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“Good adult literacy and numeracy is essential for success in today's economy, yet many still struggle with everyday tasks requiring these skills.” (anon)

Introduction

What is Adult Literacy?

Adult literacy is commonly defined as including the following skills for participating in the workforce:

- reading
- writing
- speaking in English
- listening
- communicating
- critical thinking
- problem solving
- using technology

What is Adult Numeracy?

Adult Numeracy is commonly defined as including the following skills for participating in the workforce:

- following production schedules
- understanding operating procedures
- understanding health and safety requirements
- estimating and calculating quantity and weight
- reading and recording product codes
- contributing in team meetings
- solving problems
- writing shift or handover notes

Numeracy includes the mathematical knowledge and skills that adults need to apply to everyday family, work and community tasks.

Workplace literacy and numeracy skills may be described separately but they are often used together.

For example:

- listening to a team leader’s instructions about a change in a customer's order
- reading a job specification that contains text and numbers in a chart or table
• conveying information to a co-worker
• understanding the numeracy concepts (weights, measures, tolerances or temperatures) required to complete work tasks such as measuring product

Our society's increasing complexity has created a need for literacy.

Literacy and numeracy are increasingly important because work performance and health and safety requirements continue to become more complex. Improving workforce literacy will benefit Australia’s economy.

To determine a learners core LLN skill levels you are usually going to have to carry out an assessment of the learner's ability. Carrying out an LLN assessment usually will involve an interview and this can be carried out online or face to face or by phone with the candidate. After this has been completed the candidate may need to complete appropriate LLN tasks to help determine performance levels.

The test are varied and are picked by the trainer to relate to the course that the learner will participate in. The tools and tasks are validated against the ASCF to ensure that the skill levels achieved through completing the task are accurate and agreed to by the trainer or LLN specialist.

The need is to find validated tools and tasks to use with learners and to develop a bank of tasks within CLET to help identify and draw on becomes worthwhile.

Do you know these students?

- Tardy Tracy—isn’t there a clock on your cell phone?
- Absent Abigail—MIA... a lot.
- Bobby Belligerent—the answer is always “NO!”
- Jack Jokester—lots of jokes; often inappropriate
- Sleepy, Dopey, Droopy... wait, are those dwarves?
- Sneezy Sally—frequent visits to Nurse Peggy
- Charlie Charmer—everybody’s buddy
- Forgetful Fay—no pencil, no notebook, no problem
- Billy Bladder—suspiciously well-hydrated
- Celine Cell—so many texts, so little time
- Messy Melissa—something could be living in that backpack
- I-could-care-less Chris—surprisingly indifferent about everything

Yes they all need help in some way or another and they could be your face to face students or your online students. LLN is here to help you to assess them and found the ways you can help aid them in their work towards a successful goal and attainment.
The Learner and LLN

The following has been cited from ‘takingthelead.com’ (a great resource for trainers to tap into)

When we ask someone to write or read or do a calculation it is not to demonstrate the LLN skill alone, but is for a purpose.

They write a customer order, they read a recipe or set of workplace instructions, they calculate to give change or to double ingredients in a recipe.

Language, literacy and numeracy skills are ‘built-in’ to units of competency in Training Packages. So when you are training you should assess the level of LLN that is consistent with the performance required within that unit and keep the assessment focus on the job task rather than LLN in isolation.

The list below is a resource that will help you to pull language, literacy and numeracy (LLN) skills out of a unit of competency. It consists of trigger words that will help you decide if there are reading, writing, numeracy or speaking and listening in a unit that you will be delivering. The list is not exhaustive and you might like to add your own words to it. Sometimes the words in this list might represent more than one LLN skill. For example, ‘follow procedures' might be reading or speaking and listening.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
<th>Speaking and listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>according to signs, codes and labels</td>
<td>chart</td>
<td>according to signs, codes and labels</td>
<td>access relevant information</td>
</tr>
<tr>
<td>appropriate documentation check</td>
<td>complete reports</td>
<td>adjust</td>
<td>allocate</td>
</tr>
<tr>
<td>comply with directions</td>
<td>document</td>
<td>allowance</td>
<td>clarify meaning or advice</td>
</tr>
<tr>
<td>follow written procedures</td>
<td>identify</td>
<td>calculate</td>
<td>contribute</td>
</tr>
<tr>
<td>identify</td>
<td>label</td>
<td>collect data</td>
<td>delegate</td>
</tr>
<tr>
<td>interpret and monitor</td>
<td>maintain records</td>
<td>computations</td>
<td>explain</td>
</tr>
<tr>
<td>legislative requirements</td>
<td>marked</td>
<td>convert</td>
<td>feedback</td>
</tr>
<tr>
<td>marked out</td>
<td>monitor</td>
<td>determine value</td>
<td>follow verbal instructions or procedures</td>
</tr>
<tr>
<td>outline</td>
<td>notes</td>
<td>estimate</td>
<td>identify</td>
</tr>
<tr>
<td>record data</td>
<td>outline</td>
<td>formula</td>
<td>inform</td>
</tr>
<tr>
<td>report</td>
<td>record data</td>
<td>interpret charts and graphs</td>
<td>liaise</td>
</tr>
<tr>
<td>tagged</td>
<td>written reporting</td>
<td>levels</td>
<td>monitor</td>
</tr>
<tr>
<td>written reporting</td>
<td></td>
<td>measuring techniques</td>
<td>refer to</td>
</tr>
</tbody>
</table>
Literacy is purposeful and changes constantly along with changing social and cultural contexts. Our literacy skills enable us to interact with one another to achieve particular purposes: to explain, debate, retrieve and provide information, explore issues, entertain and create.

Literacy is more than basic reading and writing (sometimes called functional literacy) - following instructions, filling in forms, reading bus timetables, writing a note to a household member. It is also a process of using higher order reading and thinking skills to question what we see in written texts (sometimes called critical literacy).

Literacy is also about our social application of language, for example in our homes, communities, schools and workplaces. Like language, literacy practices change over time and context. We have seen this over the last decade with emerging multi-media and information technologies and our multicultural society.

The literacy demands placed on individuals also change throughout their lifetimes. As we experience new situations we need to continually adapt and extend our literacy skills.

NUMERACY is the ability to use the mathematical concepts needed to function effectively in work and social contexts.

It involves the practical application of mathematical skills to absorb, use and critically evaluate information in numerical or graphical form. This can include:

- number skills
- spatial and graphical concepts
- the use of measurement
- problem solving.

Depending on the context, this can include basic number skills, spatial and graphical concepts, the use of measurement and problem solving. Numeracy may also involve literacy, for example when extracting mathematical information from written documents. In the workplace the methods used to achieve certain numeracy tasks will differ according to the workplace requirements, technology and culture.

Numeracy does not seem to be an automatic outcome for many people after years of schooling, so it often needs to be explicitly taught in workplace contexts.
LANGUAGE is the main way we make and understand meaning as humans.

When we talk about language we are talking about speaking, listening, reading, writing and visual communication*. In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. We are also talking about using words and grammatical structures and other meaning support systems (e.g. gestures when speaking and listening, punctuation and formatting when reading and writing) to make meaning or to understand somebody else's meaning.

