public dates, e.g. class term dates, culturally significant celebrations.</p> <p>Uses diary to record information from public notices and information sheets, e.g. class times, library times, working times, appointments.</p> <p>Uses some common abbreviations, e.g. Mr, Mrs, Ms, am, pm.</p> <p>SPEAKING & LISTENING</p> <p>Participates in spoken exchanges through use of key words or phrases, or gesture, e.g. makes enquiry about classes at an education provider, financial support at local Dept. of Social Security office.</p> <p>Expresses opinion unconditionally, e.g. about quality of service.</p> <p>Gives basic facts about own personal background in an informal conversation.</p> <p>Uses public transport by locating destination on public transport map, asking for ticket, and tendering fare.</p> <p>Listens to short text of immediate interest and identifies key information, e.g. fire drill.</p> <p>LEARNING STRATEGIES</p> <p>Identifies connections between participation in learning activities and requirements for vocational education, community education or settlement provision.</p>
	PUBLIC COMMUNICATION

	SYSTEMS COMMUNICATION
1	<p>READING & WRITING Reads and writes own name, address, and phone number, and signs name as appropriate, e.g. completes personal details on a system's form, writes self-addressed envelope. Recognises very short explicit pictorial texts, e.g. reads signs related to Public Service institutions. Recognises key words on personally relevant text, e.g. recognises key words on a bill, reads own pay slip. Reads days of the week and months in order to attend interview or appointment at designated time, e.g. reads CES notice and recognises calendar information for appointment. Locates, matches and copies information from one text to another, e.g. writes driving licence number on the back of a cheque, copies name from a Health Card on to another form. Writes one or two sentences, from a modelled text, to support application, e.g. for a further English class within the same centre. Recognises and knows value of Australian notes and coins. Recognises o'clock and half-hour setting on analogue and digital clocks.</p> <p>SPEAKING & LISTENING Gives basic facts about personal work background in a short interview by responding with yes/no answers. Introduces oneself appropriately in an institutional setting, e.g. Medicare office. Participates in simple negotiations, e.g. buys a train ticket. Listens to and follows directions to get from A to B in an office building, e.g. follows directions to find the reception desk. Exchanges personal details in a casual conversation with supervisor or teacher.</p> <p>LEARNING STRATEGIES Attends to spoken or written texts in the immediate learning environment, e.g. attends to teacher talk and interprets tone of instruction using paralinguistic features or items from the immediate environment where necessary; or keeps a word list of language frequently used in immediate context.</p>
	SYSTEMS COMMUNICATION

	COOPERATIVE COMMUNICATION
1	<p>READING & WRITING Reads and writes own name, address, and phone number, and signs name on a club/union membership form as appropriate. Recognises own name and personal details, e.g. locates own name on a list of team, class or group members. Recognises very short explicit, pictorial texts, e.g. reads safety symbols found on household products or symbolic cultural artefacts. Locates and matches pieces of information, e.g. time and place of a meeting/class on a notice or letter. Records key information relevant to group, e.g. names and phone numbers of group members. Writes one or two sentences, following a model, to summarise a group activity.</p> <p>SPEAKING & LISTENING Exchanges highly familiar information in spoken language, e.g. introduces self to group. Responds to greetings, using single words, phrases or gestures. Responds to simple enquiries from other members of the group. Makes simple enquiries of other members of the group. Listens to suggestions and negotiates arrangements for a group activity, e.g. comes to an agreement about a meeting place for an excursion or workplace function. Exchanges information regarding immediate environment in order to complete a group task, e.g. indicates a need for, or availability of, a particular technology or support.</p> <p>LEARNING STRATEGIES Participates in group learning activities, e.g. identifies members of group by name.</p>
	COOPERATIVE COMMUNICATION

	PERSONAL COMMUNICATION
1	<p>READING & WRITING Reads and writes own name, address, and phone number, and signs own name as appropriate, e.g. fills in personal detail section and signs name on an application form about a personal matter. Recognises very short explicit pictorial texts, e.g. reads symbols or words which may be encountered in personal circumstances, such as symbols for public conveniences. Locates particular information of personal relevance from a familiar source, e.g. locates expiry date on a driving licence. Conveys information by writing a brief and highly contextualised personal message, e.g. writes a brief personal message from self on a greeting card. Transfers personal information from one source to another, e.g. copies own address in order to make personal arrangements.</p> <p>SPEAKING & LISTENING Recites personal details such as name, address, age, country of origin, date of birth, date of arrival, in response to direct questions. Exchanges highly familiar information, e.g. introduces self in an informal or familiar situation. Undertakes simple oral negotiations, e.g. buys a cup of coffee in a cafe. Makes and responds to simple enquiries relevant to personal needs and activities. Recounts autobiographical details in sequence for scribing by the teacher. Makes a simple request in the workplace related to personal needs. Listens and responds to information given in personally oriented spoken text, e.g. makes arrangements for a social gathering. Exchanges autobiographical details in a casual conversation with known interlocutors.</p> <p>LEARNING STRATEGIES Negotiates own short-term learning goals and related strategies, in terms of adjustments to be made in personal life and domestic routine, e.g. establishing a space and time for independent study.</p>
	PERSONAL COMMUNICATION

	TECHNICAL COMMUNICATION
1	<p>READING & WRITING Recognises very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery, reads letters on a keyboard. Reads graphic instructions accompanying a new piece of technology to learn new information or skills about a technology or medium, e.g. uses an automatic teller machine by following instructions given graphically on the screen. Types own name or single words into a computer-assisted learning program.</p> <p>SPEAKING & LISTENING Gives spoken instructions of one or two steps, supported by body language, to fellow worker explaining how to perform a series of routine tasks, e.g. operate a piece of technology. Expresses personal opinion in a short simple conversation, e.g. indicates if a piece of machinery works. Follows a sequence of instructions to use a technology or medium, e.g. uses tape recorder in Individual Learning Centre.</p> <p>LEARNING STRATEGIES Indicates preferred tools and uses materials from within the immediate environment in order to facilitate learning, e.g. uses maps, pictures, objects, books, writing technology, audio/visual aids and communication supports with assistance.</p>
	TECHNICAL COMMUNICATION

	PROCEDURAL COMMUNICATION
1	<p>READING & WRITING Reads and writes own name, address, and phone number, and signs name as appropriate, e.g. fills in details on a simple form. Recognises and identifies purpose of very short explicit pictorial texts, e.g. traffic signs. Follows simple written instructions, e.g. simple road signs and warnings. Locates key pieces of information based on literal match in a short, explicit, familiar text e.g. ingredients in a recipe. Reads a pie-graph to locate specific personally relevant workplace information. Writes short note of one or two sentences following a model and with teacher support, to support application, e.g. a request for fee relief for English class or child care. Locates single items of information from a procedural text in the immediate environment, e.g. for using a public telephone. Transfers personal details from one source to another, e.g. uses personal details on a health care card to fill in training enrolment form.</p> <p>SPEAKING & LISTENING Gives instructions consisting of one or two steps, e.g. tells someone directions to reach a nearby location. Introduces self and greets others in short formal conversation. Listens to and follows one-step instruction to complete task in immediate context. Follows one-clause instructions in order to complete a task. Responds to and/or elicits specific information in order to complete a one step procedure.</p> <p>LEARNING STRATEGIES Incorporates prior experiences of learning with classroom procedures and indicates advantages or disadvantages, e.g. records information in a work book or learning diary and indicates value of this, or writes out words as prompts for speaking.</p>
	PROCEDURAL COMMUNICATION

Sample Activities

Sample Activities are provided to:

- assist teachers in aligning their curriculum objectives with the NRS's components;
- stimulate ways of broadening instruction and the contexts in which competence may be demonstrated; and
- present a stimulus for the development of curriculum-based assessment activities.

These Sample Activities:

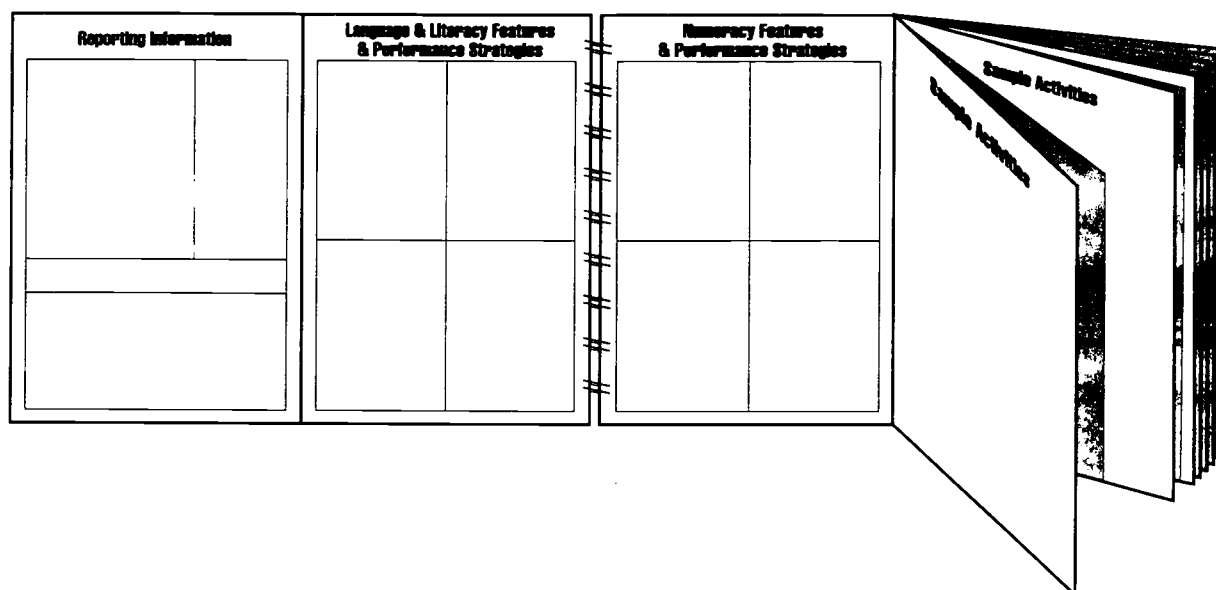
- have been nominally classified at a particular Level to reflect their common placement in curriculum documents.
- do not constitute an assessment procedure.

Using the NRS Level Two

The following pages consist of Level Two:

- Indicators of Competence;
- Language and Literacy Features & Performance Strategies;
- Numeracy Features & Performance Strategies; and
- Sample Activities.

They may be folded out as indicated in the diagram below:



LEVEL TWO - REPORTING INFORMATION

Indicators of Competence	Conditions of Performance
<p>Reading</p> <p>2.1 Reads and interprets short simple texts on a personally relevant topic.</p> <p>2.2 Locates specific information relating to familiar contexts in a text which may contain data in simple graphic, diagrammatic, formatted or visual form.</p> <p>Writing</p> <p>2.3 Writes about a familiar topic using simple sentence structure and joining ideas through conjunctive links where appropriate.</p> <p>2.4 Completes forms or writes notes using factual or personal information relating to familiar contexts.</p> <p>Oral Communication</p> <p>2.5 Elicits and gives factual information or personal details for the purpose of exchanging or obtaining goods and services; or gathering/providing information.</p> <p>2.6 Takes part in short interpersonal exchanges, clarifying meaning and maintaining interaction, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.</p> <p>2.7 Listens for relevant information from oral texts.</p> <p>Learning Strategies</p> <p>2.8 Formulates an achievable language and literacy learning plan, incorporating medium-term goals and steps required to achieve them.</p> <p>Numeracy</p> <p>2.9 Locates relevant mathematical information in a familiar real life activity or text.</p> <p>2.10 Selects and uses straight forward mathematical actions in familiar and predictable contexts.</p> <p>2.11 Uses estimation and prior experience to examine purpose and check reasonableness of the process and outcomes of a mathematical activity.</p> <p>2.12 Uses oral and written informal and formal language and representation including some symbols and diagrams to communicate mathematically.</p>	<p>These statements outline the maximum degree of support allowable in interpreting student performance on the Indicators for this level:</p> <ul style="list-style-type: none"> • Performs where access to support from expert/mentor is available, advice/modelling is available and recourse to first/other language is acceptable if required. • Incorporates communication supports as required. • Demonstrates competence in familiar and predictable contexts.

Workplace & Social Contexts

- Shifts from one cultural context to another and begins to adapt the skills from one culture to another.
- Understands texts which include one or more explicit agendas.
- Enhances performance by interaction with sympathetic participants/interlocutors.

Assessment Principles

The National Reporting System is designed to allow a nationally-consistent means of reporting student outcomes from accredited and non-accredited curriculum. To promote consistency across curricula and across learning sites, it is assumed that, for assessment purposes, the following conditions will have been met:

- Assessment tasks should be grounded in a relevant context and not be culturally biased.
- Students should be assessed across a wide range of tasks integrated into practice, in order to increase reliability and validity of assessment. One-off assessment tasks do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks should be clear, explicit and ordered. Students must know what is expected, and the criteria by which they will be judged.
- Time allowed to complete a task should be reasonable and specified, and should allow for preparation and re-drafting as appropriate to the task.
- Assessment should ideally be moderated by more than one teacher, and/or across providers.
- Appropriate reference materials should be available to students during assessment, e.g. personal word lists, dictionaries, thesaurus, calculators.

LEVEL TWO Language & Literacy Features & Performance Strategies

Vocabulary & Grammar

- 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.
- Can use and comprehend action words and simple verb tenses in sentences of one or two clauses.
- Comprehends and uses simple questions and instructions.
- Uses and comprehends adjectives, pronouns and prepositions to describe people, places, things and events.
- Conveys overall meaning despite possible variations in spelling and grammar.

Discourse Structure

- Comprehends oral or written texts which have predictable structure and familiar vocabulary; is able to get the gist or extract specific information from texts which have more unfamiliar elements.
- Constructs and/or comprehends texts with statements linked by simple cohesive devices, such as *and, but, then*.
- Distinguishes between genres and uses some of these features in own writing, e.g. personal histories, narratives and recounts.
- Recognises that texts have organisation and structure, e.g. beginning, middle and end.
- Sequences writing with some attention to organising principles of time, importance, geography or other personally meaningful principles.
- Uses language appropriate to a range of interactional purposes.
- Refines conversational skills, using effective interaction strategies, including common openings and closings, asking questions and turn taking to maintain simple conversation.

