

# Getting more bang for your buck from the ACSF

Presented by  
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A B C D E F  
G H I J K L  
M N O P Q R  
S T U V W X  
Y Z 0 1 2 3  
4 5 6 7 8 9

**26TEN**

Get the tools for life

# 26TEN snapshot

- **26TEN** Network
- [www.26ten.tas.gov.au](http://www.26ten.tas.gov.au)
- 1300 00 2610
- plain English + awareness workshops
- awareness campaign
- grants program
- practitioner community of practice and professional development

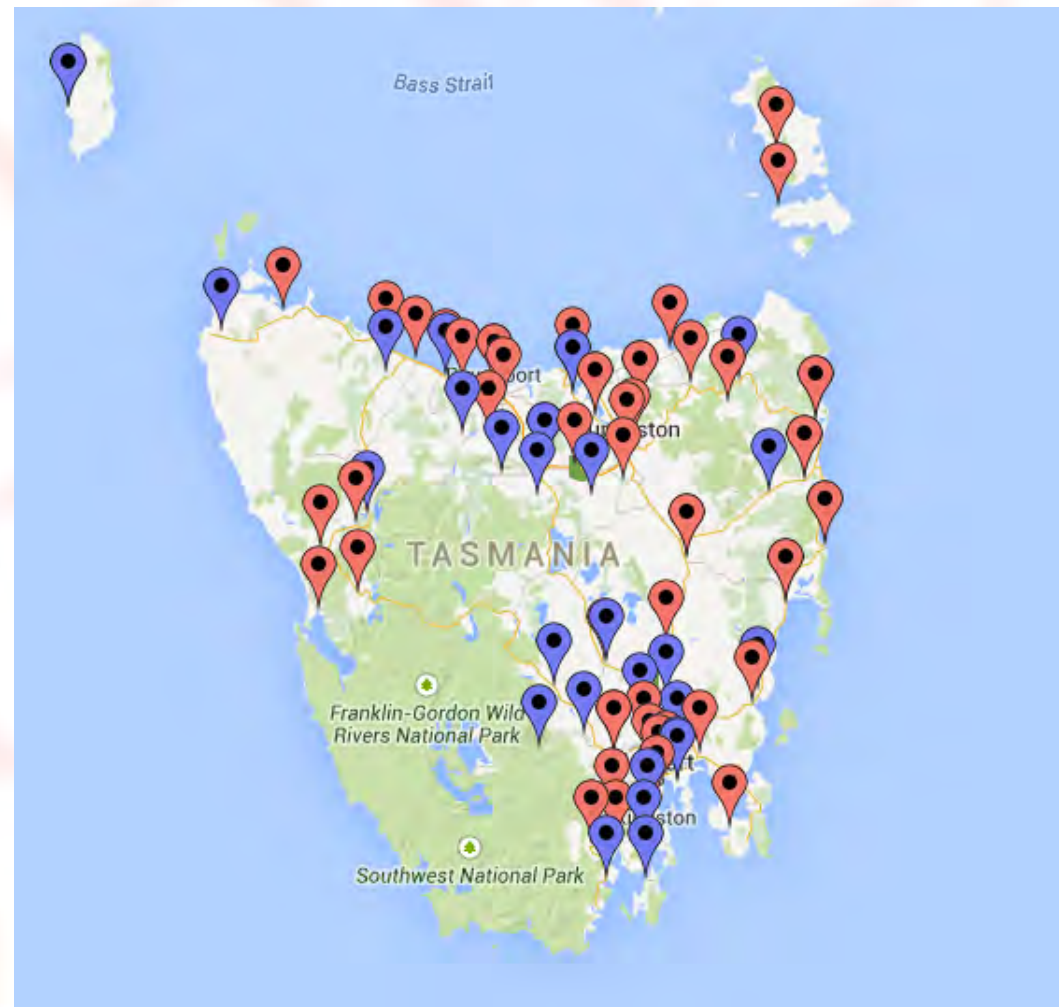




- Everyone knows about adult literacy and numeracy
- Everyone is supported to improve their skills and help others
- Everyone communicates clearly

## Literacy Network

- 23 coordinators
- 16 locations
- 3 specifically for justice system
- 600 active tutors
- 1000 trained volunteer tutors





# Using finer gradations of the ACSF





# Stage 1 – Consultation with practitioners

Q: What constitutes meaningful LLN progress?