Language can also refer to individual languages such as English, Mandarin or Warlpiri. Our workplaces often involve a mix of language groups. Sometimes workers can hold technical competency without yet having English language competency.

Language is more than a matter of knowing words and using correct grammar though. Knowing the way language is used in different circumstances and for different purposes - at work or in the general community - gives us access to 'the way things work' and thereby enables us to achieve our personal, work and social goals.

Language changes over time and context. Industries have their own vocabulary, including jargon, technical terms and acronyms that workers must understand. This can be very challenging for some people, particularly those for whom English is not their first language. Take the word 'cookie' for example. A baker may bake it, a photographer may attach it to a light stand and an IT technician may stop it being transmitted over the internet.

Effective cross-cultural communication requires a range of skills, including the ability to appreciate that there may be variations in the value placed on the communication forms of language. For example, while written language is highly regarded in the English language, Indigenous languages place higher value on verbal and visual communication forms.

LITERACY is the ability to read and use written information as well as to write appropriately, at home, at work and in the community.

Literacy is the ability to read and use written information as well as to write appropriately, in a range of contexts. Literacy involves the integration of speaking, listening, and critical thinking with reading and writing.

Literacy is purposeful and changes constantly along with changing social and cultural contexts. Our literacy skills enable us to interact with one another to achieve particular purposes: to explain, debate, retrieve and provide information, explore issues, entertain and create.

Literacy is more than basic reading and writing (sometimes called functional literacy) - following instructions, filling in forms, reading bus timetables, writing a note to a household member. It is also a process of using higher order reading and
thinking skills to question what we see in written texts (sometimes called **critical literacy**).

Literacy is also about our social application of language, for example in our homes, communities, schools and workplaces. Like language, literacy practices change over time and context. We have seen this over the last decade with emerging multi-media and information technologies and our multicultural society.

The literacy demands placed on individuals also change throughout their lifetimes. As we experience new situations we need to continually adapt and extend our literacy skills.

**What is workplace literacy?**

From learners through to managers, workers use a variety of reading, writing, speaking and listening, and numeracy skills to get their jobs done. The skills people need to use change according to their job description and the particular task they are doing.

Literacy is a social and cultural practice. The literacy skills an individual will use will change according to where the task is being done (**setting**) and why it is being done (**purpose**). Therefore, workplace literacy needs to be examined in terms of **settings** (where), **purposes** (why) and **contextual demands** (what is required).

There are four main modes of communication at work:

- read a range of material
- write a range of material
- listen and talk about work with a range of people
- calculate and manipulate a range of data.
Modes of communication at work

<table>
<thead>
<tr>
<th>Modes at work</th>
<th>Tasks and skills required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and write at work</td>
<td>involves words, symbols, numbers and diagrams ranges from single words and symbols on signs through to long reports exists on paper, on computer screens, on signs and noticeboards - both handwritten and printed can be transmitted by fax, email or other electronic means.</td>
</tr>
<tr>
<td>Speak and listen at work</td>
<td>can be face to face includes working in a group - small to large can be transmitted using telephone, radio or video-conferencing includes body language can involve sign language</td>
</tr>
<tr>
<td>Calculate at work</td>
<td>involves numbers, symbols and words ranges from simple tallying to complex formulas uses measuring instruments ranging from simple to complex can be handwritten or using a calculator or computer involves estimation, which includes using the five senses (sight, smell, touch, taste and hearing) to judge whether a product or process is going according to plan ranges from a single form (e.g.length, volume, capacity, weight and time).</td>
</tr>
</tbody>
</table>

Most communication at work involves the simultaneous combination of all modes - see table below.

Communication tasks at work

<table>
<thead>
<tr>
<th>People communicate about</th>
<th>Feature</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>work tasks</td>
<td>handling procedural information</td>
<td>giving or receiving instructions</td>
</tr>
<tr>
<td>working as part of a team</td>
<td>interaction</td>
<td>negotiating allocation of work tasks</td>
</tr>
<tr>
<td>working with people other than team mates</td>
<td>customer service</td>
<td>asking for information from or giving information to internal or external customer</td>
</tr>
<tr>
<td>the workplace</td>
<td>interaction</td>
<td>quality management issues</td>
</tr>
<tr>
<td>themselves</td>
<td>expressing information about own needs</td>
<td>filling in leave forms</td>
</tr>
<tr>
<td>problem-solving</td>
<td>formal and informal processes</td>
<td>brainstorming solutions, discussion</td>
</tr>
</tbody>
</table>
Which learners might need additional LLN support?

Anyone involved in doing a task for the first time may need assistance from a workplace mentor or supervisor in order to feel confident about using a literacy or numeracy skill in a practical way. Some workers who have not had very positive learning experiences in the past may need additional time and support in the form of specialist services.

The need for LLN support may arise because of new language, literacy and numeracy (LLN) demands in the workplace brought about by changes to procedures, new quality assurance processes or new technologies (see 'What difficulties with training may employees have?'). A significant proportion of learners will need some LLN support when learning a new task, others will need intensive attention to the issue at some point during their vocational education and training programs.

In light of this, you should consider your client profile in order to get a general indication of the LLN support that may be needed.

However we must be careful about making assumptions about people who might need intensive, additional support. While every individual will vary in their requirements, some clients may be more likely to need LLN support.

Clients among those who are most likely to need support include:

- people whose first language is not English and who have not had access to English language classes
- people of Aboriginal and Torres Strait Islander origin (because they may not speak English as a first language and may have had limited or disrupted schooling)
- people with limited or disrupted formal education
- people in older age groups who have not undertaken formal learning for some time
- people whose training has been disrupted by disability
- people who have been unemployed for a time and may not have taken part in formal learning for some time.

If you are an experienced trainer you may be able to use that experience to judge which aspects of the training new learners may find difficult. If not, you may need to discuss these issues with a more experienced person (see 'Who can help me with LLN issues?').

Collaborations with specialist teachers of LLN may help. This collaboration might be with staff within the organisation or from other registered training providers.
organisations, but if it is done through a partnership you will need to comply with the requirements of the Standards for Registered Training Organisations.

**Complexity of communication at work is linked to three main factors:**

- **what has to be done**, e.g. task complexity (extent of task and knowledge and skills required) and text complexity (technical and abstract language)
- **who is doing it** e.g. person’s familiarity (knowledge and experience with context, task and text)
- **how much support or assistance is provided** e.g. amount of expert assistance needed to complete task.

To assist new workers adapt quickly to the workplace you should develop a list of key LLN tasks required for a particular job based on the prompts above.

The following resource was developed by Precision Consultancy.

**Availability**

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Fax: 03 9606 0119  
Email: jenni@precisionconsultancy.com.au  

**Cost**

The resource can be downloaded free of charge from the website. Before using these resources, please read through the ACSF assessment task user guide and review the copyright and acknowledgement information.