Phonology & Graphology

- Uses a variety of word attack skills.
- Refines knowledge of alphabet to use other alphabetically organised information.
- Recognises diagrammatic features of text, e.g. grid references, dot points, arrows.
- Reads and writes legible script.
- Attempts spelling by using familiar letter patterns, including phonic letter patterns, common stems, suffixes and prefixes.
- Produces mostly intelligible pronunciation, stress and intonation patterns. Some variations may require clarification.
- May speak slowly, and pronounce key words deliberately.
- Writes numerals in a range of forms as required, e.g. phone numbers, dates, account numbers.
- Comprehends short spoken texts provided the input is comprehensible and the content relates to familiar or personally relevant context.

Meaning-Making Strategies

- May rely on facial expressions and gestures to assist with communicating or interpreting meaning.
- Draws on knowledge of letter-sound relationships, syntactic and semantic cues to maintain meaning when reading.
- Makes connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or electronic texts.
- Makes connections between own knowledge and experience and the purpose of texts.
- Recognises the differences between the formal and informal registers of spoken and written texts and that when social relations change, language may also change.
- Self-corrects when meaning is lost by re-reading.
- Asks questions to clarify meaning when listening or reading.
- Begins to plan, and review, own writing.
- Understands that texts represent the author's real or imaginary experience/intentions.
- Reads short accessible texts of familiar content which are personally relevant.
- Recognises the significance of languages and language varieties other than standardised English.

LEVEL TWO - Numeracy Features & Performance Strategies

Meaning-Making Strategies	Problem Solving Strategies
<ul style="list-style-type: none"> • Relies heavily on hands-on (concrete) and real life materials and pictures/diagrams to derive mathematical meaning. • Relies on personal experience and prior knowledge within context to make predictions and check reasonableness. • Relates meaning to personal experience, prior knowledge and relevant future action. • Clarifies intended meaning of activity by asking for assistance, e.g. alternative representation, rephrasing. • Uses knowledge of mathematical concepts from first language to English, and uses bilingual dictionary for assistance with general and mathematical vocabulary. 	<ul style="list-style-type: none"> • Uses several pieces of related mathematical information, e.g. prices from a menu, measurements of a room. • Interprets from familiar oral instructions or texts, (e.g. menus, timetable, household bills, price lists, etc.) where the mathematics content is easily accessible. • Uses a blend of personal "in-the-head" methods and pen and paper and calculator procedures. • Relies on prior experience and examples to select appropriate methods of solution. • Uses informal methods and draws on relevant experience to check that the outcome fits task or activity.
Mathematical Knowledge	Mathematical Representation
<ul style="list-style-type: none"> • Reads, writes and says whole numbers including large numbers, and money. • Recognises and interprets simple fractions, decimals and percentages, e.g. $\frac{1}{3}$, $\frac{1}{10}$, 50%, 25%, 0.25, 0.05, in everyday use. • Uses simple, everyday data to construct charts and tables. • Orders and groups number, shape, data and measurement, explaining any simple relationships or patterns. • Interprets, compares and calculates with natural numbers and money in personal and some unfamiliar contexts. • Measures length, mass, capacity, time, temperature, using simple instruments graduated in familiar units, e.g. cm, m, ml, °C, hours, minutes and seconds. • Describes, names and draws common 2 dimensional shapes and some common 3 dimensional shapes, (e.g. sphere, cube, cylinder.) • Uses coordinates in a variety of contexts, e.g. street directory, games. • Gives orally, in writing or diagrammatically, directions using the language of direction and location, e.g. N, S, E, W, clockwise. 	<ul style="list-style-type: none"> • Comprehends activities or tasks which include common formal mathematical symbolism, abbreviations and language, and familiar information which is culturally accessible. • Uses the symbolism and conventions relevant to the mathematical knowledge of the level, e.g. $\frac{1}{2}$ of 1L, 1.6 cm, map reference D5, etc. • Uses a combination of oral and written general, and some mathematical, language to indicate the problem solving process. • Begins to include symbols and diagrams in producing written record of tasks.

	NUMERACY	Dominant Aspect(s) in which activity is likely to occur. Other Aspects may apply depending on context and/or purpose of activity
2	Uses a street directory to find a route to a familiar place, e.g. locates own street and shows route to local shops in a street directory.	Cooperative Personal
	Compares and contrasts the value of items from two catalogues with regard to quantity, price, equality, additional costs, e.g. hardware, kitchen appliances, food.	Personal Public Systems
	Constructs a bar graph from available information and interprets how information might be used, e.g. number of smokers in a variety of age groups.	Cooperative Public Procedural
	Compares measurements taken with estimated lengths of familiar objects, e.g. estimates and measures storeroom dimensions.	Personal Technical
	Investigates and explains common uses of shape in the environment, e.g. compares use of shapes in house construction, room design.	Personal Cooperative Public
	Rounds totals of money to the nearest appropriate unit and estimates change.	Personal Procedural
	Calculates change due after making a payment.	Personal Systems
	Measures metric quantities using simple measuring instruments, e.g. ingredients in a recipe.	Personal Procedural Systems
	Orders and compares sets of figures/dates and comments on the data in collaboration with others, e.g. the populations of several cities.	Public Cooperative
	Calculates with time, e.g. how long until tea break.	Personal Systems
	Uses 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.	Procedural Cooperative Personal
	NUMERACY	

PUBLIC COMMUNICATION

2

READING & WRITING

Specifies purpose of informative text, e.g. locates specific information about a local event.
 Demonstrates that meaning has been gained from reading or viewing a simple informative text, e.g. underlines the meaning of a term given in a government brochure on supplementary security income.

Demonstrates understanding of current affairs issues by expressing opinion related to the content of news headlines in a newspaper.

Extracts information from a list with language and numeracy components, e.g. reads a Racing Form Guide and places a bet.

Expresses opinion about the writer's intention after reading or viewing a simple persuasive text, e.g. advertisement, political slogan, public service advertisement.

Locates specific information in a longer everyday text, e.g. locates personally relevant information in a sports article.

Interprets signs and symbols related to public safety, e.g. drink-driving laws, weapons use, road rules and water safety.

Reads diagrammatic texts, e.g. locates an intersection on a street map, uses a public transport map.

Uses short highly contextualised materials from the community to meet own goals, e.g. business cards, invoices, newspaper advertisements.

Extracts information from a list with language and numeracy components, e.g. uses a timetable to read train departure time.

Locates community/commercial services information in the telephone directory, e.g. real-estate agent, CES.

Writes a short routine letter, e.g. an explanation or a request for information.

Writes a short report for a member of the group, e.g. on child care services available in the area.

Writes a short description, e.g. writes a short note describing an item for sale to be placed on community notice board.

Completes forms related to participation in community services/activities, e.g. social club, competition, recreation facility.

Writes one or two sentences suggesting improvements, e.g. longer class times, improved facilities at the community centre.

SPEAKING & LISTENING

Expresses an opinion related to the content of a TV news program.

Participates in a formal oral exchange, e.g. interview with a community worker.

Participates in an informal conversation, e.g. casual exchange with a neighbour.

Engages in simple oral transactions about money, time, and quantities, e.g. at the greengrocers.

Listens to a radio program on a familiar, personally relevant topic and comments on an item of interest.

LEARNING STRATEGIES

Negotiates learning goals and articulates related strategies including available community and educational resources to support learners.

PUBLIC COMMUNICATION

	SYSTEMS COMMUNICATION
2	<p>READING & WRITING</p> <p>Locates specific information from a short text, e.g. eligibility from a table of employee benefits, a pay slip, instructions on chemicals.</p> <p>Reads personally relevant information presented in forms or notices, e.g. notice on a noticeboard, roster information, a class timetable.</p> <p>Interprets instructions which combine pictorial and written information, e.g. brochure on how to access government services.</p> <p>Writes brief systems-related texts using an established format, e.g. a brief shift report, a menu, an order form.</p> <p>Completes a range of forms requiring autobiographical data, e.g. job application, identifies and enters background information on an application for government benefits.</p> <p>Extracts information from a list of language and numeracy items, e.g. enters information on a school lunch order form using information from a lunch order list.</p> <p>Reads simple graphs and charts.</p> <p>Reads simple dials and scales, e.g. temperature dials.</p> <p>Writes a note of explanation, e.g. to a supervisor about an uncompleted task.</p> <p>Expresses an opinion in written form, e.g. writes a brief letter to an organisation suggesting improved access for the physically disabled.</p> <p>Completes a personally relevant written transactional text, e.g. fills out a bank withdrawal form.</p> <p>Recalls road rules, regulations and road signs.</p> <p>SPEAKING & LISTENING</p> <p>Expresses an opinion in oral form, e.g. suggests the introduction of multilingual safety notices in the workplace.</p> <p>Explains, orally, written instructions for a procedure, e.g. relates to another the process described in a simple flow chart.</p> <p>Receives and passes on messages, e.g. a name and phone number and a simple message.</p> <p>Makes a specific oral enquiry, e.g. enquires about an employment opportunity, enquires about classes.</p> <p>Answers a simple oral enquiry, e.g. gives simple directions to reach a destination.</p> <p>Participates in a face-to-face oral exchange, e.g. job interview, CES interview.</p> <p>Listens for specific information in a formal meeting, e.g. union meeting.</p> <p>Performs a series of routine tasks given clear direction, e.g. classroom or workplace instructions.</p> <p>Participates in casual conversation in the workplace or classroom.</p> <p>LEARNING STRATEGIES</p> <p>Gathers and sorts information on a topic by using simple techniques such as scanning the cover, title and illustrations of a text; or interpreting mood, tone and associated gestures of a spoken text in order to establish relative importance of information.</p>
	SYSTEMS COMMUNICATION

	COOPERATIVE COMMUNICATION
2	<p>READING & WRITING Extracts information from a list with language and numeracy components, e.g. selects items from a menu for the group and discusses choice or selection. Reads key information in a text associated with the functioning of the group, e.g. reads a simple agenda or minutes of a meeting. Writes a list of tasks to be completed by other members of the group, e.g. roster, action plan. Records personal information of self and other members of the group where members of the group are personally familiar, e.g. draws up a list of class names and addresses and phone numbers. Writes a short report, e.g. in relation to workplace output targets. Writes a note of explanation, e.g. explains problems with a machine to the next shift. Writes a response to an issue by contributing to group writing activity.</p> <p>SPEAKING & LISTENING Gives a short description, e.g. describes an occasion to a fellow group member, or tells a traditional story or myth. Communicates ideas, information and opinions to the group, e.g. expresses opinion about new roster arrangements. Negotiates roster arrangements to suit own preferences. Gives spoken instructions to members of the group, e.g. a short instruction of one or two steps to facilitate a group activity. Participates in an informal conversation, e.g. greets and exchanges one or two sentences with a fellow group member, asks questions and makes comments that expand ideas & seek clarification. Recites familiar short texts to other members of the group, e.g. a nursery rhyme to family member, or a football club theme song to supporters' club. Negotiates task distribution with other members of the group, e.g. morning tea arrangements, farewell drinks for a colleague. Brainstorms with other members of the class, e.g. to organise a class outing. Listens for and notes specific information when making arrangements for group activity, e.g. a working party or excursion.</p> <p>LEARNING STRATEGIES Develops support networks with fellow group members, e.g. collects contact numbers for contingency plan in case of missed classes.</p>
	COOPERATIVE COMMUNICATION

	PERSONAL COMMUNICATION
2	<p>READING & WRITING Demonstrates understanding of narrative, for example, draws a timeline for the sequence of events in a simple adventure story, expresses personal views about a character's actions and speculates on own behaviour in a similar situation. Reads short, simple factual or fictional texts for personal enjoyment. Reads and follows simple instructions, e.g. reads a recipe and follows instructions. Locates and selects information from a written text, e.g. finding the time and channel of a specific TV program, cinema program. Writes a short personal description, e.g. writes about country of origin, journey or cultural history. Writes a short report, e.g. describes previous English classes. Writes a short recount, e.g. writes brief entry in daily diary. Writes a note of explanation, e.g. explains own absence in a note to teacher. Writes short personal letter, e.g. a postcard or letter to a friend. Completes a form with personal information, e.g. reads and records personal information of self, and other members of a group, where personally familiar with the members of a group. Expresses point of view on topics of personal interest in simple written sentences.</p> <p>SPEAKING & LISTENING Responds to personal enquiries and talks about own interests, e.g. hobbies, family. Participates in a short casual conversation with a neighbour. Recounts a short familiar event, e.g. recounts something that happened at the weekend. Locates and selects information from a spoken text, e.g. listening for the time and channel of a specific TV program. Listens for, and sings words to a favourite song. Makes a telephone call and responds appropriately to questions which require statement of basic personal details, e.g. makes an appointment at the Community Health Centre.</p> <p>LEARNING STRATEGIES Discusses learning goals and articulates related strategies with teacher, e.g. specifies own personal language and literacy skills as positive learning resources or as requiring further development.</p>
	PERSONAL COMMUNICATION

	TECHNICAL COMMUNICATION
2	<p>READING & WRITING Reads short, relevant, explicit, clearly formatted texts related to technology, e.g. the author and title index of a library computer. Chooses a computer assisted learning package, having read short descriptions of one or two programs, to acquire a defined skill or area of knowledge. Writes a short description, e.g. describes a damaged part of a machine to facilitate repair. Extracts information from a list with language and numeracy components, e.g. price lists of components for computer system. 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. Interprets instructions which combine pictorial and written information, e.g. directions on how to operate a piece of machinery safely.</p> <p>SPEAKING & LISTENING Expresses an idea or opinion, and states reasons, e.g. whether a technological practice conforms to Occupational Health and Safety guidelines. States problems with a technology or medium and suggests solutions, e.g. need for left-handed mouse. Performs a sequence of routine tasks given direction, e.g. uses a fax machine and/or distance medium to participate in instruction.</p> <p>LEARNING STRATEGIES Selects own learning resources such as tapes or other familiar technical equipment in order to facilitate learning, e.g. computer assisted learning program with technological assistance as required.</p>
	TECHNICAL COMMUNICATION