- ‘You can’t say you’ve moved a person a whole level unless you have a huge amount of evidence. SEE guidelines outline the expectation that learners are meant to progress one level in one indicator per 100 hours approximately.’
- **‘Learners do make progress but it is not measurable in the way the ACSF is reported.’**
- ‘An employee needed to produce a newsletter and I gave her 4 hours of instruction on Publisher so that she could take up this role within her organisation.’
- **‘You can’t say there’s an improvement in 12 hours, not an ACSF level.’**





- Current ways of measuring outcomes against whole indicators or cores skills of the ACSF is too broad to provide evidence of finer gradations of progress
- Progress evident to teachers, learners and employers is often rendered invisible and becomes inaccessible to program evaluation and to funding bodies
- There is a need for centrally referenced, consistent benchmarks to track LLN progress where it is not possible to report movement at the broad performance levels of the ACSF

# Recommendations of stage 1

- trial the options identified
- situate the report and the trial in the national arena by seeking the support of the federal Department of Education and Training who have responsibility for the ACSF
- broaden the research and trialling of possible options to other states and territories to strengthen the veracity of finds on this issue



**Option 3**  
focus area/s

**Option 4**  
performance features

**Option 5**  
text types

**Option 6**  
level of support

**Option 7**  
domains

## Stage 2 Trialling finer grained approaches in community and workplace programs

Funding source	Trial Project	Context	Scope of learning goals
<b>26TEN Business and Community Grants program</b>	Able Tasmania	Workplace	Report writing
	Blue Hills Honey	Workplace	Produce procedure manual
	Early Childhood Australia	Workplace	Improve report writing
	Getting There	Vocational	Improve employability skills: resume, interview, cover letter
<b>LINC Tasmania Literacy Skills Development Program</b>	Bridgewater LINC First Aid	Training	Obtain First Aid Certificate
	Bridgewater LINC Garden and Grow	Community	Improve community civic skills and gardening skills
<b>LINC Tasmania Literacy Service</b>	Launceston LINC	Community	Improve core skills
	Bridgewater LINC	Community	Improve core skills
	Glenorchy LINC	Community	Improve core skills
	St Helens	Community	Improve core skills
	New Norfolk (A Salt)	Community	Improve core skills



# Case Study

## Manufacturing



# The options chosen

Based in Writing using both indicators 3.05 and 3.06

Option 3 – focus areas

Option 4 – performance features

Option 5 – text type

Option 6 – level of support



# Using finer grained measures in a workplace program

## Source of finer grained measures



WRITING LEVEL 3			
3.05	<b>Communicates relationships between ideas and information in a style appropriate to audience and purpose</b>		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and uses own familiar support resources	Range of familiar contexts	Routine texts	Tasks involving a number of steps
	Some less familiar contexts	May include some unfamiliar elements, embedded information and abstraction	Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	Some specialisation in familiar/known contexts	Includes some specialised vocabulary	
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
<b>Range</b>	<ul style="list-style-type: none"> <li>– Produces a range of text types (familiar and some unfamiliar), with appropriate structures</li> </ul>		
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>– Demonstrates the need to vary written language to meet requirements of the audience and purpose</li> <li>– Chooses appropriate text type to communicate relevant information and/or ideas effectively, e.g. a memo, dialogue or a poem</li> </ul>		
	<ul style="list-style-type: none"> <li>– Begins to use writing as a tool for identifying issues and generating new ideas</li> </ul>		
<b>Structure and cohesion</b>	<ul style="list-style-type: none"> <li>– Sequences writing to produce cohesive text</li> </ul>		
	<ul style="list-style-type: none"> <li>– Interrelates ideas and information and some support material when writing about familiar topics</li> </ul>		
	<ul style="list-style-type: none"> <li>– Uses layout consistent with text type</li> </ul>		
<b>Register</b>	<ul style="list-style-type: none"> <li>– Demonstrates an understanding of a range of formal and informal registers</li> </ul>		
<b>Plan, draft, proof and review</b>	<ul style="list-style-type: none"> <li>– Uses basic models to produce a range of text types, although may handle some more easily than others</li> </ul>		
	<ul style="list-style-type: none"> <li>– Uses the process of planning, drafting and proofreading</li> </ul>		
	<ul style="list-style-type: none"> <li>– Self corrects own writing to check for consistency and accuracy</li> </ul>		