Please see below the resources:

<table>
<thead>
<tr>
<th>Task title</th>
<th>ACSF skill and level coverage</th>
<th>Industry coverage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A self-reflection</td>
<td>Learning 2. Reading 2. Oral communication 1.</td>
<td>Generic</td>
<td>Reflective questions about own skills</td>
</tr>
<tr>
<td>Admit a resident</td>
<td>Reading 3. Writing 2</td>
<td>Aged Care</td>
<td>Transferring information from one text type to another</td>
</tr>
<tr>
<td>Assessment record</td>
<td>All</td>
<td>Generic</td>
<td>Form to record information about the</td>
</tr>
<tr>
<td>Activity Description</td>
<td>Reading/Writing/Numeracy Skills</td>
<td>Domain</td>
<td>Task</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Background of concrete</td>
<td>Reading 3. Writing 3</td>
<td>Construction</td>
<td>Read informative text and answer questions</td>
</tr>
<tr>
<td>Check the vehicle</td>
<td>Reading 2. Writing 2</td>
<td>Transport</td>
<td>Read information and fill out a form</td>
</tr>
<tr>
<td>Complete a driver run sheet</td>
<td>Reading 3. Numeracy 3. Writing 2</td>
<td>Transport</td>
<td>Read a scenario and transfer information to a form</td>
</tr>
<tr>
<td>Complete a log: Aged care</td>
<td>Reading 1 and 2. Oral communication 2-4</td>
<td>Aged Care</td>
<td>Reading tables and role play</td>
</tr>
<tr>
<td>Fill out a claim form</td>
<td>Reading 2. Writing 2. Oral communication 3</td>
<td>Transport</td>
<td>Reading information, completing a short report</td>
</tr>
<tr>
<td>Fill out a timesheet</td>
<td>Reading 1-2. Numeracy 2</td>
<td>Aged Care</td>
<td>Reading and completing a timesheet based on given information</td>
</tr>
<tr>
<td>Fill out an information form</td>
<td>Reading 1 and 2. Writing 1 and 2</td>
<td>Generic</td>
<td>Complete a form with personal information</td>
</tr>
<tr>
<td>Forklift safety</td>
<td>Reading 3. Writing 2 and 3. Numeracy 2-3</td>
<td>Generic</td>
<td>Read and respond to an informative text, create a pie chart, read tables</td>
</tr>
<tr>
<td>Injury hotspots: Health and aged care services</td>
<td>Reading 2 and 3. Writing 2 and 3. Numeracy 1-3</td>
<td>Health and Community Services</td>
<td>Reading diagrams, plotting graph</td>
</tr>
<tr>
<td>Injury hotspots: Hospitality</td>
<td>Reading 2 and 3. Writing 2 and 3. Numeracy 1-3</td>
<td>Hospitality</td>
<td>Reading diagrams, plotting graph</td>
</tr>
<tr>
<td>Injury hotspots: Wood manufacturing</td>
<td>Reading 2 and 3. Writing 2 and 3. Numeracy 1-3</td>
<td>Wood Manufacturing</td>
<td>Read diagrams and informative text, plot a graph, write a formal letter</td>
</tr>
<tr>
<td>Interview form</td>
<td>Learning 1-3, Oral communication 1-3</td>
<td>Generic</td>
<td>Reflective question and answer</td>
</tr>
<tr>
<td>Activity</td>
<td>Skill Level Required</td>
<td>Resource Type</td>
<td>Activity Details</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Make a sling</td>
<td>Learning pre-level 1-2. Reading pre-level 1 and 1. Writing pre-level 1-2. Oral communication pre-level 1-2</td>
<td>Generic</td>
<td>Watch a video and respond to questions</td>
</tr>
<tr>
<td>Making numbers work 1</td>
<td>Numeracy pre-level 1 and 1</td>
<td>Generic</td>
<td>Complete various numeracy tasks</td>
</tr>
<tr>
<td>Making numbers work 2</td>
<td>Numeracy 2 and 3</td>
<td>Generic</td>
<td>Complete various numeracy tasks</td>
</tr>
<tr>
<td>Manual handling</td>
<td>Learning 3. Writing 2 and 3. Oral communication 3</td>
<td>Generic</td>
<td>Watch video and respond to questions</td>
</tr>
<tr>
<td>Mixing concrete</td>
<td>Reading 2 and 3. Writing 2. Numeracy 2 and 3</td>
<td>Construction</td>
<td>Read a brochure, answer questions, role play</td>
</tr>
<tr>
<td>Plan time</td>
<td>Reading 1 and 2. Oral communication 1 and 2. Numeracy 1</td>
<td>Agrifood</td>
<td>Reading and constructing a timetable</td>
</tr>
<tr>
<td>Read a calendar</td>
<td>Learning pre-level 1 and 1. Reading pre-level 1 and 1. Writing pre-level 1. Numeracy pre-level 1 and 1</td>
<td>Generic</td>
<td>Read numeric text and answer questions</td>
</tr>
<tr>
<td>Read a forklift poster</td>
<td>Reading 3. Writing 2 and 3</td>
<td>Generic</td>
<td>Read and interpret a poster</td>
</tr>
<tr>
<td>Read a map</td>
<td>Reading pre-level 1 and 1. Writing pre-level 1. Oral communication 1. Numeracy pre-level 1-2</td>
<td>Generic</td>
<td>Read a simple map and answer questions</td>
</tr>
<tr>
<td>Read and interpret a safety data sheet</td>
<td>Reading 4. Writing 3 or 4</td>
<td>Generic</td>
<td>Read and interpret a Safety Data Sheet</td>
</tr>
<tr>
<td>Read Signs</td>
<td>Learning pre-level 1. Reading pre-level 1 - 3. Writing pre-level 1 - 2</td>
<td>Generic</td>
<td>Read and interpret a range of workplace signs</td>
</tr>
<tr>
<td>Read the Dangerous Goods Code</td>
<td>Learning 4. Reading 4. Writing 3 and 4</td>
<td>Transport</td>
<td>Read complex text and answer questions</td>
</tr>
<tr>
<td>Task</td>
<td>Relevant Skills</td>
<td>Domain</td>
<td>Activity</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Safe lifting in the workplace</td>
<td>Learning 2. Oral communication 2</td>
<td>Generic</td>
<td>Watch a video and follow instructions</td>
</tr>
<tr>
<td>State your opinion</td>
<td>Writing 3 and 4 or Oral communication 3 and 4.</td>
<td>Generic</td>
<td>Write or deliver an opinion piece</td>
</tr>
<tr>
<td>Stay safe in the workplace</td>
<td>Reading 2. Writing 3. Numeracy 1-3</td>
<td>Resources and infrastructure</td>
<td>Reflective questions about own skills</td>
</tr>
<tr>
<td>Take a message</td>
<td>Writing 2. Oral communication 2</td>
<td>Aged Care</td>
<td>Listen to telephone conversation, take a message</td>
</tr>
<tr>
<td>Understand feed charts</td>
<td>Reading 1 and 2. Numeracy 2 and 3</td>
<td>Agrifood</td>
<td>Reading charts, calculating amounts</td>
</tr>
<tr>
<td>Use a floor plan</td>
<td>Reading 1 and 2. Numeracy 1-4</td>
<td>Construction</td>
<td>Reading a house plan, calculate and draw additional building</td>
</tr>
<tr>
<td>Use a safety data sheet</td>
<td>Reading 2 and 3. Writing 2 and 3</td>
<td>Generic</td>
<td>Reading and interpreting source material</td>
</tr>
<tr>
<td>Use emergency procedures</td>
<td>Reading 1 and 2</td>
<td>Generic</td>
<td>Reading a procedure</td>
</tr>
<tr>
<td>Use fire extinguishers</td>
<td>Learning 3. Reading 3. Writing 2</td>
<td>Generic</td>
<td>Follow instructions</td>
</tr>
<tr>
<td>Use hand signals: Aviation</td>
<td>Learning 3. Reading 3. Oral communication 3</td>
<td>Aviation</td>
<td>Read instructions and demonstrate hand signals</td>
</tr>
<tr>
<td>Use professional language: Aged care</td>
<td>Reading 2 and 3. Writing 2 and 3. Oral communication 2 and 3.</td>
<td>Aged Care</td>
<td>Read and respond to texts in different formats, role play</td>
</tr>
<tr>
<td>Word and number bingo</td>
<td>Learning pre-level 1. Reading pre-level 1. Writing pre-level 1. Oral communication pre-level 1. Numeracy pre-level 1</td>
<td>Generic</td>
<td>Word matching activities</td>
</tr>
<tr>
<td>Write an accident report</td>
<td>Writing 3. Oral communication 3</td>
<td>Transport</td>
<td>Listen to detailed scenario and complete form</td>
</tr>
</tbody>
</table>
What simple things can I do to support learners in developing LLN skills?