	PROCEDURAL COMMUNICATION
2	<p>READING & WRITING Reads and compares information contained in two column tables, e.g. can use timetables to calculate time of the next bus, e.g. calculates postage and fees for certified mail, calculates total costs of purchase from an order form. Reads a brief message from a fellow worker. Reads simple graphs and charts, e.g. as set out in a government brochure. Reads explicit pictorial texts, e.g. safety signs in the workplace. Interprets instructions from an appliance warranty, having read manufacturer's instructions. Extracts information from a list with language and numeracy components, e.g. completes a stores order form using information from a price list. Writes a short report, e.g. a brief statement about a procedure from a work team for a meeting. Records information on simple form, e.g. autobiographical data, uses a job sheet to respond to call. Writes a brief message for a fellow worker.</p> <p>SPEAKING & LISTENING Explains routine procedures to others, e.g. workplace safety procedures. Listens to short, explicit instruction to learn new procedures needed to complete a task, e.g. to use a piece of machinery in the workplace. Expresses an opinion, e.g. suggests improvements to work procedure. Participates in workplace meetings by listening for specific information and contributing as appropriate. Leaves a short message by phone, e.g. explains absence, makes a booking for travel. Understands new procedures needed to complete a task, having attended training session. Performs a series of routine tasks given clear direction. Participates in casual conversations about routine activities, e.g. simple procedure for making a favoured dish.</p> <p>LEARNING STRATEGIES Plans learning activities by selecting activities and procedures from prior experiences, e.g. word association, checklists of tasks to be completed, establishing a study timetable.</p>
	PROCEDURAL COMMUNICATION

Sample Activities

Sample Activities are provided to:

- assist teachers in aligning their curriculum objectives with the NRS's components;
- stimulate ways of broadening instruction and the contexts in which competence may be demonstrated; and
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Using the NRS Level Three

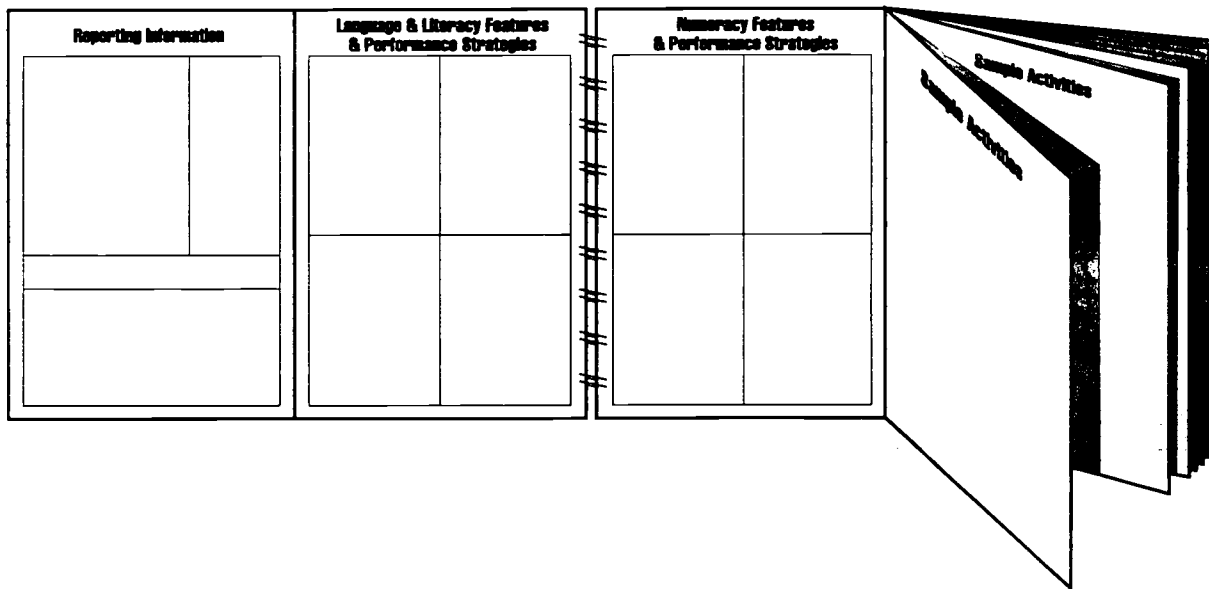
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54

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- Indicators of Competence;
- Language and Literacy Features & Performance Strategies;
- Numeracy Features & Performance Strategies; and
- Sample Activities.

They may be folded out as indicated in the diagram below:



LEVEL THREE - REPORTING INFORMATION

Indicators of Competence	Conditions of Performance
<p>Reading</p> <p>3.1 Reads and interprets texts of some complexity, integrating (where relevant) a number of pieces of information in order to generate meaning.</p> <p>3.2 Displays awareness of purpose of text, including unstated meaning.</p> <p>3.3 Interprets and extrapolates from texts containing data which is unambiguously presented in graphic, diagrammatic, formatted or visual form.</p> <p>Writing</p> <p>3.4 Communicates relationships between ideas through selecting and using grammatical structures and notations which are appropriate to the purpose.</p> <p>3.5 Produces and sequences paragraphs according to purpose of text.</p> <p>Oral Communication</p> <p>3.6 Participates in short transactions, using basic generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/providing information.</p> <p>3.7 Takes part in short interpersonal exchanges, demonstrating some awareness of register and interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.</p> <p>3.8 Derives meaning from sustained oral texts.</p> <p>Learning Strategies</p> <p>3.9 Consolidates goal-setting and planning in relation to own learning.</p> <p>Numeracy</p> <p>3.10 Selects appropriate mathematical information embedded in a real life activity, item or text.</p> <p>3.11 Selects and applies a range of mathematical strategies to solve problems in a number of contexts, which are familiar and may be interrelated.</p> <p>3.12 Reflects on and questions reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity.</p> <p>3.13 Uses oral and written informal and formal language and representation including symbols and diagrams to communicate mathematically.</p>	<p>These statements outline the maximum degree of support allowable in interpreting student performance on the Indicators for this level:</p> <ul style="list-style-type: none"> • Performs where advice/modelling is available if required. • Incorporates communication supports as required. • Demonstrates competence in a number of contexts which may be interrelated.

Workplace & Social Contexts

- Adapts the skills of one cultural context to another.
- Understands texts which include meanings which are predominantly explicit.
- Performs without reliance on interaction with sympathetic participants/interlocutors.
- Uses a narrow range of skills and knowledge for employment related skills, preparatory courses, broad-based training and specific workplace skills.

Assessment Principles

The National Reporting System is designed to allow a nationally-consistent means of reporting student outcomes from accredited and non-accredited curriculum. To promote consistency across curricula and across learning sites, it is assumed that, for assessment purposes, the following conditions will have been met:

- Assessment tasks should be grounded in a relevant context and not be culturally biased.
- Students should be assessed across as wide a range of tasks as possible, in order to increase reliability and validity of assessment. One-off assessment tasks do not provide a reliable and valid measure of competence.
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- Assessment should ideally be moderated by more than one teacher, and/or across providers.
- Appropriate reference materials should be available to students during assessment, e.g. personal word lists, dictionaries, thesaurus, calculators.

LEVEL THREE Language & Literacy Features & Performance Strategies

Vocabulary & Grammar	Discourse Structure
<ul style="list-style-type: none"> • Has increasingly precise use of vocabulary which is sufficiently broad so that a relevant word is almost always available for everyday contexts. • Uses and comprehends some complex and compound sentences. • Produces and interprets texts which are likely to be cohesive, especially in short texts or utterances. • Uses and comprehends simple grammatical forms and vocabulary to give instructions, give explanations, ask questions, and express viewpoints. • Recognises and uses introductory phrases which indicate that an opinion, or a fact, is being offered. • Recognises some common idioms. • Identifies how words and grammatical choices carry particular shades of meaning in a familiar context. • Uses and comprehends dependent clauses introduced by words such as <i>although</i>, <i>when</i>, <i>if</i> and <i>while</i>. 	<ul style="list-style-type: none"> • Comprehends longer texts with limited complexity. • Reads graphic information of limited complexity which summarises data. • Uses basic models to produce a range of text types, although may handle a particular text type more easily than another. • Has control of some basic generic structures and can produce short written or spoken texts with accuracy in the defined genres. • Draws on knowledge of linguistic structures and features to explain how texts are constructed. • Participates in casual conversations, e.g. about current events, work, family and self. • Sequences writing. • Uses interactional strategies such as providing verbal and non verbal feedback in order to show interest or attitude.
Phonology & Graphology	Meaning-Making Strategies
<ul style="list-style-type: none"> • Uses a range of word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text. • Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, exclamation marks, speech marks. • Uses legible handwriting style as required by audience and purpose for writing. • Uses page layout to support text structure. • Spells with reasonable accuracy, will attempt new words, will use spelling references for support. • Speaks with pronunciation, stress patterns and intonation which do not obscure meaning but may require verification from time to time. • Uses pace of utterance to enhance meaning. • Can generally interpret stress and intonation. • May follow discourse patterns at normal rate of utterance. 	<ul style="list-style-type: none"> • Demonstrates some awareness of the need to vary spoken and written language to meet requirements of audience and purpose. • Demonstrates some awareness that when social relations change, language may also change and makes choices about language use in familiar contexts. • Recognises that discourse structure of a text is determined by the writers or speakers to serve a particular purpose, e.g. to appeal to or exclude a particular group or individual. • Makes notes from spoken or written texts on familiar topics. • Uses knowledge of structure of text to predict content. • Demonstrates awareness of choices for register, especially in situations which are familiar. • Clarifies intended meaning by proof-reading own writing, asking for repetition when listening, varying speed when reading or speaking and changing tone or emphasis when speaking. • Experiments with interrelated ideas and information when writing about familiar topics within a range of text types. • Recognises the significance and uses of languages and language varieties other than standardised English in familiar contexts.

LEVEL THREE - Numeracy Features & Performance Strategies

Meaning-Making Strategies	Problem Solving Strategies
<ul style="list-style-type: none"> • Draws on a combination of hands-on (concrete) and real life materials, diagrams, language and symbols to derive mathematical meaning. • Draws on personal experience, prior knowledge and mathematical knowledge within context to make predictions and check reasonableness. • Reflects and questions by relating the mathematics to personal experience, prior knowledge, the experience and opinions of others. • Clarifies intended meaning of activity by asking questions which go beyond repetition and rephrasing. • Uses knowledge of mathematical concepts from first language to English, and uses bilingual dictionary for assistance with general and mathematical vocabulary. 	<ul style="list-style-type: none"> • Uses a number of different pieces of mathematical information. • Interprets information from texts, (e.g. plans, maps, newspaper articles and graphs, information fliers, etc.) where the necessary information is easily accessible. • Uses a blend of personal "in-the-head" methods, pen and paper and calculator procedures. • Begins to adapt prior experience and examples in the selection of appropriate and efficient methods of solution. • Uses some approximation with reference to relevant experience to check that the outcome fits task or activity.
Mathematical Knowledge	Mathematical Representation
<ul style="list-style-type: none"> • Reads, writes and interprets decimal fractions and percentages. • Uses everyday data to construct tables, graphs and charts. • Interprets, compares and calculates with whole numbers and money. • Calculates with fractions, decimal fractions and percentages, linking equivalent forms and using appropriate to context. • Measures length, mass, capacity, time, temperature using common measuring instruments. • Understands the interrelationship of units in the metric system. • Uses distance, direction, coordinates, simple scales, labels, symbols and keys to read and use maps and plans. • Develops knowledge of properties of two dimensional and three dimensional shapes, (e.g. describes shapes in terms of properties such as angles, sides, etc.) • Constructs simple three dimensional shapes from two dimensional nets, and vice versa. 	<ul style="list-style-type: none"> • Comprehends activities or tasks which include limited formal mathematical symbolism, abbreviations and language, and some unfamiliar information which is culturally accessible. • Uses symbolism and conventions relevant to the mathematical knowledge of the level, e.g. scale: 1:100, km per hr = km/hr, \$/m. • Uses a combination of oral and written mathematical and general language, some symbolism and diagrams to indicate the problem solving process and results.

	NUMERACY	Dominant Aspect(s) in which activity is likely to occur. Other Aspects may apply depending on context and/or purpose of activity
3	Uses a distance scale to find the shortest route between two locations on a map and considers road and terrain conditions in deciding preferred route.	Technical Procedural Personal
	Selects, totals and orders items in bulk from a catalogue within budgetary constraints, e.g. stationery catalogue.	Systems Procedural
	Collects information by survey and represents information in appropriate tabular and graphic form, e.g. surveys fellow students on travel to college, and comments on adequacy of public transport available.	Cooperative Procedural
	Expresses and calculates with metric quantities, e.g. interprets and costs quantities of cheese given in different forms such as 350g, 0.35kg.	Personal Technical
	Measures common three dimensional shapes, e.g. a room, and represents the information on an appropriate diagram drawn to scale.	Cooperative Technical
	Calculates with common fractions and metric measurements, e.g. adjusts the quantities in a recipe by halving or doubling to obtain the required amount.	Technical Procedural
	Uses a variety of methods to analyse sales advertising by comparing savings on a number of different items, e.g. at 12% off, 15% off, $\frac{1}{3}$ off, price reduced by \$10.	Systems Public Technical
	Compares casual and permanent rates of pay over a given time span for work of the same nature.	Technical Systems Cooperative
	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 two large cities. Presents options in an oral report which supports choice of most economical mode of transport.	Cooperative Public Systems Procedural
	NUMERACY	

	<p>PUBLIC COMMUNICATION</p>
<p>3</p>	<p>READING & WRITING Scans informational texts and locates specific items of interest. Locates specific information in a long text, e.g. reads a news article and identifies topic sentences. Uses program guides, reviews, and previous promotions to make choices about personal viewing. Demonstrates that meaning has been gained from reading an article in the daily newspaper by writing a short report about the content. Can read information presented graphically, e.g. interprets information from a bar graph in an article of public interest. Expresses own opinion about a local issue of personal concern by writing a letter to relevant authority outlining concerns. Reads a short report of a public issue which may include hidden agendas or unstated meanings. Completes a form, e.g. fills in a survey about quality of local service. 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.</p> <p>SPEAKING & LISTENING Restates the main idea of a text and evidence offered in support of this view, after viewing or reading persuasive text(s), e.g. TV advertisements, public notices, political advertisements. Discusses the content after reading an article in the daily newspaper/viewing TV program. Comprehends a simple clear announcement heard on a public address system, e.g. emergency procedure. Expresses own opinion about a local issue by participating in a public meeting. Expresses own opinion about a local issue and elicits the views of others by participating in a casual conversation. Listens to a traditional myth, story or song and discusses key events, characters or places.</p> <p>LEARNING STRATEGIES Identifies factors involved in making decisions including goals, constraints and consequences, e.g. considers alternative action plans in relation to indigenous, multicultural or industrial issues.</p>
	<p>PUBLIC COMMUNICATION</p>