# Using finer grained measures in a workplace program

## BHH ACSF project – Individual Assessment Summary Report

Participant's Name:



ACSF Writing Indicators 3.05; 3.06 Selected Focus Areas Audience and Purpose; Structure and Cohesion; Plan, Draft, Proof and Review Vocabulary; Spelling; Legibility	Assessment outcomes against ACSF P. Features		Sources of Evidence					Assessment Team comments
	Pre	Post	DO	WS	TPR	SA	LSR*	
<b>Performance Features</b>								
Writes procedures using language that is understood by everyone in the work area								
Uses the appropriate writing style for procedures								
Can write clear, sequenced instructions								
Can confidently plan and draft workplace procedures								
Uses work related acronyms and specific work terms (e.g. P.P.E.; "Ideals")								
Can confidently review and correct own writing								
Uses a broad range of words in procedures								
Can find the right word to convey the exact meaning								
Spelling is reasonably accurate								
Is confident to try to spell unfamiliar words								
Uses a dictionary to check for the correct spelling								
Uses the spell checker as one means of proofing their work								
Can use a range of images and graphics to help readers understand the procedure								
The procedures written are consistent with the format required by BHH (e.g. font, layout and structure)								

\*Learning Support required before training:

\*Learning Support required following training:

### KEY

<b>DO</b> Direct Observation	<b>WS</b> Work Samples
<b>TPR</b> Third Party report (employer)	<b>SA</b> Self Assessment
	<b>LSR</b> Learning Support required



# Stage 3

## Applying a finer grained approach at



Assessment

Learning 01	Pre 1	Finer-Grained Outcome ?	<input checked="" type="checkbox"/>	FA2 Goals + Pathways
Learning 02	Pre 1	Finer-Grained Outcome ?	<input type="checkbox"/>	
Reading 03		Finer-Grained Outcome ?	<input type="checkbox"/>	
Reading 04		Finer-Grained Outcome ?	<input type="checkbox"/>	

## Finer grained pre-training assessment: client interview

Assessment recorded on adapted performance features grid

Learning Plan		
Do you like learning?	<b>.01 Learner Identity</b>	
How do you like to learn?		
What are your learning strengths and weaknesses? (risks, persistence)		
LP Learner Characteristics		
What are your long-term and short-term goals?	Personal and Community	
	Workplace and Employment	
Record at least 1 primary goal for Learning Plan	Education and Training	<b>.01 Goals and Pathways</b>
Is there anything that might make doing the course hard for you?	<b>.01 Goals and Pathways</b>	

Client interview

KEY
Pre-training assessment
Post-training assessment

	PRE LEVEL 1	LEVEL 1	LEVEL 2
LEVEL of SUPPORT	Significant support from a mentor for prompting, advice and modelling	Works alongside a mentor where prompting and advice can be provided	May work as a learner where support is requested
<b>.01 Learner Identity</b>	If prompted, may express a like or dislike of a particular learning activity	Identifies some past experiences of successful learning and some areas of need	Identifies some past experiences of successful learning as a learner
		Identifies some preferred approaches to learning, e.g. alone, with a group or on a computer	Identifies preferred approaches to learning, e.g. hands-on
		Engages in learning activities where scaffolding reduces the need for risk taking	Takes responsibility for learning in familiar situations
		Follows instructions provided by a supervisor, teacher/trainer or mentor	Takes limited responsibility for learning in unfamiliar situations Demonstrates a simple approach to learning
<b>.01 Goals and Pathways</b>	Demonstrates preparedness for learning, although this may be inconsistent	Identifies a personal/career goal involving a need to develop new understandings, skills and knowledge	Identifies a personal/career goal involving a need to develop new understandings, skills and knowledge
		Identifies one or two short term learning objectives with assistance	Selects from a range of learning pathways
		Identifies some potential barriers to learning, e.g. child care issues	Identifies potential barriers to learning, e.g. child care issues
		Develops a simple short term learning plan with assistance	Develops a simple short term learning plan