Scaffolding to help with LLN learner needs

Scaffolding is about providing clear directions about what you want the final product to look like.

When talking to learners about a particular LLN skill, discuss the purpose for that skill within the particular context, for example using questioning to collect details from a customer about faulty goods as part of a 'returns policy'.

The scaffold can be a ‘script' that gives the learner an exact example of what to say or ask in a certain situation or perhaps a series of WHO-WHAT-WHEN-WHERE-WHY questions they can use.

When you provide a scaffold for writing or reading task, use a document from the workplace and discuss the various layout features of the document and what it is used for.

Provide a set of common workplace documents - filled in appropriately - and examples of the different types of writing the learner might need to do in a folder so that learners can refer to it as support material in the future, e.g. a filled out safety checklist, an accident report form or a customer complaint report.

Build independence by providing less ‘scaffolding' and encouraging more and more learner independence over time as learners gain in experience and skill.

Vocabulary

Developing a Vocabulary section in the beginning of the Unit Guide with common terms for the respective competency field, etc.

LLN resources

There are many experienced language, literacy and numeracy teachers and trainers who are available to assist trainees with their communication skills. There are also a
The number of government-funded programs that specifically target workplace communication skills development. Some key contacts are provided at the end of this resource.

There is a range of resource material available addressing language, literacy and numeracy in training, assessment and the workplace. As these are continually being updated and added to, we have not listed any here, however, if you contact the following organisations or go to their websites, you will be able to get the latest list.

**The Reading & Writing Hotline**
Nation-wide referral service for people seeking literacy and numeracy information, advice and assistance.
Tel: 1300 655 506

**National Assessors and Workplace Trainers**
C/- Business Services Training Australia
Level 7, 163 Eastern Road, South Melbourne, VIC 3205
Tel: 03 9645 7555
Email: admin@bsitab.org
Internet: [www.bsitab.org](http://www.bsitab.org)

**The role of the trainer in LLN**

- Understand the LLN skills that need to be part of vocational training for all learners
- Model the appropriate LLN skills as part of training for all learners
- Evaluate training materials and methods for appropriate LLN levels
- Allow learners to practice the appropriate LLN skills included in training
- Evaluate assessment tasks and methods for appropriate LLN level
- Develop LLN materials that are relevant to learners’ needs within vocational training
- Identify learners experiencing significant LLN difficulties who may need specialist assistance
- Collaborate and communicate with LLN specialists who can undertake LLN assessments
- Integrate any additional recommended LLN support with the vocational training through collaboration

**What the trainer can do when assessing the skills required for LLN in training and assessment.**

**Speaking and listening**
- Clear instructions and explanations
- Respond to questions effectively
- Adapt your own vocabulary and delivery to match learner comprehension levels
- Demonstrate spoken language skills required

**Reading**
- Produce written documents appropriate for learners, settings and topics
- Make judgments about which documents are suitable for their learners to read
• Help learners to focus on the purpose for reading and help them recognise different types of documents (e.g. operating instructions)

Writing
• Helping learners to focus on the purpose/reasons for writing i.e. what to write, who will read it, why it needs to be written and to what standard
• Be clear about what learners are expected to write and the style in which it needs to be completed
• Provide examples of tasks learners need to produce
• Provide opportunities to practice

Numeracy
• Model the required numeracy skill/s
• Demonstrate the use of measuring equipment or calculators
• Demonstration of simple formulae to work out e.g. ratios, percentages or the interpretation of graphs
• Be clear about when it is important to be accurate
• Make new math related skills as practical as possible

Other considerations
• Information communication technology (ICT)
• Keep your language clear and simple
• Provide reader friendly documents – remember the reader comes first
• Demonstrate
• Talk about it – use the appropriate vocabulary

Help your student to:

• set their own goals
• evaluate their progress
• give feedback on the usefulness of teaching/learning activities

http://www.bbc.co.uk/skillswise/0/

Skill wise cite to help adults with learning. Beware that it is British but a good interactive cite.

There is a bunch of great quiz’s on this site to help students just go in and do them.

“Students generally do not over estimate their skills”

For CLET the necessary skills in LLN are to be able to include the ability to:

• read documents relevant to the subject matter of the course of study
• interpret graphs and charts that relate to the course content,
• perform simple but related calculations and measurements in course
• related contexts
• write sufficiently to undertake the tasks of the profession.

The skills chosen to include in the assessment are those which the trainer knows, from their experience, can prove difficult to the students. The aim of the test is to gain a broad picture of the number of students who may need support and in what areas. From that information, planning decisions can be made about the appropriate methods of support.

**Observation**
As well as analysing the results of any formal or non-formal assessment you can also gain very useful information about LLN skills by observing how students are responding to either an assessment or even the enrolment process. LLN support needs may also be indicated by the length of time any assessment or enrolment process is taking students.

**Target Critical Skills.**
It is also possible to follow up the initial part of an interview by asking students some questions that target critical skills identified by the staff as potential problems for students later in the course. Such interview assessment techniques should start gradually, so that students can exhibit skills they do have and gain confidence whilst leading them to the critical skill areas.

**Interviews**
Although interviews are time intensive, they can provide valid and useful information about pre entry LLN skills of your students. Questions about educational background assist Trainers in identifying students who may need additional LLN support with their course.

CLET recognises Learner characteristics that support learning transfer, includes learners with sufficient background knowledge and skills to engage successfully in the learning programme, motivation to learn, and the belief that the programme is worthwhile. CLET pre-training orientation helps to ensure that learners are clear about the purpose and value of training.

Training factors that impact on transfer include sufficient time for learning and practice, learning experiences that are well designed and implemented, and knowledgeable trainers who help learners to connect their learning with work and other contexts.

CLET recognises the importance of basic skills in English language, literacy, and numeracy (LLN) for students in being able to participate actively and effectively in any course of study. This enables the learner to improve basic skills will assist in breaking down barriers for learners in communicating with their trainers, peers and in the workplace.