	SYSTEMS COMMUNICATION
3	<p>READING & WRITING Reads informative texts for specific information and to get the general idea. Scans procedural texts to locate specific information, e.g. personnel induction manual to check own leave entitlements. Reads and interprets diagrammatic/graphic texts which are unambiguously presented, e.g. flow chart to describe simple operation in the workplace or pathways of language classes. Locates and selects relevant information from a limited range of written texts, e.g. locates a job advertisement in a newspaper, locates specific course information in a TAFE handbook. Reads a short novel or non-fiction narrative and writes a response. Completes formatted texts, e.g. forms requiring autobiographical data, order forms, questionnaires. Writes factual text, e.g. job history as part of a job application letter. Writes brief report, e.g. accident report, incident report. Writes a short, formal letter, e.g. letter requesting information, application letter, complaint letter. Writes clear sequenced written instructions, e.g. how to use a particular machine. Generates a diagrammatic/graphic text, e.g. draws up a roster or study timetable. Completes a formatted workplace text, e.g. application for leave. Reads a job description and suggests how text implies underlying values of an organisation. Discusses image reflected in an organisational brochure or promotional material.</p> <p>SPEAKING & LISTENING Reviews a fictional or factual text for the class, reporting on the main features and themes. Attends and participates in a staff 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. specific enquiries, complaints, problem-solving. Gives oral instructions, e.g. who and where to ask for assistance. Participates in a formal interaction, e.g. interacts with clients associated with an organisation about routine matters using the telephone or through face-to-face contact. Listens to and notes specific information from an announcement regarding workplace activity, e.g. a fire drill. Expresses own opinion about organisations and elicits the opinion of others in a casual conversation, e.g. discusses work conditions of previous jobs.</p> <p>LEARNING STRATEGIES Classifies material according to personal learning goals and purposes, e.g. keeps a personal dictionary of technical language or grammatical structures, list of references or sources of information to be used for independent study.</p>
	SYSTEMS COMMUNICATION

	COOPERATIVE COMMUNICATION
3	<p>READING & WRITING Reads agenda and notes relevant to a meeting. Writes a short report for a specified purpose. Takes notes in a short discussion in order to inform others who were not present. Formulates a list of agenda items for a meeting. Reads text produced by another member of team or group and asks questions to clarify meaning and purpose of text. Reads a graphic text of interest to group and suggests how information may apply to group activities or represent group interest.</p> <p>SPEAKING & LISTENING Delivers short prepared talk on a topic of interest to the group. Canvasses a group of people for issues and views. Recites a familiar myth or legend to other members of the group. Participates in a small group discussion, e.g. to solve a problem or share opinion on a subject of interest to the group. Works with a partner to develop an oral presentation. Clarifies defined purposes and objectives to be achieved by working with others; identifies and responds to defined roles and perspectives; works with others to achieve agreed objectives within agreed timeframes. Listens to and notes individual preferences regarding arrangements for group activity.</p> <p>LEARNING STRATEGIES Establishes role as group member and maintains support networks for contingency plan, e.g. participates in a group activity where group is formed according to shared interests, and with consideration of external demands, priorities and commitments of other members.</p>
	COOPERATIVE COMMUNICATION

	<p>PERSONAL COMMUNICATION</p>
3	<p>READING & WRITING Reads/views texts relevant to own interests, gives a recount which includes a personal response, e.g. book/program on hobby. Locates and selects information from a range of written texts, e.g. finds time and date of a music concert from the amusement section of a newspaper. Writes personal letters, e.g. letter to a friend recounting recent events. Writes a longer report, e.g. own education in country of origin. Writes a creative/expressive/imaginative text, e.g. poem or song. Reads a short simple narrative of own choice and discusses how text reflects author's opinion about characters, events or ideas. Reads short, simple fictional or non-fictional text of own choice and discusses links to prior knowledge or experiences or similar texts. Locates and selects information from written material which includes numerical or diagrammatic information, e.g. interprets and uses information in a news article. Uses numerical information to support opinion, e.g. compares the costs of different credit cards by referring to tables of information.</p> <p>SPEAKING & LISTENING Expresses point of view, e.g. explains how own skills meet a job's selection criteria. Participates in a casual conversation with a neighbour or colleague. Expresses point of view on a range of topics in an informal setting. Negotiates a transaction, e.g. asks for a refund on unsatisfactory goods. Presents narrative orally by telling story to a child or friend. Listens for personally relevant information from a range of spoken texts, e.g. finds time and date of a concert from a radio advertisement.</p> <p>LEARNING STRATEGIES Discusses strategies needed to match future plans to present learning achievements and other personal priorities with the teacher, e.g. identifies constructive ways of dealing with change, such as flexibility, adaptability and further training.</p>
	<p>PERSONAL COMMUNICATION</p>

	TECHNICAL COMMUNICATION
3	<p>READING & WRITING Reads a technical manual where the information is supported by diagrams, sufficiently well to be able to locate and comprehend particular information required, e.g. programs a VCR to record two programs in advance. Uses the author, title, key-word and other search indexes of a library computer. Comprehends short summary information on computer-managed learning packages to choose a relevant package to suit own needs. Uses the word processing program on a computer to produce own texts. Writes simple instructions for using familiar technology, e.g. how to use an automatic teller machine. Completes a formatted workplace text, e.g. damage or breakage report. Writes a brief report on uses of technology, e.g. for classroom, workplace, domestic or community purposes.</p> <p>SPEAKING & LISTENING Gives clear sequenced instructions of several of steps, e.g. how to use a photocopier/CD player. Listens to clear sequenced instructions of several steps and performs tasks related to using technology. Expresses opinion regarding the use of technology, e.g. difficulties and advantages of communicating via telephone, answering machine, internet, mobile phone. Clarifies with technician the use of a particular technology.</p> <p>LEARNING STRATEGIES Interprets visual representations such as diagrams, illustrations, 'help' type functions on computer, blueprints or flow charts, and comments on the application and helpfulness of these in relation to own learning.</p>
	TECHNICAL COMMUNICATION

	<p>PROCEDURAL COMMUNICATION</p>
<p>3</p>	<p>READING & WRITING Selects and applies the procedures and strategies needed to perform a range of tasks after reading appropriate texts. Reads a range of procedural texts, where the information is supported by diagrams, to remedy a known problem, e.g. locates problem with a machine and carries out repairs using a repair manual for guidance. Uses text organisers in books, manuals, magazines, newspapers, as an aid to reading, e.g. table of contents, indexes, format. Interprets information gained from tables, charts and other graphic information, e.g. plans travel arrangements for a meeting using a flight schedule. Writes short formal letters outlining instructions for a particular purpose, e.g. closure of bank account. Follows existing guidelines for the collection, analysis and organisation of information, e.g. takes detailed notes of an enquiry requesting information about services. Completes a range of formatted texts, e.g. selects and integrates information relevant to completed job on job report form, records information on an automobile maintenance record form. Writes simple instructions for a particular routine task. Differentiates between the description of the technique or task and any other messages conveyed by a procedural text, e.g. identifies intended audience and cultural or prior knowledge assumed by text.</p> <p>SPEAKING & LISTENING Issues instructions sequenced according to orientation of listener, e.g. how to complete an every day task. Follows spoken instructions which require choice of appropriate actions from one or two operatives. Expresses opinion regarding learning or working procedure.</p> <p>LEARNING STRATEGIES Develops and uses personal organisation systems such as files, notebooks, folders and checklists according to personal requirements.</p>
	<p>PROCEDURAL COMMUNICATION</p>

Sample Activities

Sample Activities are provided to:

- assist teachers in aligning their curriculum objectives with the NRS's components;
- stimulate ways of broadening instruction and the contexts in which competence may be demonstrated; and
- present a stimulus for the development of curriculum-based assessment activities.

These Sample Activities:

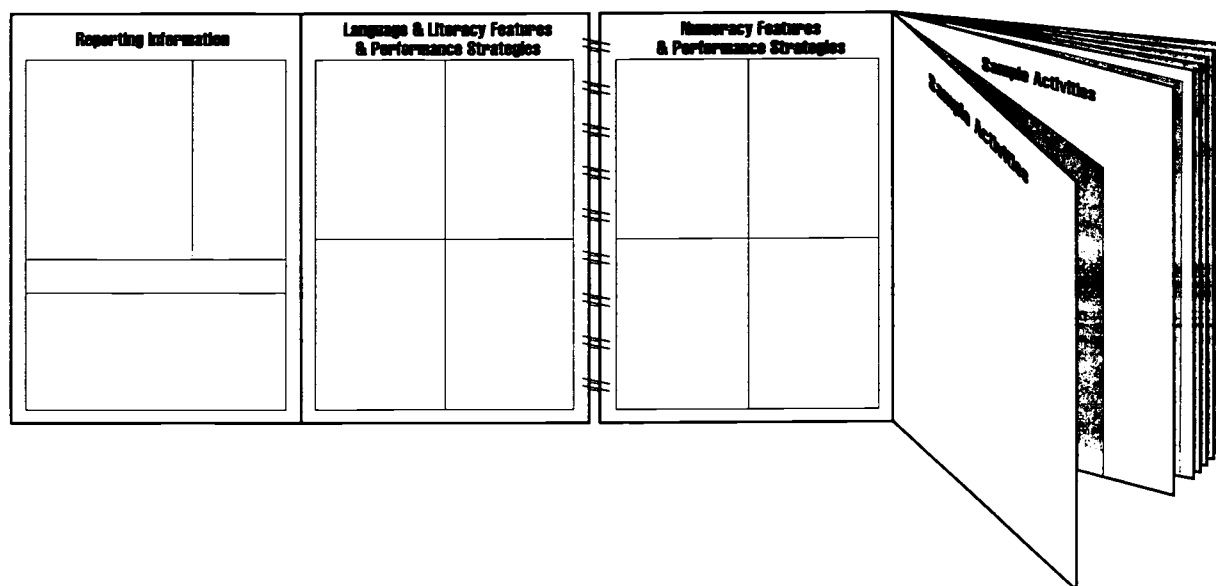
- have been nominally classified at a particular Level to reflect their common placement in curriculum documents.
- do not constitute an assessment procedure.

Using the NRS Level Four

The following pages consist of Level Four:

- Indicators of Competence;
- Language and Literacy Features & Performance Strategies;
- Numeracy Features & Performance Strategies; and
- Sample Activities.

They may be folded out as indicated in the diagram below:



LEVEL FOUR - REPORTING INFORMATION

Indicators of Competence	Conditions of Performance
<p>Reading</p> <p>4.1 Reads and interprets structurally intricate texts in chosen fields of knowledge which require integration of several pieces of information for generating meaning.</p> <p>4.2 Interprets texts which include ambiguity and inexplicitness where reader needs to distinguish fact from opinion and infer purpose.</p> <p>4.3 Interprets and extrapolates from texts containing data which includes some abstraction, symbolism and technicality presented in graphic, diagrammatic, formatted or visual form.</p> <p>Writing</p> <p>4.4 Communicates complex relationships between ideas by matching style of writing to purpose and audience.</p> <p>4.5 Generates written texts reflecting a range of genres and using appropriate structure and layout.</p> <p>Oral Communication</p> <p>4.6 Participates in sustained transactions with flexible use of a range of generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/providing information.</p> <p>4.7 Takes part in sustained interpersonal exchanges, demonstrating flexible use of register and a range of interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.</p> <p>4.8 Extracts main ideas and most details from sustained oral texts.</p> <p>Learning Strategies</p> <p>4.9 Evaluates appropriateness of learning strategies/practices and refines activities to achieve goals and enhance learning.</p> <p>Numeracy</p> <p>4.10 Selects and investigates appropriate mathematical information and relationships embedded in an activity, item or text.</p> <p>4.11 Selects and applies an expanding range of mathematical strategies flexibly to solve problems in a variety of contexts.</p> <p>4.12 Examines and questions the appropriateness, possible interpretations and implications of aspects of a mathematical activity.</p> <p>4.13 Uses a range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically.</p>	<p>These statements outline the maximum degree of support allowable in interpreting student performance on the Indicators for this level:</p> <ul style="list-style-type: none"> • Performs where support is available only if required. • Incorporates communication supports as required. • Demonstrates competence within a variety of contexts.

Workplace & Social Contexts

- Adapts the skills of one cultural context to multicultural social contexts where people move between differing sets of cultural and linguistic/mathematical knowledge.
- Understands texts which include meanings which may be hidden or obscured.
- Maintains performance irrespective of neutral or indifferent participants/interlocutors.
- Uses a recommended range of functions in known routines and procedures to perform more non-routine employment related and course related activities.

Assessment Principles

The National Reporting System is designed to allow a nationally-consistent means of reporting student outcomes from accredited and non-accredited curriculum. To promote consistency across curricula and across learning sites, it is assumed that, for assessment purposes, the following conditions will have been met:

- Assessment tasks should be grounded in a relevant context and not be culturally biased.
- Students should be assessed across as wide a range of tasks as possible, in order to increase reliability and validity of assessment. One-off assessment tasks do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks should be clear, explicit and ordered. Students must know what is expected, and the criteria by which they will be judged.
- Time allowed to complete a task should be reasonable and specified, and should allow for preparation and re-drafting as appropriate to the task.
- Assessment should ideally be moderated by more than one teacher, and/or across providers.
- Appropriate reference materials should be available to students during assessment, e.g. personal word lists, dictionaries, thesaurus, calculators.

LEVEL FOUR Language & Literacy Features & Performance Strategies

Vocabulary & Grammar

- Understands and uses vocabulary specific to topic.
- Selects vocabulary to create nuances of meaning in chosen fields of knowledge or in particular contexts.
- Uses vocabulary and grammar appropriate to register.
- Uses and comprehends simple and complex syntactic structures; grammatical variations rarely interfere with meaning or comprehension.
- 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.

Discourse Structure

- Recognises meaningful divisions between sections of text.
- Relates separate pieces of information within a spoken or written text, rather than treating them as separate units of information.
- Chooses appropriate structure for register.
- Displays logical organisational structure in writing through the use of coherently linked paragraphs.
- Uses supporting material effectively.
- Has control of most distinguishing linguistic structures and features of a range of genres, such as reports, discussions, procedures and narratives.
- Engages in complex oral negotiations, such as reconciling points of view or bargaining.
- Maintains oral interactions by initiating as well as responding to topic shifts and points of clarification, and gives verbal and non verbal feedback.

Phonology & Graphology

- Spells accurately most frequently used words.
- Uses a range of spelling strategies, e.g. understanding of word usage, visual and phonic patterns, word derivations and meanings.
- Uses punctuation with few errors.
- Uses punctuation, stress, intonation and gesture effectively to convey a range of emotions or intentions.
- Notes cues such as change of pace and particular words which indicate a new or important point is about to be made.
- Uses intelligible pronunciation, and stress and intonation patterns.

