ACSF Assessment tasks

User guide

Precision
CONSULTANCY

Developed by Precision Consultancy

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Acknowledgements

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Introduction

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

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

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

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

Who should use the assessment tasks?

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

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

Why assess core LLN skill levels?

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

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

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

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

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

Case study: LLN within an organisation

Rosie, an LLN specialist, was scheduled to work at a large organisation called Deliverex on Tuesday afternoons to conduct LLN assessments. Management at Deliverex decided to carry out LLN assessments for new trainees after they scheduled a number of training sessions that weren't very successful. On investigation, it was discovered that many of the trainees had low LLN levels so they found the training very difficult.

Deliverex now employs Rosie to offer LLN bridging sessions, covering the specific LLN requirements of the work that the trainees carry out – completing company forms, specific language used in the business, how to communicate effectively with customers, essential record-keeping – those types of skills.

Rosie has worked out that most of the work tasks required of trainees at Deliverex, including the vocational training, need an LLN (core) skills level similar to the following spiky profile. (If the core skill requirements of a training package are at different ACSF levels, or if a person's skill levels are at different levels, it is referred to as a spiky profile.)
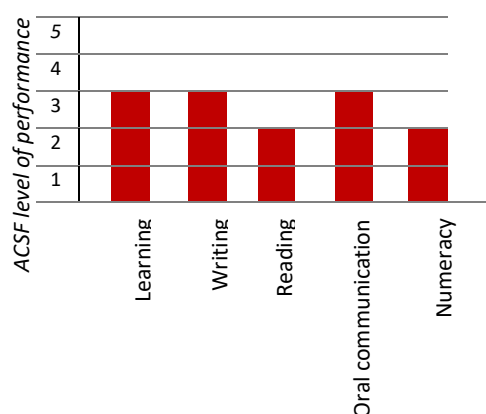
Rosie assesses the trainees' LLN (core) skill levels and if she finds that trainees have skills lower than those in the spiky profile, she recommends that they attend the bridging classes.

Deliverex has found that providing trainees with this support is 'well worth it'.

The assessment tasks

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

Assessment tasks			
Assessment task	**ACSF skill and level coverage**	**Industry coverage**	**Description**
Admit a resident	Reading 3, Writing 2	Aged care	Transfer information from one text type to another
Background of concrete	Reading 3, Writing 3	Construction	Read an informative text and answer questions
Check the vehicle	Reading 2, Writing 2	Transport	Read information and fill out a form
Complete a log – Aged care	Reading 1-2, Oral communication 2-4	Aged care	Read information in a table, respond to questions, role play
Complete a log – Security	Reading 2, Oral communication 2-4, Numeracy 2, Writing 2-3	Security	Read information in a table, respond to questions, role play
Complete a driver run sheet	Reading 3, Numeracy 3, Writing 2	Transport	Read a scenario and transfer information to a form
Fill out a claim form	Reading 2, Oral Communication 3, Writing 2	Transport	Read information and complete a short report
Fill out a time sheet	Reading 1-2, Numeracy 2	Aged care	Reading and completing a time sheet based on given information
Fill out an information form	Reading 1-2, Writing 1-2	Generic	Complete a form with personal information
Forklift safety	Reading 3, Writing 2-3, Numeracy 2-3	Generic	Read and respond to an informative text, create a pie chart, read tables
Injury hotspots – Health and Aged care services	Reading 2-3, Writing 2-3, Numeracy 1-3	Health and Aged care services	Read diagrams and informative text, plot a graph, write a formal letter
Injury hotspots – Hospitality	Reading 2-3, Writing 2-3, Numeracy 1-3	Hospitality	Read diagrams and informative text, plot a graph, write a formal letter
Injury hotspots – Wood manufacturing	Reading 2-3, Writing 2-3, Numeracy 1-3	Wood manufacturing	Read diagrams and informative text, plot a graph, write a formal letter