To be able accomplish this, CLET will ensure that all participants enrolled in their vocational training courses are given the opportunity to learn based on their individual competencies in LLN identified by an LLN assessment test. CLET
recognises that not all individuals have the same skills-set in reading, writing and performing calculations. CLET trainers and staff will endeavour to help and accommodate participants with difficulties in Language, Literacy or Numeracy. In the event that CLET is unable to meet the specific needs of the learner, CLET will refer the learner to an external support provider such as a specialist LLN trainer.

Work factors that impact on transfer include support and opportunities in the workplace for employees to attend their training programmes regularly and open communication between learners, tutors, and the workplace to identify problems and barriers that could hinder learning and maximise support and encouragement to use skills on the job. Transfer is enhanced when learners receive useful feedback on their use of these skills and encouragement to solve problems independently or with their peers and to work alongside more experienced workers. Formal and informal recognition of achievement of learning goals can foster an ongoing learning culture.

**Needs Identification**
CLET is required to ensure that they make every effort to assist their learners in achieving competency and the desired outcomes in their training programs. Part of this obligation is to ensure CLET confirm or re-affirm the information provided to them about the learner and about any special needs that they need to know about. The process used at CLET is two-fold, comprising: a review of the contents of the enrolment form, and an LLN assessment test.
FORMS and LLN Questions:

Personal Details.

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Telephone:</td>
</tr>
<tr>
<td>Mobile:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
</tbody>
</table>

Education:

<table>
<thead>
<tr>
<th>Highest level of school completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year completed</td>
</tr>
<tr>
<td>Other training qualifications completed since leaving school</td>
</tr>
</tbody>
</table>

Work:

<table>
<thead>
<tr>
<th>Are you working now</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you having any difficulties at work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading signs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using math formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding work messages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Education and Employment Pathways

Describe the kind of work you have done in the past.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
What work skills do you think you have?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What kind study do you need to do to improve your employment options in the future?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What kind training do you need to do to improve your employment options in the future?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Rate yourself on the following tasks:
Answer: Yes (I can do this by myself) or No (I need help to do this)

<table>
<thead>
<tr>
<th>Tasks</th>
<th>In English? Yes/No</th>
<th>In my first language? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Can</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read the time on a clock (analogue or digital)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a calculator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add up the prices of things in my head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work out how much change I should give (without help from the register)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know roughly how tall I am in centimetres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a guess how much things weight in kilograms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a map to find a place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look up a phone number in a telephone book or on the internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read and understand letters or bills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take a phone message and write it down accurately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fill in a form (e.g. timesheet for work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write notes, letters or emails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak at meetings or in a group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do my banking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow instructions for a task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order supplies from a list</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose from the following list and write a paragraph explaining your opinions using examples.

- Someone I admire.
- If I had ten thousand dollars I would...........
- If I could make the world a better place I would...................
- Everyone needs to have good friends in their lives.
LLN Tests

Instructions to staff. This LLN tool is to be offered to all students undertaking a course at CLET. The student is to complete the self-assessment. The second part of the tool is to be completed if required.

Instructions to students. The purpose of this tool is to assess your current language literacy and numeracy levels. The reason for this is so that additional assistance that may be required can be identified and also, so that your skills can be matched to your industry positions.

You are required to complete the self-evaluation and email to your trainer. This NOT an EXAM that decides whether you can or cannot participate in the course, rather, an evaluation which will ensure you have every chance of completing the programme.

Equal Access
Access to training must be equal for all participants. CLET does not discriminate against participants whose needs are identified under the standards of LLN with regards to their enrolment in any current or future training courses. Where LLN levels are identified as being lower than the specified requirements for the qualification or course level, CLET will provide advice and information about alternative program choices or on where they can obtain assistance with their LLN issue. Ultimately it is the choice of participants as to whether or not they proceed with the enrolment of the course.

Confidentiality
All information relating to participants gathered during needs identification, training and evaluation will remain confidential. Participants will have access to any information gathered by CLET about them.

For staff after the self-assessment by the student
These are the questions you should use in your interview. Metacognitive questions are shown in italics and underlined.
<table>
<thead>
<tr>
<th>Question</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the question to me. <em>How confident are you that you can do this problem?</em></td>
<td>reading</td>
</tr>
<tr>
<td>Tell me what the question is asking you to do</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Tell me the method you can use to find an answer to the question</td>
<td>Transformation</td>
</tr>
<tr>
<td>Show me how you worked out the answer to the question. Explain to me what you are doing as you do it. <em>Do you know you are right? Why?</em></td>
<td>Process skills</td>
</tr>
<tr>
<td>Now write down your answer to the question. <em>How confident do you feel about the answer?</em></td>
<td>Encoding</td>
</tr>
</tbody>
</table>

If an incorrect answer is given to a question, then the error is classified according to where the first breakdown occurred. For example, if your learner can read the question but cannot explain what the question is asking them to do, then the error is occurring at the Comprehension stage.

It is important to realise that this technique is not a learning approach but a method to identify what the learner knows already and the critical stage where they are making errors.
Self-Assessment

Certificate I, II, III Students
(could use for Certificate IV and Diploma students)

Rate yourself:

<table>
<thead>
<tr>
<th></th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1=not good  2=good  3=very good</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Newspapers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Headlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• TV guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classified Advertisements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading complicated letters such as those from Lawyer or Bank</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading headings and titles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading medical labels or information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading the letter with understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Filling in Forms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Basic forms such as general information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tricky forms such as tax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A bank Loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing letters</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To a friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A letter for a job application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Business letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other areas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a map or street directory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using phone books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking phone messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking at meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing an email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sending a SMS message</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtracting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiplying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dividing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a calculator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric measurements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comprehension

Read the following passage and answer the questions.

A restaurant that has been established for the last 12 years with a good name in the CBD is now facing huge problems in recent weeks. The restaurant has had eight (8) customers develop food poisoning within the week a new chef joined the team and another four (4) the week after. After receiving numerous complaints from family and friends of the victims the local council is sending a health inspector to investigate the incidents at the restaurant.

The restaurant manager is in damage control and is trying to blame one of his food suppliers and had reported that poor food and hygiene procedures in the restaurant could be the cause.

How many customers were affected by food poisoning within a week the chef started?

________________________________

Who will be carrying out the investigation of this incident?

________________________________

Who is the restaurant manager trying to blame?

________________________________

When did the food poisoning start at the restaurant?

________________________________

Have any other customers been affected by food poisoning?

Why is it impossible to sink in the Dead Sea? The reason is that, not only is the water in the Dead Sea heavier than ocean water and much heavier than fresh water, but it is also heavier than a person’s body, when equal parts are measured. You can’t sink in something that is heavier than you are. The reason for the heaviness is extreme saltiness. Are there materials that would sink in the Dead Sea? Yes, and I’ll bet that you can think of some.
A. This story is mainly about -

1. why you can't sink in the Dead Sea.
2. the saltiness of water.
3. the reason for the saltiness of the Dead Sea.
4. how heavy your body is.

B. Water in the Dead Sea is heavier than -

1. a person's body only.
2. ocean water, fresh water, and a person's body.
3. ocean water and fresh water only.
4. ocean water only.

C. The reason for the heaviness of Dead Sea water is -

1. ocean water.
2. materials that would sink.
3. salt.
4. fresh water.

D. "Equal parts" means -

1. a quart of one measured against a quart of another, for example.
2. Dead Sea water measured against ocean water.
3. ocean water measured against fresh water.
4. a person measured against fresh water.