Meaning-Making Strategies

- Uses knowledge of principal conventions of texts to assist with constructing meaning from a range of spoken or written text types.
- Considers aspects of context, purpose and audience when comprehending or generating texts.
- Uses a variety of strategies for planning, reviewing, and proof-reading own writing: plans according to purpose, uses drafting techniques, checks with teacher/peers.
- Uses and interprets register as related to social relationships pertaining to particular contexts and recognises that when social relations change, language may also change.
- Makes notes from spoken and written texts in chosen fields of knowledge.
- Employs a variety of strategies when interpreting text: self-corrects, re-reads, reads on, varies speed, reads aloud, creates questions, checks for accuracy of information by consulting other texts/people.
- Participates effectively in spoken interactions by using strategies to confirm, clarify or repair understanding, and makes constructive additions to what has been said.
- Interprets gesture and other paralinguistic features.
- Recognises the significance and uses of languages and language varieties other than standardised English in particular contexts.

LEVEL FOUR - Numeracy Features & Performance Strategies

Meaning-Making Strategies	Problem Solving Strategies
<ul style="list-style-type: none"> • Draws on prior mathematical knowledge, diagrammatic and other mathematical representation to (individually or in a group) understand the mathematical information. • Evaluates own performance, the mathematics used and outcomes obtained relative to internal mathematical knowledge and understanding. • Reflects on and questions input and outcomes of mathematical activities in terms of given information and personal and real world implications. • Locates and accesses other relevant information, e.g. meaning of terms, with assistance of teacher or peers. • Uses knowledge of mathematical concepts from first language to English, and uses bilingual dictionary for assistance with general and mathematical vocabulary. 	<ul style="list-style-type: none"> • Extracts information from a text or activity that may not contain all required information and may require conversion of information, e.g. metric units, words into a diagram. • Gathers necessary information from external sources. • Represents mathematical information in a form that is personally useful as an aid to problem solving, e.g. table, summary, sketch. • Decides with others, the accuracy of a task with reference to information available and the purpose of the activity, e.g. to three significant figures. • Individually or within a group, chooses methods of solution from a limited range of available methods with teacher and/or peer support. • Uses pen-to-paper, "in-the-head" and electronically assisted processes appropriately. • Uses developing estimation skills, e.g. mental arithmetic, visualisation of size, quantity to check outcomes. • Compares results to anticipated outcomes to confirm results.
Mathematical Knowledge	Mathematical Representation
<ul style="list-style-type: none"> • Applies ratio and proportion in familiar situations which may include use of scales, magnification factors, recipes, mixing chemicals. • Uses flexibly and interchangeably the equivalent values for fractions, decimal fractions and percentages. • Interprets signed numbers in relation to real life situations, e.g. temperature, height above and below sea level. • Converts between metric units by applying understanding of prefixes, e.g. centi, milli, kilo and as appropriate micro, Mega, etc. • Uses angle properties, symmetry and similarity relevant to common shapes and structures. • Develops and uses formulae which describes relationships between variables in familiar contexts, e.g. cooking, repair charges, mixing chemicals, simple number relationships, area and volume. • Uses a calculator to calculate with fractions, decimal fractions and percentages and uses other calculator functions as appropriate, e.g. memory, square root. • Represents a range of types of data appropriately in a variety of ways including tables, graphs and plots. • Interprets graphical representation and uses as the basis for inference and prediction. 	<ul style="list-style-type: none"> • Comprehends activities or tasks which include some formal mathematical symbolism, abbreviations and language, e.g. 2, square root, π, and links to prior mathematical concepts. • Uses a combination of oral and written mathematical and general language, some symbolism, charts and sketches as appropriate to indicate the problem solving process. • Uses mathematical symbolism and conventions relevant to the mathematical knowledge at the level, e.g. $\sqrt{\quad}$, -5°C, b/c.

	NUMERACY	Dominant Aspect(s) in which activity is likely to occur. Other Aspects may apply depending on context and/or purpose of activity
4	Uses ratio and scale to interpret dimensions on a basic plan.	Technical Systems
	Applies similarity and ratio to estimate and calculate lengths, e.g. finds height of a building, a tree.	Procedural Technical
	Compares quality and costs of using imported vs Australian tiles, discount vs brand name paints.	Technical Systems
	Presents information in appropriate graphical format to show different interpretations and influences, e.g. analysis of government spending on education.	Systems Public Technical
	Applies formulae and interprets results relevant to a familiar practical situation, measuring the dimensions needed and substituting them into the formula, adjusting units where necessary, e.g. length of edging for circular garden or pond, capacity of a water tank or bath.	Technical Systems Procedural
	Uses area and perimeter to calculate a range of options, e.g. given a certain length of fencing, plan a range of options for paddock dimensions which meet specific area requirements.	Technical Procedural
	Calculates and contrasts monthly income from average sales, given a variety of salary options involving retainers and commission rates.	Systems Technical Personal
	Interprets and calculates with signed numbers connected to quantities in real world situations, e.g. changes in wind speed and direction, N to S or E to W.	Personal Public
	NUMERACY	

	PUBLIC COMMUNICATION
4	<p>READING & WRITING Reads/views current news items and contemporary issues as reported and depicted in the media and takes notes which accurately reflect and capture information in a newspaper item or TV program, providing more than one viewpoint, and some relevant supporting details. Distinguishes fact from writer's opinion in a newspaper article offering at least two points of view. Writes a text drawing on a number of varying examples, incidents, opinions or facts to support a general theme, stating and justifying a personal viewpoint, e.g. writes a letter to a local paper expressing an opinion on a local issue and providing supporting evidence. Writes a report that classifies details into sections, e.g. report for a local newsletter reporting on community welfare services as outlined in a local council brochure. Demonstrates understanding of text describing complex interrelationships of events, e.g. show a pattern in oil exports across years. Describes textually the interrelationships depicted in tabular form, e.g. report of a survey comparing a range of opinions on a matter of public importance. States in writing an argument presented in a lengthy newspaper article.</p> <p>SPEAKING & LISTENING Reads/views 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. analyses government policies regarding discrimination on the basis of race/ethnicity. Participates in formal public meetings. Gives prepared talk to own community group (e.g. stamp club or religious study group) on a personally familiar subject, e.g. an issue of community importance. Demonstrates understanding of oral presentation by taking comprehensive, structured and systematic notes of, e.g. a Legal Aid talk containing abstractions and technicalities. Articulates ways in which misunderstandings between people may occur because of differences in cultural backgrounds, e.g. identifies and analyses value judgements, prejudices and stereotypes represented in spoken or written text.</p> <p>LEARNING STRATEGIES Considers the appropriateness of institutional learning facilities in terms of sociocultural references, e.g. uses learning materials with awareness of bias, invisibility or misrepresentation of cultural or social groups.</p>
	PUBLIC COMMUNICATION

	SYSTEMS COMMUNICATION
4	<p>READING & WRITING Reads information in a pamphlet and comprehends in detail, e.g. TAFE entry requirements. Can compare and contrast information gained from tables, charts, and other graphic information, e.g. reads a pamphlet outlining employee benefits and states difference between two types of employee benefits. Prepares job application documents, e.g. writes a comprehensive application for a position addressing technical performance criteria, after reading a position description. Writes a range of formal letters with work-related content, e.g. memos, letters to clients.</p> <p>SPEAKING & LISTENING Participates in staged negotiations which require exchanges of information, e.g. a job interview. Gives detailed spoken instructions that involve a number of interrelated steps in the workplace. Makes a brief presentation at a formal meeting. Participates in negotiations in the workplace, e.g. matching resources to meet clients' specifications. Gives opinion on information gathered from a variety of sources. Listens strategically and systematically records spoken information in an institutional setting presentation. Discusses organisational or systems operations in a casual conversation with colleagues, supervisors, managers or teachers/trainers. Discusses systems requirements in a conversation with a known or unknown interlocutor, e.g. exchanges recounts of personal experiences in accessing community resources and service provision.</p> <p>LEARNING STRATEGIES Uses academic classification systems in order to complete a learning task, e.g. uses the Dewey system for research purposes, applies knowledge to gather information for an essay; or keeps a record of new technical terms or procedures encountered through independent study.</p>
	SYSTEMS COMMUNICATION

	COOPERATIVE COMMUNICATION
4	<p>READING & WRITING Follows instructions written by other group members. Writes clear and detailed instructions organised sequentially for members of a group in order to complete an activity. Writes organisational procedures and timeframes to take account of different roles and perspectives, e.g. as a member of a committee writes a report to resolve difficulties about definitions of job responsibilities. Reads and reviews content and presentation of a piece of collaborative writing. Reads a complex graphic text which includes information presented in a variety of forms and relates to the interests or activities of workteam or group, e.g. analyses charts depicting rises in the cost of living and compares with family expenditure.</p> <p>SPEAKING & LISTENING Orally presents a written report with a number of defined sections, containing gathered data, e.g. writes and delivers a thank-you speech. Participates in casual conversational exchanges in a small group context to address a complex workplace issue, e.g. identifies and clarifies issues, identifies and locates possible resources, discusses best solutions and draws recommendations together. Listens to a range of sustained material, such as presentations by guest speakers, recordings, and information videos, on challenging ideas and issues, noting key ideas and information in a systematic way. Listens and responds constructively, contributing alternative ideas, and expressing ideas and opinions in a small group discussion to address a work-related issue.</p> <p>LEARNING STRATEGIES Works with a group in order to complete a collaborative task and establish a support network for learning, e.g. negotiates all aspects of the project, defines and clarifies outcomes, designs and adheres to schedules, uses appropriate resources and meets deadlines.</p>
	COOPERATIVE COMMUNICATION

	<p>PERSONAL COMMUNICATION</p>
<p>4</p>	<p>READING & WRITING Gives a personal response to a text. e.g. gives an interpretation of an unfamiliar theme from a short poem. Reads literary texts of personal choice for enjoyment, recognising that there are varying interpretations possible. Writes a detailed narrative where ideas, details and events relevant to the story line are developed and described in depth. Writes a recount with attention to detail, including time order. Writes an autobiography with attention to detail, consciously using narrative structures to involve readers. Writes text of personal relevance drawing on varying examples, incidents, opinions and information to support a general theme or provide contrasting view points. 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 report on topic of personal interest, e.g. prepares a report on the solar system for a class.</p> <p>SPEAKING & LISTENING Participates actively in discussion and workshop activities, e.g. to examine the effect of personal presentation in a range of situations. Gives a personal response to a text, by discussing the motives and feelings of key personalities, as well as recounting the plot. Participates in a casual conversation about matters of personal interest or concern with known and/or unknown interlocutors. Gives opinion on information gathered from a variety of sources. Listens to an oral text such as a speech, lecture, play or other public performance, and gives a personal and reflective response.</p> <p>LEARNING STRATEGIES Organises own study program to achieve a negotiated outcome with consideration of other personal priorities and demands on time and attention, e.g. formulates a study plan for an essay that accommodates family responsibilities and need for leisure or personal time.</p>
	<p>PERSONAL COMMUNICATION</p>

	<p>TECHNICAL COMMUNICATION</p>
<p>4</p>	<p>READING & WRITING Compares and contrasts views on technology in newspaper articles. Interprets the purposes and objectives for the use of technology after reading a brochure or manual. Selects technological practices to conform with the guidelines for health and safety, environmental impact and ethical practice, and uses them within those guidelines. Uses guidelines to ensure technological equipment is used to its full capacity. Uses a computer to prepare a typed report from a hand-drafted report. Compares and contrasts different technologies and their impact, e.g. argues the case for new practices when using new technologies, reports on the effects of installation of new machinery. Writes a report of the impact of a particular technology for a specific audience, e.g., management committees, tri-partite committees. Reads a complex diagram to identify components and procedures for dealing with a technical fault or breakdown.</p> <p>SPEAKING & LISTENING Gives complex instructions, including pitfalls to be avoided when training others to use machinery. Follows complex instructions presented orally when using new technology. Discusses new technology and subsequent changes to work, study and personal routines. Interprets the purposes and objectives for the use of technology after attending a training session or inservice.</p> <p>LEARNING STRATEGIES Uses appropriate technological materials in order to complete negotiated tasks or to participate in classroom activities, e.g. uses a computer catalogue in order to locate material in local library.</p>
	<p>TECHNICAL COMMUNICATION</p>

	PROCEDURAL COMMUNICATION
4	<p>READING & WRITING Demonstrates that meaning has been gained by reading a practical text which describes an unfamiliar procedure and carries out the procedure. Writes a procedural text after clarifying the needs of the audience and the purposes of the information. Reads diagrammatic texts which include some abstraction, symbolism, and technicality, e.g. compares and contrasts information found in tables and charts. Writes formal letters, comparing and contrasting at least two viewpoints and conveying a recommendation. Assesses and records information from a variety of sources. Selects categories and structures by which to organise information and assesses information for relevance, accuracy and completeness, e.g. having checked information in a local map or street directory, orally gives direction on the best way to reach a venue and checks that these are clear. Takes notes from a written text according to different headings for a specific purpose. Reads a procedural text, carries out the procedure and evaluates the effectiveness of the text. Reads a formatted text and suggests how headings, instructions and layout might be better organised to accommodate all users.</p> <p>SPEAKING & LISTENING Communicates ideas, arguments and conclusions logically, clearly and concisely in an appropriate form and using appropriate vocabulary, e.g. gives a presentation on a new or known work practice. Listens to a presentation and seeks further clarification, e.g. regarding new work practices. Responds to a complex enquiry or complaint, providing details of actions and explanation of specific problems. Presents talk to a group, after clarifying the needs of the audience and the purposes of the information, and answers questions afterwards. Compares a new work or study routine with previous experiences in a casual conversation with colleagues or classmates. Discusses implications of a new work procedure with supervisor or teacher/trainer in a casual conversation.</p> <p>LEARNING STRATEGIES Finds and records information purposefully, e.g. compares different reference sources and assesses each for a given purpose or selects a note-taking strategy suited to the task and information source.</p>
	PROCEDURAL COMMUNICATION

Sample Activities

Sample Activities are provided to:

- assist teachers in aligning their curriculum objectives with the NRS's components;
- stimulate ways of broadening instruction and the contexts in which competence may be demonstrated; and
- present a stimulus for the development of curriculum-based assessment activities.