Finer grained outcome =  
learner progresses to  
perform at exit level in one or  
more focus areas with that  
level of support

KEY
Pre-training assessment
Post-training assessment

	PRE LEVEL 1	LEVEL 1
LEVEL of SUPPORT	Significant support from a mentor for prompting, advice and modelling	Works alongside a mentor where prompting and advice can be provided
.01 Learner Identity	If prompted, may express a like or dislike of a particular learning activity	Identifies some past experiences of successful learning and some areas of need
		Identifies some preferred approaches to learning, e.g. alone, with a group or on a computer
		Engages in learning activities where scaffolding reduces the need for risk taking
		Follows instructions provided by a supervisor, teacher/trainer or mentor
.01 Goals and Pathways	Demonstrates preparedness for learning, although this may be inconsistent	Identifies a personal/career goal involving a need to develop new understandings, skills and knowledge
		Identifies one or two short term learning objectives with assistance
		Identifies some potential barriers to learning, e.g. child care issues
		Develops a simple short term learning plan with assistance

#### Assessment

Learning 01	Pre 1	Finer-Grained Outcome ?	<input checked="" type="checkbox"/>
Learning 02	Pre 1	Finer-Grained Outcome ?	<input type="checkbox"/>
Reading 03		Finer-Grained Outcome ?	<input type="checkbox"/>
Reading 04		Finer-Grained Outcome ?	<input type="checkbox"/>

FA2 Goals + Pathways


# Mapping ACSF focus areas to units of competency

**Unit Number:** TLILIC2001A

**Unit Name:** Licence to operate a forklift truck

**Unit Descriptor:** This unit specifies the outcomes required for the operation of a powered industrial truck equipped with a mast and an elevating load carriage pair of fork arms or other attachment, for licensing purposes. This definition also includes a truck on which the operator is raised with the attachment for order

Elements	Performance Criteria	ACSF Core Skill Reading Performance indicators		ACSF Core Skill Oral Communication Performance indicators	
		Indicator 2.03 Identifies and interprets relevant information and ideas from texts on familiar topics	Indicator 2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types	Indicator 2.07 Uses everyday language to provide information or maintain a conversation in familiar spoken contexts	Indicator 2.08 Listens for relevant information in oral texts across familiar contexts
1. Plan work	1.1 Potential workplace <i>hazards</i> are identified 1.2 <i>Hazard control measures</i> are identified consistent with <i>appropriate standards</i> to ensure the safety of personnel and equipment 1.3 Appropriate <i>forklift</i> truck is selected according to the load and workplace conditions 1.4 Working area is inspected to determine appropriate path of movement for loads and forklift truck 1.5 <i>Communication methods</i> are identified according to <i>procedures</i>	<b>Focus Area being addressed</b> <ul style="list-style-type: none"> <li>Purpose</li> <li>Prediction and prior knowledge</li> </ul>	<b>Focus Area being addressed</b> <ul style="list-style-type: none"> <li>Comprehension strategies</li> <li>Vocabulary</li> </ul>	<b>Focus Area being addressed</b> <ul style="list-style-type: none"> <li>Range and Context</li> <li>Vocabulary</li> </ul>	<b>Focus Area being addressed</b> <ul style="list-style-type: none"> <li>Range and Context</li> <li>Vocabulary</li> </ul>



# Thank you

If this is of interest, we'd love to hear from you.

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26TEN - Tasmania's campaign for adult literacy

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