Answers

A. 1
B. 2
C. 3
D. 1
Language and Literacy

You are going to take leave from work and go on a holiday for three weeks.

Write and email or letter to your work supervisor explaining the situation and to ask specifically if there is any catch up work that will be required.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Numeracy

Provide answers to the following questions
Show all workings.

What is the change from a $50 note for a $27.25 purchase?

________________________________________________________________________
Four bottles of Coke at $3.20 each will coast how much?

________________________________
________________________________

You are a causal worker at a retail outlet and you work roaster has just been given to you. How many hours of work do you have in the following week?

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>5</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7.5</td>
</tr>
<tr>
<td>Wednesday</td>
<td>6</td>
</tr>
<tr>
<td>Thursday</td>
<td>5.5</td>
</tr>
<tr>
<td>Friday</td>
<td>off</td>
</tr>
<tr>
<td>Saturday</td>
<td>off</td>
</tr>
<tr>
<td>Sunday</td>
<td>7.5</td>
</tr>
</tbody>
</table>

What is the total amount you need to pay from the following account of your lunch out with friends?

<table>
<thead>
<tr>
<th>Item</th>
<th>Unit price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soup of the day</td>
<td>9.75</td>
</tr>
<tr>
<td>Chicken stroganoff entree</td>
<td>17.00</td>
</tr>
<tr>
<td>Snapper fillets with pine nut salad</td>
<td>21.50</td>
</tr>
<tr>
<td>Garlic bread</td>
<td>3.90</td>
</tr>
<tr>
<td>White chocolate cheese cake</td>
<td>9.50</td>
</tr>
<tr>
<td>Two cups of coffee</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51.75</strong></td>
</tr>
</tbody>
</table>

On the 20 of February, your working day started at 9.00am and finished at 3.45pm.

You have had a ten minute morning tea break

You had an hour for lunch

Your ten minute morning tea break is included in your work time, but your lunch break is not.

Fill out your times on the following time sheet.

**Work Time Sheet**

<table>
<thead>
<tr>
<th>Date</th>
<th>Start</th>
<th>End</th>
<th>Start</th>
<th>End</th>
<th>Total</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Certificate IV and Diploma Students
### Maths

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jake eats a can of rice pudding everyday which costs $2.20. How much does it cost to feed him for a week?</td>
<td>$15.40</td>
</tr>
<tr>
<td>If I had $65 to share evenly between five people. How much would each person get?</td>
<td>$13</td>
</tr>
<tr>
<td>Coleen collected an average of eight dollars a shift in tips when she works in the bar. If she works nine shifts how much money in tips would she earn?</td>
<td>$72</td>
</tr>
<tr>
<td>Seven people share $8270 in X-lotto. How much does each person get?</td>
<td>$1181.42</td>
</tr>
<tr>
<td>Dave ordered 12 large pizzas for a party. Each cost $11.49. How much did it cost in total?</td>
<td>$137.88</td>
</tr>
</tbody>
</table>
Jeans are normally priced at $35 at the outlet shop. Today everything is reduced by 10%.

**How much will one pair of jeans cost me?**

10% of $35 = $3.50

How much change will I get from $50?

A well maintained set of tyres on a car can last for an average of 50,000 kilometres?

**Study the information and calculate how many return trips from Adelaide to Darwin and back again, a hire car can make before the tyres need replacing. Show all workings.**

Adelaide – Alice Springs 1525km
Alice Springs – Darwin 1493km

Combined 3018km

8 trips to get there and back equals 48288 km

I want to pour a concrete base measuring 6 m by 5 m with a depth of 10 cm for a shed. **How much concrete will I need in cubic metres?**

6 meters × 5 meters = 30 meters²

Troy has been doing some work experience as a packer in a cheese factory. He has been offered a permanent job there and is very keen to take it. However, he also knows that he will have to do a written test as part of his job interview. He knows that this test will involve tallying product that he packs. He asks you to help him by writing out some problems so he can practise before his interview. You develop this problem for him.

This is the tally sheet showing how much cheese has been packed on your shift.

What is the total amount your shift pack in the 12 hour period?
Pack tally sheet
Day shift 13/10/15

<table>
<thead>
<tr>
<th>Time</th>
<th>Line 1 kg</th>
<th>Line 2kg</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 am</td>
<td>51.5</td>
<td>117.5</td>
</tr>
<tr>
<td>8 am</td>
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<td>9 am</td>
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<td>37.25</td>
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<tr>
<td>11 am</td>
<td>15.25</td>
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<tr>
<td>Noon</td>
<td>52.5</td>
<td>25.00</td>
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<tr>
<td>1 pm</td>
<td>57.5</td>
<td>17.00</td>
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<tr>
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<td>62.25</td>
<td>51.75</td>
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<td>67.25</td>
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<td>6 pm</td>
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<td>103.25</td>
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</table>

Checking the Reading and Comprehension and process stage. (Learning where to put the decimal point) learning how to use a calculator or estimate what the answer would be by rounding up or down, important in tallying like many jobs in the work place.

Choose one from the following list and write a one paragraph explaining your opinions using examples.

- We get wiser as we grow older.
- Someone I admire.
- If I could make the world a better place I would…………………
- Everyone needs to have good friends in their lives.
The manager Jenna and her team would like to welcome you to Café Breezes. They have more than 25 years’ experience in serving great food and beverages to tempt your taste buds.

**Come and join us for breakfast, lunch and dinner.**

Operating hours are 7.30am to 7 pm. Monday to Friday
7.30am to 3pm Saturday

a) What is the name of the café?
________________________________________________________________________

b) What hours is the café open?
________________________________________________________________________

c) Can you have breakfast with your work friends there on a Wednesday morning at 7 am?
________________________________________________________________________

d) Would you be able to go out and celebrate your birthday there with friends for a special night?
________________________________________________________________________
A reading to task to involve the students in reading and understanding while being able to answer simple questions.

**Reading Comprehension**

In New Mexico and Arizona lived the Pueblo Indians. The word "Pueblo" comes from the Spanish word "pueblo," meaning town or village. The Spaniards found these Indians living in apartment houses, some of them on the side of a cliff so that they could be reached only by ladders. When attacked by Apaches, the Pueblos would pull up the ladders. They grew corn, which they watered with water flowing down in ditches. They wove cloth, made wonderful baskets, and created jars and pots out of clay.

**A. The Pueblo Indians were afraid of -**

1. cliff dwelling.
2. Apache Indians.
3. apartment houses.
4. water flowing down in ditches.

**B. The Spaniards called these Indians "Pueblos" because they -**

1. were close to the Apaches.
2. lived together in a town or village.
3. farmed and brought down water in ditches.
4. pulled up their ladders when attacked.
C. Water in ditches flowed down from -

1. apartment houses.
2. the sky.
3. the tops of ladders.
4. a lake, a stream, or a pond.

D. Which of these does the story not mention?

1. beads.
2. pots.
3. baskets.
4. cloth.

Answers

A. 2
B. 2
C. 4
D. 1
Writing.
Write a mini essay (4 paragraphs) about this picture. Include a topic sentence, the body and conclusion or concluding statement.