These Sample Activities:

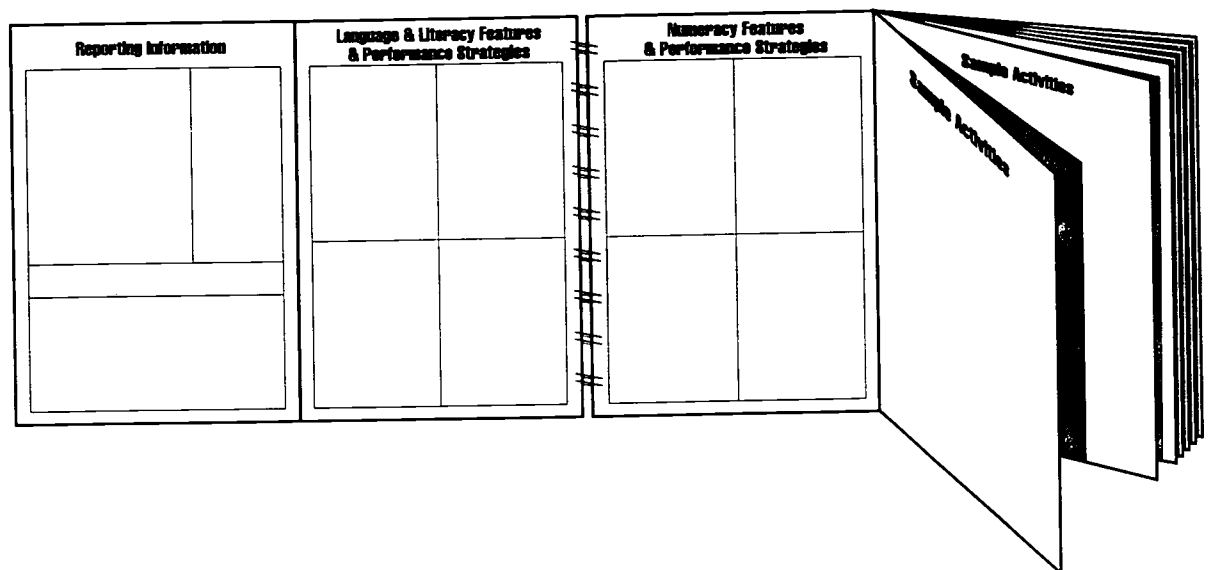
- have been nominally classified at a particular Level to reflect their common placement in curriculum documents.
- do not constitute an assessment procedure.

Using the NRS Level Five

The following pages consist of Level Five:

- Indicators of Competence;
- Language and Literacy Features & Performance Strategies;
- Numeracy Features & Performance Strategies; and
- Sample Activities.

They may be folded out as indicated in the diagram below:



LEVEL FIVE - REPORTING INFORMATION

Indicators of Competence	Conditions of Performance
<p>Reading</p> <p>5.1 Reads and interprets structurally intricate texts in chosen fields of knowledge and across a number of genres, which involve complex relationships between pieces of information and/or propositions.</p> <p>5.2 Interprets subtle nuances, infers purpose of author and makes judgements about the quality of an argument.</p> <p>5.3 Reads and critically evaluates texts containing data which includes abstraction, symbolism and technicality presented in graphic, diagrammatic, formatted or visual forms.</p> <p>Writing</p> <p>5.4 Demonstrates well developed writing skills by selecting stylistic devices to express complex relationships between ideas and purposes.</p> <p>5.5 Generates complex written texts with control over generic structure.</p> <p>Oral Communication</p> <p>5.6 Participates in sustained and complex transactions demonstrating flexible and effective use of a range of generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/providing information.</p> <p>5.7 Takes part in sustained and complex interpersonal exchanges, demonstrating flexible and effective use of register and a range of interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.</p> <p>5.8 Displays depth of understanding of complex oral texts which may include multiple and unstated meanings.</p> <p>Learning Strategies</p> <p>5.9 Draws flexibly from a wide range of strategies to meet multiple learning goals.</p> <p>Numeracy</p> <p>5.10 Interprets, selects and investigates appropriate mathematical information and relationships highly embedded in an activity, item or text.</p> <p>5.11 Selects and applies a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts.</p> <p>5.12 Analyses and evaluates the appropriateness, interpretations and wider implications of all aspects of a mathematical activity.</p> <p>5.13 Uses a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically.</p>	<p>These statements outline the maximum degree of support allowable in interpreting student performance on the Indicators for this level:</p> <ul style="list-style-type: none"> • Requires little or no support from teacher, other participants or interlocutors. • Incorporates communication supports as required. • Demonstrates competence across a broad range of contexts.

Workplace & Social Contexts

- Participates in a fully multicultural social context where people move between differing sets of cultural and linguistic/mathematical knowledge, skills and attributes and where differences are used as a positive resource.
- Understands texts which typically contain multiple and hidden meanings.
- Maintains performance irrespective of participants/interlocutors who range from neutral to antagonistic.
- Performs a defined range of skilled operations with discretion and some judgement.

Assessment Principles

The National Reporting System is designed to allow a nationally-consistent means of reporting student outcomes from accredited and non-accredited curriculum. To promote consistency across curricula and across learning sites, it is assumed that, for assessment purposes, the following conditions will have been met:

- Assessment tasks should be grounded in a relevant context and not be culturally biased.
- Students should be assessed across as wide a range of tasks as possible, in order to increase reliability and validity of assessment. One-off assessment tasks do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks should be clear, explicit and ordered. Students must know what is expected, and the criteria by which they will be judged.
- Time allowed to complete a task should be reasonable and specified, and should allow for preparation and re-drafting as appropriate to the task.
- Assessment should ideally be moderated by more than one teacher, and/or across providers.
- Appropriate reference materials should be available to students during assessment, e.g. personal word lists, dictionaries, thesaurus, calculators.

LEVEL FIVE Language & Literacy Features & Performance Strategies

Vocabulary & Grammar	Discourse Structure
<ul style="list-style-type: none"> • Understands and uses broad vocabulary including idiom, colloquialisms, and cultural references as appropriate. • Understands and uses appropriate specialised vocabulary in a variety of situations, e.g. explanations, descriptions, debates. • Uses and comprehends structurally complex sentences. • 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. 	<ul style="list-style-type: none"> • Has sophisticated control of a range of genres. • Displays logical and transparent organisational structure in writing. • Understands and uses linking devices effectively to demonstrate complex conceptual connections, and/or causal relationships. • Uses support material effectively. • Structures writing to move from introduction through several connected ideas/evidence/points of view to a summary/recommendation where this is appropriate to the genre. • Has command of language structures, registers, vocabulary, and idiom required in conversational exchanges. • Negotiates complex problematic spoken exchanges effectively by establishing a supportive environment, bringing different points of view together.
Phonology & Graphology	Meaning-Making Strategies
<ul style="list-style-type: none"> • Spells with a high degree of accuracy using the patterns and rules that are characteristic of English spelling, e.g. prefixes/suffixes and silent letters, or by taking measures to check accuracy and make corrections. • Speaks intelligibly with effective pronunciation, intonation, stress, gesture and rhythm. • Copes with a range of unfamiliar accents when listening. • Accurately interprets mood and meaning conveyed through stress and intonation. • Understands and adheres to organisational conventions, e.g. footnotes and references. • Uses features of punctuation, font and layout to good effect (semi-colons, brackets, italics). • Adjusts stress and intonation in order to convey mood and meaning. 	<ul style="list-style-type: none"> • Selects text-type, subject matter and language to suit specific audience and purpose and considers how language changes as social relations change. • Gathers, selects and organises information effectively for specific purposes by defining information requirements both before and during research. • Uses and experiments with a range of structures and features. • Has established register flexibility and sensitivity and interprets register as related to social relationships pertaining to a range of contexts. • Makes notes from spoken and written texts across a range of contexts. • Uses language to make hypotheses, to plan and to influence others. • Draws on a repertoire of strategies to maintain understanding throughout lexically dense or extended texts. • Revises own writing and speaking to enhance meaning and effectiveness. • Recognises the significance and uses of languages and language varieties other than standardised English in a range of contexts.

LEVEL FIVE - Numeracy Features & Performance Strategies

Meaning-Making Strategies	Problem Solving Strategies
<ul style="list-style-type: none"> • Uses symbolic, graphical, other mathematical representation and prior mathematical knowledge to understand the mathematical information. • Critically reviews own performance, the mathematics used and outcomes obtained with reference to mathematical knowledge and general knowledge of the context of the activity. • Reflects on and questions input and outcomes of mathematical activities with reference to initial information and conditions and implications for the real world. • Locates and accesses information not provided, and identifies miscellaneous and/or misleading information, in order to complete an activity, e.g. formulae, definition of terms. • Uses knowledge of mathematical concepts from first language to English, and uses bilingual dictionary for assistance with general and mathematical vocabulary. 	<ul style="list-style-type: none"> • Selects relevant information from a text or activity which may require identification of additional information, e.g. newspaper article, brochure, house plan, map. • Decides on the degree of accuracy appropriate to the activity, context and expected outcome, e.g. inclusion of an error (in measurement), thousandths. • Examines and orders information, representing it in an alternative, useful form, e.g. table, diagram, sketch, graph. • Individually or within a group, chooses appropriate methods of solution from a range of available methods which could include formal, e.g. algebraic, or informal procedures. • Uses developed estimating skills to check calculations and outcomes. • Uses processes flexibly and interchangeably selecting from pen-to-paper, mental and electronically assisted strategies. • Seeks teacher, peer and/or text-based support as required when applying newly learned concepts and techniques.
Mathematical Knowledge	Mathematical Representation
<ul style="list-style-type: none"> • Uses flexibly and interchangeably the rational number system, i.e. uses fractions, decimals, percentages, signed numbers, index notation. • Collects, organises and graphically represents statistical data, including grouped data, using standard graphing conventions. • Interprets, analyses and describes statistical information, e.g. using central tendencies such as mean, median, mode; percentiles; measures of spread. • Identifies the connections between formulae, their graphical representations and the situations they represent, e.g. referring to linear, exponential, inverse relationships. • Uses the common conventions of algebra particularly as applied to formulae and problem solving. • Uses introductory concepts and techniques from specialist areas of mathematics, e.g. trigonometry, geometry, algebraic manipulation. • Uses specialised calculator functions relevant to mathematical needs and goals, e.g. trigonometrical, statistical, index functions. 	<ul style="list-style-type: none"> • Comprehends activities or tasks which include mathematical symbolism and language and rely on student's knowledge of mathematical conventions, e.g. geometric and algebraic symbols. • Uses a combination of oral and written mathematical and general language, symbolism, charts, diagrams, graphs to convey mathematical thinking and processing. • Uses mathematical symbolism and conventions relevant to the mathematical knowledge at this level, e.g. +/- numbers, indices, sin/cos/tan, // lines, $d \propto t$, $v \propto r^3$.

	NUMERACY	Dominant Aspect(s) in which activity is likely to occur. Other Aspects may apply depending on context and/or purpose of activity
5	Undertakes a detailed analysis of finance options for purchase of an item, e.g. hire purchase, personal loan, cash, term payments, rental/buy, lay-by.	Public Personal Systems
	Calculates distance, length and location using the trigonometry and geometry of triangles in relevant situations, e.g. locates grid reference on a map for a boat travelling on a given bearing with time and speed specified; uses dimensions provided on a scaled plan of a roof to find the pitch or slope of the roof. Calculates quantities of materials to tile the roof applying a 4% allowance for wastage.	Systems Procedural Technical
	Plans and gathers information on a negotiated topic from a variety of sources including government, industry and media about relevant community or workplace issues. Organises information by grouping. Graphically represents and analyses information for a particular purpose. Presents, individually or in a team, a report expressing a viewpoint which is substantiated by discussion of supporting statistical evidence.	Cooperative Public Technical Procedural
	Interprets and applies metric quantities and numbers in scientific notation, e.g. calculates the amount of oil in litres spilled from a tanker if it covers a surface area of water of approximately 1200 hectares ($1.2 \times 10^7 \text{m}^2$) to a thickness of 6×10^{-3} mm.	Technical Public
	Uses financial formulae, e.g. simple and compound interest to calculate and contrast the interest incurred in borrowing money from financial institutions.	Public Systems Technical
	Matches graph types to the situations and formulae they represent and describes their connecting features, e.g. selects the type of graph which would model growth of bacteria in a petri dish over time; gate takings compared to number of spectators at a sporting event.	Systems Public
	NUMERACY	

	PUBLIC COMMUNICATION
5	<p>READING & WRITING</p> <p>Reads a complex article, identifies misleading information and underlying value system implicit in the text, and draws conclusions evaluating what is being conveyed.</p> <p>Considers the context in which texts are created and discusses how these are reflected in written and visual texts that have specific meaning to a culture.</p> <p>Reads an article presenting alternative viewpoints, summarises these, and presents the comparison in an article, e.g. compares approaches stated in narrative on growing up.</p> <p>Interprets a brief phrase from a lengthy news article.</p> <p>Evaluates public texts critically, e.g. notes how writers use techniques to influence audience.</p> <p>Writes for specific audience and conveys detailed information and explores different perspectives on complex, challenging issues, e.g. revises a sexist, racist or needlessly complicated leaflet.</p> <p>Writes an article for a local community newspaper on a complex issue, presenting alternative views and evidence, and a conclusion.</p> <p>Uses text presented in tabular form as basis for writing a report, e.g. uses a table depicting information about parental involvement in school to write a paragraph summarising the extent to which parents and teachers agree about the level of involvement.</p> <p>SPEAKING & LISTENING</p> <p>Evaluates others' spoken texts critically and uses this knowledge to improve own formal speech activities, e.g. drafts and devises cue cards, reads aloud to check timing, anticipates expectations and needs of listeners.</p> <p>Uses knowledge of linguistic structures and features to explain how speakers influence audiences, e.g. comments on how presentation is adjusted according to audience, and/or the purpose of communication.</p> <p>Notes key ideas, issues, and evidence from a verbal presentation about a topic of community relevance, and acknowledges these when presenting own view.</p> <p>Participates in public debate by presenting a report featuring a clear introduction to the topic, supporting examples/evidence to justify the writer's opinion, suggestions for action if appropriate, and a suitable closing statement.</p> <p>Delivers a sustained oral presentation on an issue of public concern using appropriate staging and including an open question time at the end of the talk.</p> <p>Listens to and reviews a complex and sustained oral text containing multiple agendas, for example a political speech on a particular issue, and comments on the implied assumptions and intentions of the speaker and the effectiveness of the presentation.</p> <p>LEARNING STRATEGIES</p> <p>Reviews performance in relation to institutional requirements of a learning program, e.g. evaluates program in terms of its relevance to particular learners and how it has met the future employments goals or community access needs of individuals.</p>
	PUBLIC COMMUNICATION