Interview form	Learning 1-3, Oral communication 1-3	Generic	Reflective question and answer Particularly useful for new workers
Make a sling	Learning Pre-Level 1-2, Reading Pre-Level 1- 1, Writing Pre-Level 1- 2, Oral communication Pre-Level 1- 2	Generic	Watch a video and respond to questions
Making numbers work 1	Numeracy Pre-Level 1 – 1	Generic	Complete various numeracy tasks
Making numbers work 2	Numeracy 2-3	Generic	Complete various numeracy tasks
Manual handling	Learning 3, Writing 2-3, Oral communication 3	Generic	Watch video and respond to questions
Mixing concrete	Reading 2-3, Writing 2, Numeracy 2-3	Construction	Read a brochure, answer questions, role play
Plan time	Reading 1-2, Oral communication 1-2, Numeracy 1	Agrifood	Reading and constructing a timetable
Read a calendar	Learning Pre Level 1-1, Reading Pre Level 1-1, Writing Pre-Level 1, Numeracy Pre Level 1-1	Generic	Read numeric text and answer questions
Read a forklift poster	Reading 3, Writing 2-3	Generic	Read and interpret a poster
Read a map	Reading Pre-Level 1-1, Writing Pre-Level 1, Oral communication 1, Numeracy Pre-Level 1-2	Generic	Read a simple map and answer questions
Read and interpret an SDS	Reading 4, Writing 3-4	Generic	Read and interpret an SDS
Read signs	Learning Pre-Level 1, Reading Pre-Level 1-3, Writing Pre Level 1 -2, Oral communication 1-2 (Speaking)	Generic	Read and interpret a range of workplace signs
Read the Dangerous Goods Code	Learning 4, Reading 4, Writing 3-4	Transport	Read complex text and answer questions
Safe lifting in the workplace	Learning 2, Oral communication 2	Generic	Watch a video and follow instructions

A self assessment	Learning 2, Reading 2, Oral communication 1	Generic	Reflective questions about own skills
State your opinion	Writing 3-4 or Oral communication 3-4	Generic	Write or deliver an opinion piece
Stay safe in the workplace	Reading 2, Writing 3, Numeracy 1-3	Resources and infrastructure	Listen to information, write a report, interpret graphs
Take a message	Writing 2, Oral communication 2	Aged care	Listen to telephone conversation, take a message
Understand feed charts	Reading 1-2, Numeracy 2-3	Agrifood	Read charts, calculate amounts
Use a floorplan	Reading 1-2, Numeracy 1-4	Construction	Read a house plan, calculate and draw additional building
Use a Safety Data Sheet	Reading 2-3, Writing 2-3	Generic	Read and interpret informative text
Use emergency procedures	Reading 1-2	Generic	Reading a procedure
Use fire extinguishers	Learning 3, Reading 3, Writing 2	Generic	Follow instructions
Use hand signals – Aviation	Learning 3, Reading 3, Oral communication 3	Aviation	Read instructions and demonstrate hand signals
Use hand signals – Security	Learning 3, Reading 3, Oral communication 3	Security	Read instructions and demonstrate hand signals
Use professional language – Aged care	Reading 2-3, Writing 2-3, Oral communication 2-3	Aged care	Read and respond to texts in different formats, role play
Word and number bingo	Learning Pre-level 1, Reading Pre-level 1, Writing Pre-level 1, Oral communication Pre-level 1, Numeracy Pre-level 1	Generic	Word matching activities
Write away	Writing 1-3	Generic	Personal writing based on a photo
Write instructions	Writing 1-3	Generic	Write instructions
Write an accident report	Writing 3, Oral communication 3	Transport	Listen to detailed scenario and complete form
Write an incident report	Writing 3, Oral communication 3	Transport	Listen to detailed scenario and complete form