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Listening test. This will be carried out by your trainer, this is optional
For trainers and assessors

Reading Skills Checklist

- Understand different types and styles of text
- Use clues such as images or layout to provide meaning
- Use context to predict meaning
- Use punctuation marks to help understanding
- Manage volumes of text and remember what has gone before
- Identify the main points from a page of text
- Read and understand information from graphical material e.g. tables, price lists, maps, diagrams, pie charts, bar charts
- Follow written instructions
- Report accurately on information read
- Find out the meaning of unfamiliar words or phrases
- Take notes from the material read
- Use a reference source e.g. index, manual, dictionary, Yellow Pages
- Predict
- Skim
- Scan
- Read thoroughly for detail
- Make inferences
- Read a key
- Read signs or labels
- Recognise order used e.g. alphabetical, numerical, time, sequence
- Read maps
- Structure information for reference in logical format
- Understand common signs and symbols
- Understand everyday abbreviations
- Recognise root words / syllables
- Read everyday vocabulary
- Read context specific vocabulary
- Use own background knowledge to predict meaning
Writing Skills Checklist

- Use abbreviations in different sorts of writing
- Use layout of different sorts of writing appropriately
- Use non-textual cues to predict meaning
- Use context to predict meaning
- Plan, draft and edit writing
- Use conventions of structuring text
- Form letters correctly
- Use upper and lower case correctly
- Use basic sentence structure
- Use basic punctuation correctly
- Write clearly, concisely and accurately
- Check and correct grammar, spelling and punctuation
- Write neatly
- Fill in forms correctly
- Set writing out correctly for different purposes e.g. letter, report, note format and presentation style
- Use diagrams and sketches to help make a point
- Spell common sight vocabulary and high-frequency words correctly
- Use appropriate written language styles (or register) formal/informal
- Select and structure appropriate content
- Use correct construction of grammatical sentences, including subject/verb agreement
- Use basic punctuation
- Use images and illustrations as aids to communication
- Use editing skills – proof-read for spelling, punctuation, grammar, for accuracy of factual content and to ensure instructions have been followed.

Numeracy Skills Checklist

Using numbers

- read, write, say and spell numbers and quantities
- do basic sums — + - x ÷
- understand language of maths
- report numbers accurately
- round numbers up and down
- use decimals and percentages
- use fractions
- use proportions and ratios
- use negative numbers
- identify tens, hundreds, thousands etc.
• approximate, round, estimate
• calculate and check place value
• identify rules for approximating numbers
• round numbers and quantities up and down
• identify a range of formats for presenting data (e.g. pie chart, bar chart, pictogram, graph)
• recognise method of presentation (e.g. in rows, columns, lists, blocks, symbols)
• identify how the information has been grouped or classified
• understand the use of scales to represent sets of data
• identify the amounts represented by blocks, symbols, pictures
• extract relevant information

Select goods and services
• select the best buy
• check price, quantity and quality

Using money
• identify coins and notes and their value
• calculate money accurately
• select suitable coinage and/or notes
• offer appropriate payment
• check change
• check that documentation is correct e.g. cheques, receipts, bills
• read amounts of money in words and figures
• write amounts of money in words and figures
• understand place value
• place amounts of money in order of value
• round amounts of money up or down
• estimate and approximate amounts
• count on and count back to reach required amounts
• add, subtract, multiply and divide amounts of money
• budget
• record money accurately
• record money in a way that is suitable for the purpose
• identify same, equivalent
• calculate simple percentages
• calculate dollars, cents, cash, credit
• round, estimate, share
• calculate, check

Using tables, graphs and charts
• know how tables and charts are constructed
• sort data into related groups
• recognise different styles and importance of labelling
• identify row, column, symbol, block, scale
• identify the information you need
• extract the information you need
• report the information accurately
• present information in tables and charts e.g. bar chart, pictogram, diagram, table
• develop and use questionnaire, survey
• sort, share, classify, group

Using units of measure
• know units of measurement and their value
• time
• length
• weight
• volume
• perimeter
• capacity
• mass
• temperature
• volume
• read and write units including their abbreviated forms
• identify measuring instruments and timing devices and their uses
• interpret numbers and calibrations on measuring instruments and timing devices
• read off times, lengths and other measurements
• estimate units of measure
• check units of measure
• record units of measure
• express parts of units as halves and quarters
• express units in decimals
• round units up and down
• identify current uses of metric units
• know metric units in common use
• understand and use a.m., p.m., 12-hour clock and 24-hour clock
• read and use calendar formats
• describe and compare units and put in order of size/time
• count on and count back units of measure
• add and subtract to reach required amounts
• measure using metric, CLET, analogue, digital systems

Listening Skills Checklist
• Ask for help if necessary
• Ask questions to check understanding
• Respond appropriately e.g. murmur “uh-huh” and nod
• Have awareness of body language and facial expressions
• Obtain information
• Match communication styles
• Recognise that communication is a two-way process
• Recognise everyday words in context
• Use prior knowledge to help build understanding
• Identify the main idea
• Summarise to check understanding
• Clarify details to check understanding
• Identify key points
• Summarise to check or clarify details
Skills Checklist

- Recognise that communication is a two-way process
- Speak clearly and politely
- Match spoken language style to purpose, topic and audience
- Use appropriate modulation and tone
- Use volume and projection
- Use appropriate articulation
- Use tense appropriately
- Give information in a sensible order
- Ask appropriate questions
- Open and close conversations appropriately
- Take turns to speak
- Check that the other person understands what you are saying
- If the other person does not understand, find another way of explaining what you mean
- Suggest other sources of help if necessary
- Use diagrams and sketches to help make a point
- Obtain information
- Check the other person is willing and able to provide the information
- Ask for help if necessary
- Check that you have understood
- Summarise to check or clarify details
- Use non-verbal language e.g. body language, facial expression, gestures
- Use suitable body language
- Use appropriate visual aids
- Match communication styles


When assessing LLN skills against the course and the units, the following tables have been designed to help aid you the trainer for assessment of the learners needs.
## Task Analysis

<table>
<thead>
<tr>
<th>Learner:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle one</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Writing</strong></td>
</tr>
</tbody>
</table>

**Topic:**

**Task:**

**Purpose of the task:**

**Skills needed to complete task:**

(Use the Skills Checklists to help you identify these skills)

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### Initial Skills Assessment

<table>
<thead>
<tr>
<th>Learner:</th>
<th>Date:</th>
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</table>

**Circle one**

- Reading
- Writing
- Speaking
- Listening
- Numeracy

**Topic:**

**Task:**

*Information collected from:* (✓ those that apply)

- Observations
- Personal profile
- Conversations
- Learning activities
- Informal assessment activities

<table>
<thead>
<tr>
<th>What I know about [learner’s name]’s prior knowledge and experience</th>
<th>What I think this means about my learner’s [skill]</th>
<th>How I can check</th>
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</table>
## Prior Knowledge Analysis

**Learner:**

**Date:**

**Circle one**

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<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Numeracy</th>
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</table>

**Topic:**

**Task:**

<table>
<thead>
<tr>
<th>Observations</th>
<th>Learner prior knowledge and experience</th>
<th>Learning implications</th>
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## Skills Profile

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<th>Learner:</th>
<th>Date:</th>
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**Circle one**

<table>
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<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Numeracy</th>
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</thead>
</table>

**Topic:**

**Task:**

**Summary of learner’s skills**

*(from initial skills assessment)*

<table>
<thead>
<tr>
<th>Skills required to complete task</th>
<th>Support needed for task</th>
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**Feedback for learner**

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Assessing Learners CORE LLN Skills – CLET Resource Kit V1.0 March 2015
### Analysis

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<tr>
<th>Learner:</th>
<th>Date:</th>
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**Circle one**

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<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Numeracy</th>
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</thead>
</table>

**Topic:**

**Task:**

**Level of Support required**

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<tr>
<th>A lot</th>
<th>A little</th>
<th>none</th>
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**Skills needed to help complete the task**
Literacy Needs Analysis Process Map

1. What is the task your learners are to complete?
2. What are the literacy, numeracy or language demands of the task?
3. What skills will your learners need to complete the task?
4. What prior knowledge do your learners have in relation to the task and skills required?
5. What are the learning implications of the above for your learners?
6. What support will you provide to your learners for this task?