	SYSTEMS COMMUNICATION
5	<p>READING & WRITING Reads and views a variety of texts on an issue examining point of view, selection, omission and use of evidence, and makes a judgement. Reads graphic texts drawn from a number of different sources representing differing points of view. Writes a detailed CV with supporting documentation. Participates actively in a meeting by taking detailed minutes. Writes a persuasive essay which uses reference procedures. 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 training program for implementation in the workplace.</p> <p>SPEAKING & LISTENING Presents a report, drawing on a number of varying examples, incidents, opinions or facts to support a generalised overview or opinion. Takes notes on information presented orally, e.g. takes notes from a lecture which capture the key points and supporting information. Negotiates a problematic and complex workplace exchange, e.g. a collective agreement. Discusses organisational or system requirements in a casual conversation with colleague, supervisor, friend or teacher/trainer, e.g. discusses suitability of skills and prior experience for an advertised position. Participates in a lengthy interview or workshop with an educational or careers counsellor providing, requesting and negotiating information and exploring a variety of alternate courses of action.</p> <p>LEARNING STRATEGIES Makes reflective observations about nature of course, delivery of program by teachers/trainers, presentation and procedural requirements for particular disciplines and incorporates these in an evaluation of learning experiences.</p>
	SYSTEMS COMMUNICATION

	COOPERATIVE COMMUNICATION
5	<p>READING & WRITING Reads papers accompanying a meeting agenda to participate in group decision making. Writes a report of an investigation which requires a small group to design, implement, analyse and present results in an appropriate format. Presents detailed researched arguments in written form to a work team. Develops a written collective response, e.g. about a cultural or local matter, letter of complaint about workplace conditions or funding for public services. Reads and makes editorial suggestions for a piece of collaborative writing. Reads a novel or non-fiction narrative and reviews the text for a particular group or audience. Reads a series of complex graphic texts which include commentary or interpretative remarks and discuss how these may relate to work team or family, e.g. analyses graphs describing participation in the workforce in terms of gender, age, cultural or educational background.</p> <p>SPEAKING & LISTENING Defines and monitors purposes and objectives to be achieved by working with others and establishes roles, procedures and timeframes taking into account different perspectives, e.g. works with a group to construct an action plan to develop an effective work climate. Observes conventions of the Australian work context to provide briefings, e.g. discusses the progress of a report with a supervisor. 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. Presents detailed researched arguments to a work team orally. Engages in informal discussion with a number of participants. Listens to a range of sustained material, such as presentations by guest speakers and informative videos on challenging ideas and issues, noting key ideas in a systematic way and including evaluative comment on how these ideas may be applied to group activity or interest.</p> <p>LEARNING STRATEGIES Reviews both personal and group performance with recommendations for the organisation of future group projects.</p>
	COOPERATIVE COMMUNICATION

	PERSONAL COMMUNICATION
5	<p>READING & WRITING Reads/views factual or fictional texts of personal relevance, and responds both personally and critically, commenting on the wider significance of the text. Writes a personal letter which details complex personal circumstances/responses where a level of subtlety is required. Generates creative texts for personal enjoyment. Writes a narrative about an accident or robbery or other incident with the main purpose to entertain rather than alarm.</p> <p>SPEAKING & LISTENING Takes part in a complex spoken exchange, e.g. comforts a distressed friend or colleague. Participates in a discussion characterised by exchange of ideas and opinions supported by examples/evidence drawn from texts. Listens to and critically reviews a complex oral text of personal interest, e.g. a theatrical performance, radio program, public debate or ritual. Participates in a formal job interview applying knowledge of staging and relating past experiences to selection criteria.</p> <p>LEARNING STRATEGIES Reviews performance related to personally set goals, e.g. having completed a research project, describes difficulties encountered in completing the task, and discusses ways of reconstituting the task to improve performance.</p>
	PERSONAL COMMUNICATION

	TECHNICAL COMMUNICATION
5	<p>READING & WRITING Defines the purposes and objectives for the use of a particular technology, e.g. writes a report which includes a detailed analysis of technology as applied in a particular workplace or environment. Draws on prior knowledge of the application of technology in researching the capacity of a new system, e.g. writes a briefing and recommends purchase or use of a particular system. Uses technological principles to reduce constraints presented by environmental or physical capacity, e.g. writes a report which compares the effectiveness and efficiency of manual and computerised record management systems. Prepares a written or oral report which critically evaluates the content, structure, and purpose of technical texts including graphic, diagrammatic or numerical information. 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. Draws from a number of sources and uses computer skills to prepare a report, e.g. a CV and job application letter.</p> <p>SPEAKING & LISTENING Leads group discussion which explores solutions to specific problems with new technology. Explains technological concepts or scientific phenomena to an audience unfamiliar with the concepts involved, using scaled models. Listens to and makes inferences from information given at a training session or inservice on new technology and takes notes or comments on possible implications and advantages for the workplace.</p> <p>LEARNING STRATEGIES Selects from a wide range of technological equipment in order to meet a number of learning requirements, and provides support or makes recommendations for other users, e.g. evaluates social and/or environmental issues concerning technology and relates to own use and learning environment.</p>
	TECHNICAL COMMUNICATION

	PROCEDURAL COMMUNICATION
5	<p>READING & WRITING Writes a detailed procedural text, including alternative courses of action, after defining the needs of the audience and the purposes of the information. Follows a complex flow chart in order to identify and distil relevant information. Identifies the main organising categories and structures, and evaluates the quality and validity of the information in a procedural text. Demonstrates that meaning has been gained by reading a practical text that is complex in presentation and content, and describes an unfamiliar procedure, e.g. explains procedure for operating a complex piece of machinery. Writes an organisational plan based, for example, on task analysis, survey of workers, and financial information. Reads and analyses a complex procedural text which may include topical information and commentary as well as instructions.</p> <p>SPEAKING & LISTENING Negotiates with a work group and recommends different ways of performing tasks. Listens and provides evaluative feedback at a training session on new procedures. Participates in a casual conversation with colleagues, supervisors or managers and discusses the implications of new work procedures and how these will affect different people. Discusses changes in domestic routines and procedures in terms of work and study demands with known and/or unknown interlocutors.</p> <p>LEARNING STRATEGIES Evaluates situations or processes, assembles evidence, examines assumptions, identifies contradictions and makes judgements, e.g. generates ideas using brainstorming and focussed approaches to plan research according to particular purposes and fields of knowledge.</p>
	PROCEDURAL COMMUNICATION

Sample Activities

Sample Activities are provided to:

- assist teachers in aligning their curriculum objectives with the NRS's components;
- stimulate ways of broadening instruction and the contexts in which competence may be demonstrated; and
- present a stimulus for the development of curriculum-based assessment activities.

These Sample Activities:

- have been nominally classified at a particular Level to reflect their common placement in curriculum documents.
- do not constitute an assessment procedure.

Sample Proforma 1

Student Profile within each Aspect of Communication

Where assessment of performance is dependent upon the type of communication activity and the social and cultural variables, the following proforma could be used to reflect an individual's repertoire of competence.

Level	One					Two					Three					Four					Five				
	Procedural	Technical	Personal	Cooperative	Systems	Public	Procedural	Technical	Personal	Cooperative	Systems	Public	Procedural	Technical	Personal	Cooperative	Systems	Public	Procedural	Technical	Personal	Cooperative	Systems	Public	
Indicators of competence:																									
x.1																									
x.2																									
x.3																									
x.4																									
x.5																									
x.6																									
x.7																									
x.8																									
x.9																									
x.10																									
x.11																									
x.12																									
x.13																									
x.14																									

Other work-related, community or personal outcomes:



Sample Proforma 2

Student Profile across Aspects of Communication

Where assessment of performance is generalised across contexts and types of communication activities, the following proforma could be used to record an individual's achievements.

Indicator	Level 1	Level 2	Level 3	Level 4	Level 5
x.1					
x.2					
x.3					
x.4					
x.5					
x.6					
x.7					
x.8					
x.9					
x.10					
x.11					
x.12					
x.13					
x.14					

Other work-related, community or personal outcomes:



Student Record

Name: _____

Course: _____

ID: _____

Conditions of Performance	Indicators of Competence	Aspect(s) in which performance was demonstrated
These statements outline the maximum degree of support allowable in interpreting student performance on the Indicators for each level:	Reading	
<ul style="list-style-type: none"> Works alongside expert/teacher where advice/modelling is readily available and recourse to first/other language is acceptable if required. Incorporates communication supports as required. Demonstrates competence in immediate contexts. 	1.1 Reads and identifies letters of the alphabet in the context of whole words, numbers, signs and symbols relating to personal details and immediate environment.	
	1.2 Identifies specific information in a personally relevant text with familiar content which may include personal details, location or calendar information in simple graphic, diagrammatic, formatted or visual form.	
<ul style="list-style-type: none"> Performs where access to support from expert/mentor is available, advice/modelling is available and recourse to first/other language is acceptable if required. Incorporates communication supports as required. Demonstrates competence in familiar and predictable contexts. 	2.1 Reads and interprets short simple texts on a personally relevant topic.	
	2.2 Locates specific information relating to familiar contexts in a text which may contain data in simple graphic, diagrammatic, formatted or visual form.	
<ul style="list-style-type: none"> Performs where advice/modelling is available if required. Incorporates communication supports as required. Demonstrates competence in a number of contexts which may be interrelated. 	3.1 Reads and interprets texts of some complexity, integrating (where relevant) a number of pieces of information in order to generate meaning.	
	3.2 Displays awareness of purpose of text, including unstated meaning.	
	3.3 Interprets and extrapolates from texts containing data which is unambiguously presented in graphic, diagrammatic, formatted or visual form.	
<ul style="list-style-type: none"> Performs where support is available only if required. Incorporates communication supports as required. Demonstrates competence within a variety of contexts. 	4.1 Reads and interprets structurally intricate texts in chosen fields of knowledge which require integration of several pieces of information for generating meaning.	
	4.2 Interprets texts which include ambiguity and inexplicitness where reader needs to distinguish fact from opinion and infer purpose.	
	4.3 Interprets and extrapolates from texts containing data which includes some abstraction, symbolism and technicality presented in graphic, diagrammatic, formatted or visual form.	
<ul style="list-style-type: none"> Requires little or no support from teacher, other participants or interlocutors. Incorporates communication supports as required. Demonstrates competence across a broad range of contexts. 	5.1 Reads and interprets structurally intricate texts in chosen fields of knowledge and across a number of genres, which involve complex relationships between pieces of information and/or propositions.	
	5.2 Interprets subtle nuances, infers purpose of author and makes judgements about the quality of an argument.	
	5.3 Reads and critically evaluates texts containing data which includes abstraction, symbolism and technicality presented in graphic, diagrammatic, formatted or visual forms.	

Other relevant work-related, personal or community outcomes:

Pr	=	Procedural
T	=	Technical
P	=	Personal
C	=	Cooperative
S	=	Systems
Pu	=	Public



Student Record

Name: _____ Course: _____

ID: _____

Conditions of Performance	Indicators of Competence	Aspect(s) in which performance was demonstrated
These statements outline the maximum degree of support allowable in interpreting student performance on the Indicators for each level:	Writing	
<ul style="list-style-type: none"> Works alongside expert/teacher where advice/modelling is readily available and recourse to first/other language is acceptable if required. Incorporates communication supports as required. Demonstrates competence in immediate contexts. 	1.3 Copies letters of the alphabet, numbers, and dates in order to convey personal details such as name, address, telephone number.	
	1.4 Writes basic personal details about self or others such as name, address and signature.	
	1.5 Writes one or two phrases/simple sentences conveying an idea, message or opinion drawing from a modelled text.	
<ul style="list-style-type: none"> Performs where access to support from expert/mentor is available, advice/modelling is available and recourse to first/other language is acceptable if required. Incorporates communication supports as required. Demonstrates competence in familiar and predictable contexts. 	2.3 Writes about a familiar topic using simple sentence structure and joining ideas through conjunctive links where appropriate.	
	2.4 Completes forms or writes notes using factual or personal information relating to familiar contexts.	
<ul style="list-style-type: none"> Performs where advice/modelling is available if required. Incorporates communication supports as required. Demonstrates competence in a number of contexts which may be interrelated. 	3.4 Communicates relationships between ideas through selecting and using grammatical structures and notations which are appropriate to the purpose.	
	3.5 Produces and sequences paragraphs according to purpose of text.	
<ul style="list-style-type: none"> Performs where support is available only if required. Incorporates communication supports as required. Demonstrates competence within a variety of contexts. 	4.4 Communicates complex relationships between ideas and matches style of writing to purpose and audience.	
	4.5 Generates written texts reflecting a range of genres and using appropriate structure and layout.	
<ul style="list-style-type: none"> Requires little or no support from teacher, other participants or interlocutors. Incorporates communication supports as required. Demonstrates competence across a broad range of contexts. 	5.4 Demonstrates well developed writing skills by selecting stylistic devices to express complex relationships between ideas and purposes.	
	5.5 Generates complex written texts with control over generic structure.	

Other relevant work-related, personal or community outcomes:

Pr	=	Procedural
T	=	Technical
P	=	Personal
C	=	Cooperative
S	=	Systems
Pu	=	Public



Student Record

Name: _____ Course: _____

ID: _____

Conditions of Performance	Indicators of Competence	Aspect(s) in which performance was demonstrated
These statements outline the maximum degree of support allowable in interpreting student performance on the Indicators for each level:	Oral Communication	
<ul style="list-style-type: none"> Works alongside expert/teacher where advice/modelling is readily available and recourse to first/other language is acceptable if required. Incorporates communication supports as required. Demonstrates competence in immediate contexts. 	1.6 Elicits or gives specific information using gestures, single words or formulaic expressions, for the purpose of exchanging or obtaining information, goods and services.	
	1.7 Takes part in short interpersonal exchanges for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.	
	1.8 Listens for specific items of information in short contextually relevant oral texts.	
<ul style="list-style-type: none"> Performs where access to support from expert/mentor is available, advice/modelling is available and recourse to first/other language is acceptable if required. Incorporates communication supports as required. Demonstrates competence in familiar and predictable contexts. 	2.5 Elicits and gives factual information or personal details for the purpose of exchanging or obtaining goods and services; or gathering/providing information.	
	2.6 Takes part in short interpersonal exchanges, clarifying meaning and maintaining interaction, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.	
	2.7 Listens for relevant information from oral texts.	
<ul style="list-style-type: none"> Performs where advice/modelling is available if required. Incorporates communication supports as required. Demonstrates competence in a number of contexts which may be interrelated. 	3.6 Participates in short transactions, using basic generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/providing information.	
	3.7 Takes part in short interpersonal exchanges, demonstrating some awareness of register and interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.	
	3.8 Derives meaning from sustained oral texts.	
<ul style="list-style-type: none"> Performs where support is available only if required. Incorporates communication supports as required. Demonstrates competence within a variety of contexts. 	4.6 Participates in sustained transactions with flexible use of a range of generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/providing information.	
	4.7 Takes part in sustained interpersonal exchanges, demonstrating flexible use of register and a range of interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.	
	4.8 Extracts main ideas and most details from sustained oral texts.	
<ul style="list-style-type: none"> Requires little or no support from teacher, other participants or interlocutors. Incorporates communication supports as required. Demonstrates competence across a broad range of contexts. 	5.6 Participates in sustained and complex transactions demonstrating flexible and effective use of a range of generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/providing information.	
	5.7 Takes part in sustained and complex interpersonal exchanges, demonstrating flexible and effective use of register and a range of interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.	
	5.8 Displays depth of understanding of complex oral texts which may include multiple and unstated meanings.	