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

Coverage of tasks

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

ACSF skills and levels covered by assessment tasks

	Learning	Reading	Writing	Oral communication	Numeracy
4	Read the Dangerous Goods Code	Read the Dangerous Goods Code Read and interpret a SDS	State your opinion Read and interpret a SDS Read the Dangerous Goods Code	Complete a log: Aged care Complete a log: Security State your opinion	Use a floor plan
3	Interview form Use hand signals: Aviation Use hand signals: Security Manual handling Use fire extinguishers	Admit a resident Injury hotspots: H&CS Injury hotspots: Hospitality Use fire extinguishers Background of concrete Mixing concrete Read a forklift poster Forklift safety Use professional language Complete driver run sheet Injury hotspots: Wood manuf. Read signs Use a SDS Use hand signals – Aviation Use hand signals - Security	Injury hotspots: H&CS Injury hotspots: Hospitality Read and respond to an SDS Stay safe in the workplace Write away Write instructions Manual handling History of concrete Read a forklift poster Forklift safety Accident report Incident report Read and interpret a SDS Injury hotspots: Wood manuf. State your opinion Complete a log – Security Read the Dangerous Goods Code Use a SDS Use professional language Background of concrete	Complete a log: Aged care Complete a log: Security Interview form Manual handling Use professional language Accident report Incident report State your opinion Fill out a claim form Use hand signals – Aviation Use hand signals - Security	Injury hotspots: H&CS Injury hotspots: Hosp Stay safe in the workplace Use a floor plan Making numbers work 2 Mixing concrete Forklift safety Complete driver run sheet Injury hotspots: Wood manuf. Understanding feed charts
2	Interview form/self-assessment Safe lifting in the workplace Make a sling	Check the vehicle Complete a log: Aged care Complete a log: Security Fill out a claim form Fill out a time sheet Injury hotspots: H&CS Injury hotspots: Hosp Plan time Understand feed charts Use a floor plan Use emergency procedures	Admit a resident Check the vehicle Fill out a claim form Injury hotspots: H&CS Injury hotspots: Hosp Take a message Use fire extinguishers Write away Write instructions Mixing concrete Read a forklift poster	Complete a log: Aged care Complete a log: Security Interview form Plan time Take a message (Listening) Use professional language Make a sling Safe lifting in the workplace Read signs	Fill out a time sheet Stay safe in the workplace Use a floor plan Understand feed charts Making numbers work 2 Mixing concrete Complete a log – Security Injury hotspots: H&CS Injury hotspots: Hosp. Injury hotspots: Wood manuf. Read a map

		Use professional language Mixing concrete Read signs Injury hotspots: Wood manuf. Fill out an information form Self assessment Stay safe in the workplace Use a SDS	Manual handling Read signs Fill out an information form Use professional language Complete driver run sheet Injury hotspots: Wood manuf. Complete a log – Security Make a sling Use a SDS		
1	Interview form/self-assessment Read a calendar Make a sling	Fill out a time sheet Plan time Understand feed charts Use emergency procedures Read a calendar Read signs Read a map Make a sling Use a floor plan Complete a log – Aged care Fill out an information form	Write away Write instructions Fill out an information form Make a sling Read signs	Interview form Plan time Make a sling Read a map Self assessment Read signs	Stay safe in the workplace Use a floor plan Making numbers work 1 Read a calendar Read a map Injury hotspots: H&CS Injury hotspots: Hosp. Injury hotspots: Wood manuf. Plan time
Pre-level 1	Read a calendar Read signs Word and number bingo Make a sling	Read signs Read a calendar Read a map Word and number bingo Make a sling	Read signs Read a calendar Read a map Word and number bingo Make a sling	Word and number bingo Make a sling (Listening)	Read a calendar Making numbers work 1 Word and number bingo Read a map

Generic assessment tasks

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

Examples of generic tasks include:

- *Write instructions*

- *Making numbers work*

- *Read signs*

- *State your opinion*

- *Use emergency procedures.*

Multi-level assessment tasks

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

Multi-level tasks include:

- *Read signs*

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

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

- *Mixing concrete* and *Background of concrete*

- *Forklift safety* and *Read a forklift poster.*

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

- *Write away*

- *Write instructions*

- *State your opinion.*

Contextualised assessment tasks

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

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

Examples of contextualised tasks include:

- *Injury hotspots* contextualised for (i) hospitality, (ii) health and aged care services and (iii) wood manufacturing

- *Complete a log* contextualised for (i) aged care and (ii) security

- *Use hand signals* contextualised for (i) aviation and (ii) security.

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

Mapping of levels and indicators

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

Question	ACSF skill level indicator	Domains of Communication
1-9	3.04, 3.03 2.06, 2.08	Workplace and employment and/or Education and training
10-13	3.03, 3.04	

Task number refers to the assessment activity task number.

Refer to the ACSF for details about the skill level indicators. The levels refer to exit levels.