Teaching Strategies Planner

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<th>Class / Group:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Lesson topic:</td>
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<table>
<thead>
<tr>
<th>Tasks</th>
<th>Skills focus</th>
<th>Specific teaching strategies/activities</th>
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<tbody>
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Useful websites for help for trainers and students


Department of Industry

Information about the ACSF is available at: www.innovation.gov.au/acsf

The ACSF is available for download from www.innovation.gov.au/skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/Library%20Card/ACSF_Document.aspx

ACSF Introduction http://youtu.be/W1M02yxDgpQ (note this video was produced for the previous version of the ACSF, but most information is still relevant). The introduction is followed up with interviews with clients, including:

- ACSF – Jordan ACSF Interview VCAL and ACSF Analysis http://youtu.be/i4wg0cqXqYQ
- ACSF – Jordan ACSF Analysis http://youtu.be/2lIY7a0bjwc
- ACSF – Paul ACSF Interview WELL http://youtu.be/J1UXG2kMdvo
- ACSF – Paul ACSF Analysis http://youtu.be/nhhgkJ3HvO1
- ACSF – Zoe ACSF Interview LLNP http://youtu.be/PfKbwU0JglE
- ACSF – Zoe ACSF Analysis http://youtu.be/B5kLep61MLc

Videos produced for Community Services and Health Industry Skills Council (CSHISC), including:

1. How to locate Foundation Skills in a unit of competency – http://youtu.be/1j6fWumTq2c


3. Making the link between the foundation skills requirements of a unit and a learner's skill level – http://youtu.be/oDNFIRBFtM

4. How to contextualise a vocational qualification to include units from the Foundation Skills Training Package – http://youtu.be/DCzp4aaFwq0

5. Strategies for trainers to use to develop foundation skills in a vocational training program – http://youtu.be/Vp7iK5f2ZFk

6. Helping workers to work efficiently – http://youtu.be/VQ2Y2t0JI0Q
References

https://www.jobtestprep.co.uk/freenumerical.aspx a good example for business jobs and what you need to know.

http://www.kent.ac.uk/careers/tests/mathstest.htm great source for maths questions

http://www.kent.ac.uk/careers/tests/synonyms.htm all sorts of tests that can be useful for assessing students

http://www.practiceaptitudetests.com/numerical-reasoning-tests has good numeracy tests.

http://www.teacherneedhelp.com/students/test9.htm great source for reading comprehension tests

http://www.workbase.org.nz covers training ideas for the work place for LLN
Appendix one:

Interview questions time 1
General background questions

- Name:
- Date of Interview:
- Company/site:
- Current role:
- Gender:
- Ethnicity:
- Age:
- Country of birth:
- [if born outside Australia and ESOL] Years in Australia:
- First language:
- Background:

1. Please tell me a little bit about yourself — where you come from, your education and learning in your life.

   **Probe suggestions**
   
   - *What was school like for you?*
   - *How long did you have at secondary school? (When did you leave school/how old were you when you left school?)*
   - *Why did you leave school?*
   - *Did you get any qualifications when you were at school?*
   - *Have you done any tertiary courses since you left school?*
   - *Did you complete it/them? What is the qualification?*

2. Please tell me what you were doing before you came to this job, how you came to get here.

3. Please tell me more about your job here, what you actually do, and what your responsibilities are.

   **Possible probes:**
   
   - *What do you really like about your work?*
   - *What don't you like about your work?*
   - *What do you find hard?*
4. Who do you have contact with day-to-day at work?

**Possible probes:**

- Who is your immediate boss?
- Do you work mostly on your own or with others?

For the next 4 questions follow up with probes so that you get an understanding of what LLN practices are needed for this person to do their work, and how well they think that they are able to carry out these work tasks. Also if they have problems is there anyone who helps them?

5. Do you have to use reading in your work?

6. Do you have to use writing in your work?

7. Do you have to use maths or number in your work?

8. Do you have to talk with others in your work?

9. Please tell me about the learning or training course that you are doing now? [Note that it might be an ‘embedded literacy course’ so learners might report a management course for example. You will know this before the interview because you will have interviewed the tutor first]. Possible probes:

- How did you find out about the training course (who and how?)
- What did people tell you about the course? (e.g. what you were going to get out of it)

10. How is the course going so far?

**Some possible probes:**

- What are you learning? Are you enjoying it?
- Does anything make it hard for you to learn in this course? (If yes can you explain what that is and how it makes it hard?)
- Do you think this is (will be) useful to you so far in your work?
- Are other people interested in what you are learning? Who are these people? How do they show it?

11. Do you get a chance to practice what you are learning? Can you tell me about that?

12. Is there anything else you want to tell me about your work or your learning/training?

**Modified from.**

Spelling and Punctuation Test

1. a) This is a grate CV.  
   b) This is a great CV.  
   c) This is a graet CV.

2. a) application form  
   b) aplication form  
   c) apliccation form

3. a) comunication  
   b) communication  
   c) communiction

4. a) busines  
   b) bussiness  
   c) business

5. a) Personal Manager  
   b) Personnal Manager  
   c) Personnel Manager

6. a) Curicullum Vitae  
   b) Curriculum Vitae  
   c) Curiculum Vitae

7. a) I am currantly planning  
   b) I am currently planning  
   c) I am curantly planning

8. a) committee  
   b) committee  
   c) committie

9. a) driving licenace  
   b) driving licence  
   c) driving license
10
   a) I wordprocess with ms Word
   b) I wordprocess with MS Word.
   c) I wordprocess with ms word.

11
   a) accurete
   b) accurrate
   c) accurate

12
   a) My principal strength is law
   b) My principle strength is law
   c) My principul strength is law.

13
   a) You're CV is very good
   b) Your CV is very good.
   c) Your'e CV is very good.

14
   a) dissertation
   b) dissetation
   c) diserttation

15
   a) neccessary
   b) necessery
   c) necessary

16
   a) comunication
   b) communication
   c) communication

17
   a) acommodation
   b) accommodation
   c) accommodation

18
   a) laising
   b) liasing
   c) liaising

19
   a) assessment
   b) accessement
   c) asessement
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For Certificate I, II, III choose 5-10 questions

For Certificate IV choose 10 questions

For Diploma and Advanced choose 20 questions