Other relevant work-related, personal or community outcomes:

Pr	=	Procedural
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Pu	=	Public



Student Record

Name: _____ Course: _____

ID: _____

Conditions of Performance	Indicators of Competence	Aspect(s) in which performance was demonstrated
These statements outline the maximum degree of support allowable in interpreting student performance on the Indicators for each level:	Learning Strategies	
<ul style="list-style-type: none"> Works alongside expert/teacher where advice/modelling is readily available and recourse to first/other language is acceptable if required. Incorporates communication supports as required. Demonstrates competence in immediate contexts. 	1.9 Indicates own immediate learning needs, short term goals and related (and preferred) strategies.	
<ul style="list-style-type: none"> Performs where access to support from expert/mentor is available, advice/modelling is available and recourse to first/other language is acceptable if required. Incorporates communication supports as required. Demonstrates competence in familiar and predictable contexts. 	2.8 Formulates an achievable language and literacy learning plan, incorporating medium-term goals and steps required to achieve them.	
<ul style="list-style-type: none"> Performs where advice/modelling is available if required. Incorporates communication supports as required. Demonstrates competence in a number of contexts which may be interrelated. 	3.9 Consolidates goal-setting and planning in relation to own learning.	
<ul style="list-style-type: none"> Performs where support is available only if required. Incorporates communication supports as required. Demonstrates competence within a variety of contexts. 	4.9 Evaluates appropriateness of learning strategies/ practices and refines activities to achieve goals and enhance learning.	
<ul style="list-style-type: none"> Requires little or no support from teacher, other participants or interlocutors. Incorporates communication supports as required. Demonstrates competence across a broad range of contexts. 	5.9 Draws flexibly from a wide range of strategies to meet multiple learning goals.	

Other relevant work-related, personal or community outcomes:

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Student Record

Name: _____ Course: _____

ID: _____

Conditions of Performance	Indicators of Competence	Aspect(s) in which performance was demonstrated
These statements outline the maximum degree of support allowable in interpreting student performance on the Indicators for each level:	Learning Strategies	
<ul style="list-style-type: none"> Works alongside expert/teacher where advice/modelling is readily available and recourse to first/other language is acceptable if required. Incorporates communication supports as required. Demonstrates competence in immediate contexts. 	1.9 Indicates own immediate learning needs, short term goals and related (and preferred) strategies.	
<ul style="list-style-type: none"> Performs where access to support from expert/mentor is available, advice/modelling is available and recourse to first/other language is acceptable if required. Incorporates communication supports as required. Demonstrates competence in familiar and predictable contexts. 	2.8 Formulates an achievable language and literacy learning plan, incorporating medium-term goals and steps required to achieve them.	
<ul style="list-style-type: none"> Performs where advice/modelling is available if required. Incorporates communication supports as required. Demonstrates competence in a number of contexts which may be interrelated. 	3.9 Consolidates goal-setting and planning in relation to own learning.	
<ul style="list-style-type: none"> Performs where support is available only if required. Incorporates communication supports as required. Demonstrates competence within a variety of contexts. 	4.9 Evaluates appropriateness of learning strategies/ practices and refines activities to achieve goals and enhance learning.	
<ul style="list-style-type: none"> Requires little or no support from teacher, other participants or interlocutors. Incorporates communication supports as required. Demonstrates competence across a broad range of contexts. 	5.9 Draws flexibly from a wide range of strategies to meet multiple learning goals.	

Other relevant work-related, personal or community outcomes:

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Appendix 1: List of curriculum adopted in initial research

CURRICULUM AND RESOURCES
Adult Basic Education Accreditation Framework (ABEAF) (VIC)
Advanced Certificate in Spoken & Written English (ACSWE) (NSW AMES)
ALAN Scales
"At Your Service" Hospitality Curriculum (VIC)
Building & Construction Industry (VIC)
Australian Second Language Proficiency Rating Scale (ASLPR)
Certificate in Adult Foundation Education (CAFE) (NSW)
Certificate in Adult General Education (CAGE) (ACT)
Certificate in Education for Adult Immigrants from Non-English Speaking Backgrounds (QLD)
Certificate in English for Academic Purposes (CEAP) (NSW)
Certificate in English for Employment (CEFE) (NSW)
Certificate in English for Further Study (CEFS) (NSW)
Certificate in English for Speakers of Other Languages (CESOL) (NSW)
Certificate in English for Specific Purposes: Refresher for Overseas Professionals (CROP)
Certificate in English for Vocational Purposes (CEVP) (SA)
Certificate in Introductory Vocational Education (CIVE) (SA)
Certificate in Local Government (NSW)
Certificate in Preparatory Education (SA)
Certificate in Vocational Access (TAFETEQ) (QLD)
Certificate(s) of General Education (Adults) (VIC)
Certificate of Spoken & Written English (CSWE) (NSW AMES)
Certificate in Workplace Education (VIC)
Core Skills Project and Workplace Learning (UK)
Curriculum and Standards Framework (Draft) (VIC)
ESL Bandscales (NLLIA)
English in the Workplace Competency Framework (NSW AMES)
English - A Curriculum Profile for Australian Schools
Fresh Start '91: Draft Syllabus Document for English 1K (WA)
First Steps (WA)
Food Industry Competency Standards (VIC)
Language & Literacy in the Textile Clothing & Footwear Industries (VIC)
Literacy Training Strategy (NSW)

Appendix 2: List of curriculum for which translation agreements are being pursued

CURRICULUM	CODE
Certificate(s) in General Education for Adults	Victoria 2100LIG & LIH
Certificate in English for Vocational Education and Further Study	Victoria 3221LDA
Certificate in English for Speakers of Other Languages	NSW TAFE Course No. 4955
Certificate in English for Employment	NSW TAFE Course No. 8982
Certificate in Adult Foundation Education	NSW TAFE Course No. 4999
Certificate in Advanced English Proficiency (Second Language)	South Australia RXB
Certificate in Intermediate English Proficiency (Second Language)	South Australia RXL
Certificate in Preparatory Education	South Australia NYH
Certificate in Introductory Vocational Education	South Australia NXM
Certificate in Education for Adult Immigrants from Non-English Speaking Backgrounds	Queensland CN277
Certificate of Vocational Access	Queensland CNLO3
National Communication Modules	ACTRAC
Certificate in General Education (Level 3)	Northern Territory TID044, TID043, TIE005, TCE060, TCE061, TCE062, TCE063, TCE064
Certificate in Spoken and Written English 1	NSW AMES
Certificate in Spoken and Written English 2	NSW AMES
Certificate in Spoken and Written English 3	NSW AMES
Certificate in Spoken and Written English 4	NSW AMES

Appendix 3 Field testing respondents

Alison Banks	Centre for Applied Linguistics, University of South Australia
Liz Roarty	Regency Institute, Port Adelaide
Paul Stuart	Beenleigh Training Centre, Beenleigh, Queensland
Sue Carter	Centre for Applied Linguistics, University of South Australia
Lyn Field	Regency Institute, Port Adelaide Campus
Ana Sangio	Casey College of TAFE, Victoria
Kathleen Staker	AMES Settlement Unit, South Australia
Sally Richards	AMES Settlement Unit, South Australia
Jan Peterson	Bower Cottages Community Centre, South Australia
Frank Gilborne	Granville College of TAFE
Jacquie Moller	Centre for Applied Linguistics, University of South Australia
Alison Wood	Petersham College of TAFE, New South Wales
Jenny McGuirk	Sydney Institute of Technology, Randwick TAFE, New South Wales
Jane Hamilton	Northern Metropolitan College of TAFE, Victoria
Rhonda Raisbeck	Holmesglen College of TAFE, Victoria
Corinna Ridley	Western Metropolitan College of TAFE, Victoria
Kay Jervis	St George & Sutherland Regional Evening College, New South Wales
Kathy Doolan	North Point TAFE, Queensland
Ruth Trenergy	Adelaide Institute, South Australia
Christine Lees	Parramatta Regional Evening College, New South Wales
Nancy Jones	Return to Study, Council of Adult Education, Victoria
Ray Alcorn	Paddington Skill Share, Queensland
Joan Janson	Sydney Institute of Technology, New South Wales
Marie Ruth Branson	Centre for Applied Linguistics University of South Australia
Marie Muldoon	NSW AMES
Elizabeth Britton	Fairfield AMES, NSW
Lisbeth Reymont	Fairfield AMES, NSW
Jenny Sefton	Fairfield AMES, NSW
Sagar Maharaj	Fairfield AMES, NSW
Usha Chandra	Fairfield AMES, NSW
Sneha Chandran	Fairfield AMES, NSW
Van Ha Nguyen	Fairfield AMES, NSW
Robert Davison	Fairfield AMES, NSW
Rafieh Novotny	Fairfield AMES, NSW
Catherine Law	Fairfield AMES, NSW
Margaret Shearer	Central West Community College, Bathurst

Appendix 3 Field testing respondents (continued)

Jo Eady	Vocational Education & Training Directorate, Queensland
Lucy Valeri	Southbank Institute of TAFE, Queensland
Michael Bunny	Southbank Institute of TAFE, Queensland
Stella Cantatore	Southbank Institute of TAFE, Queensland
Carmel Cartensen	Southbank Institute of TAFE, Queensland
Michele Crocker	Southbank Institute of TAFE, Queensland
Lesley Bloomfield	Southbank Institute of TAFE, Queensland
Paula O'Brien	Southbank Institute of TAFE, Queensland
Annabelle Lukin	c/- Joyce Murray, NSW AMES
Jane Graham	Distance Learning Program, NSW AMES
Judy Thatcher	Central West Community College, Bathurst
Rosemary Green	Education Training Services. South Australia
Sue Casey	Western Metropolitan College of TAFE, Victoria
Lucy Petrone & colleagues	Broadmeadows AMES, Victoria
Miriam Faine	ALBE and ESL Network
Marilyn Worley	Glandere Community Centre, South Australia
Youle Bottomley	Footscray AMES, Victoria
Silvana Plastina	Footscray AMES, Victoria
Carol Coates	Footscray AMES, Victoria
Kerry O'Meara & staff	Collingwood AMES, Victoria
Allan Goedecke & staff	Northern Metropolitan College of TAFE
Ron McGlynn	Karingal Inc., Geelong

Glossary

Activity theory is a theory of knowledge and learning developed from the work of the Soviet psychologist Vygotsky, in which knowledge is seen to function as a thinking tool in the creation of society.

Appropriate as used in the Indicators of Competence and supporting information, is not intended to imply a normative view of language and numeracy. It applies to the forms, functions and processes of language and numeracy in use as well as the dynamic dimension of language and numeracy which is constantly adjusting to context, social pressure and change.

Context refers to the situational variables of any spoken, written or mathematical text and the relationship between them. These will include the subject matter, the participants, the purposes (both implicit and explicit), and the social environment in which the text or activity occurs.

Constructivism is a theory of knowledge which claims that knowledge is not passively received but actively constructed by the learner, and that the function of cognition is adaptive, serving to organise experience, rather than discover reality.

Critical constructivism is a form of constructivism which stresses the importance of the socio-political context of the learner.

Genres are sociocultural language activities which are goal-directed in order to fulfil functions that are of significance within a society. Different genres may be staged differently, with each stage being realised by different sets of linguistic features.

Generic Structures refers to the vocabulary, grammar and organisation of spoken and written texts that are typical of particular genres and contexts. Propositions or utterances are constructed and ordered according to the purpose of the text and the context in which it occurs. Links between propositions or utterances maintain cohesion of a text.

Interactional Strategies are the adjustments a speaker makes when negotiating intended meanings in a spoken interaction. These strategies are used in both formal and informal exchanges and they include skills such as clarifying intended meanings, making constructive additions to what has been said, or showing interest or attitude by providing non verbal or verbal feedback.

Lexical Density of text refers to the type of language in which there is a high ratio of **content** words (nouns, adjectives, verbs, adverbs) in comparison to **grammatical** words (pronouns, articles, prepositions, conjunctions, auxiliary and modal verbs). Lexical words also have grammatical functions but their main purpose is to carry meaning. Written texts are more likely to feature high lexical density than spoken texts. However, some spoken texts such as prepared speeches or lectures, announcements and news stories may have a high ratio of content words due to their origins in the written mode.

Nominalisation is the process whereby a noun or noun phrase is formed from a word of another grammatical class. It is often used in contexts such as newspaper headlines and more academic writing to distance or disguise the actions of agents. Thus, *the company closed the factory* could be nominalised as *the closure of the factory*.

Register refers to the kind of language use selected for particular functions in particular situational contexts. A language user may select features of language, such as tone and degree of formality in syntax and pronunciation, in relation to audience and purpose. Different styles of speech and writing are related to register variables which may include power relations, social distance and shared knowledge between participants, and the purpose, setting and mode of discourse.

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The *National Reporting System* was developed in 1994-95 to build on the achievement of the earlier *National Framework of Adult English language, literacy and numeracy competence* (1993).

Intended primarily as a reporting mechanism for adult English language, literacy and numeracy programs, its wider application was confirmed in *More than a Reporting System*, the report to pilot the *National Reporting System* (1996).

In addition to its suitability as a reporting system, the *National Reporting System* is acknowledged as an excellent curriculum resource, a useful professional development tool, and an effective framework for program review and planning.

It offers the potential of serving as a national reference point for adult English language, literacy and numeracy programs, thereby establishing student pathways through a wide range of courses and curricula.

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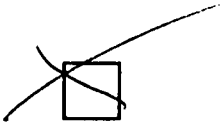


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