Refer to the ACSF for details about Domains of Communication for each skill.
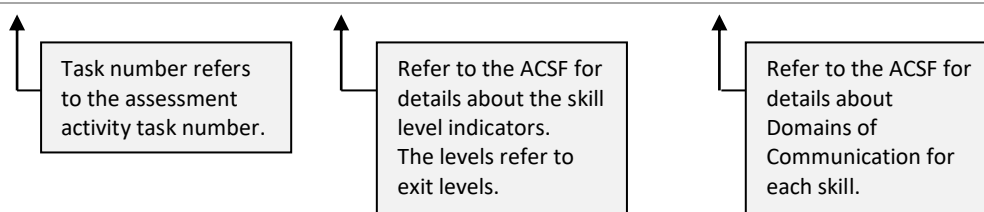
ACSF levels refer to exit levels; that is, the person is able to demonstrate what is required at that level.

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

- the degree and nature of **support** available

- the familiarity with the **context**

- the complexity of **text**

- the complexity of the **task**.

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

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

Support, context, text complexity, task complexity

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

FIVE LEVELS OF PERPERPERFORMANCE

Steps in the assessment process

Step 1: The assessment interview

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

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

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

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

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

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

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

Step 2: Select assessment tasks

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

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

Step 3: Implement the assessment

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

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

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

Step 4: Make the assessment judgement

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

Step 5: Communicate the assessment decision to the candidate

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

Step 6: Complete the report

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

Multiple assessments

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

Case study: Carrying out multiple assessments

Before arriving on Tuesday afternoon, Rosie, an LLN specialist, liaised with the Human Resources staff at Deliverex to request that three trainees attend the training room at 2pm. As the trainees arrived, Rosie asked them to take a seat in an area around a coffee table and make themselves comfortable. She explained that she would have a chat to each of them individually to talk about their training needs.

Rosie spoke to the first trainee and used the interview form to take down some notes about his background. After about 10 minutes, Rosie selected two assessment tasks from the bank, printed them out and asked the trainee to complete them in a space at the other end of the room. She reassured the trainee that she would be close by if assistance was required. Then Rosie invited the second trainee to join her for a one-to-one chat.

In this way of staggering interviews, Rosie managed to complete five assessments over two hours. Sometimes Rosie had to adjust her schedule. For example, if she recognised that some trainees couldn't wait, she would either see them immediately or make a specific time for them to return.

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

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

Case study: Group assessment

Aisha, an LLN specialist, was asked to assess the LLN levels of a group of new employees working in aged care. Aisha agreed but said that, before she conducted a group assessment, she needed to briefly meet and have a short conversation with each of the candidates. In this way, Aisha could determine whether or not the candidates could be assessed as part of a group. She didn't want to put anyone who had very low LLN skills through the possible stress of being faced with reading and writing activities that they couldn't begin to understand or complete. And by having a short conversation with each candidate, Aisha could also start to make an assessment of their oral communication and learning skills.

From the ACSF model assessment tasks, Aisha chose 'Write away', 'Complete a log: Aged care', 'Admit a resident' and 'Read signs', and made 10 copies of each. Aisha chose these tasks because they were open level tasks (Write away; Read signs) or tasks contextualised to the Aged care industry (Complete a log; Admit a resident). She arranged for the 10 employees to come to a training room an hour before they had their lunch break.

Aisha explained to the group that the assessment wasn't a test, just a way of working out each employee's LLN needs. Training programs would be organised for employees who showed a need. Aisha also explained that if employees needed assistance during the assessment to understand the meaning of words or the meaning of questions, they could ask.

Aisha handed out a copy of 'Write away' to each candidate. She asked the group to complete the task and to let her know when it was finished.

When Aisha saw the completed 'Write away', she could make a quick assessment about what to give the employee next. If 'Write away' was completed with some confidence, Aisha gave the candidate 'Complete a log: Aged care'. If not, Aisha gave the candidate 'Read signs', a low level reading task. Candidates who completed 'Complete a log: Aged care' were also asked to complete 'Admit a resident'.

At the end of an hour, Aisha had tasks completed by all candidates that she could take away to write up records of assessment.

Using the tasks for assessment only

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