AUSTRALIAN
CORE
SKILLS
FRAMEWORK

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Pre Level 1

2017

Australian Core Skills Framework

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About ACSF Pre Level 1

There are many adult learners who begin their learning journey below Australian Core Skills Framework (ACSF) Level 1, in one or more core skills. In the past, recognising and detailing their skills was guided by the ACSF Pre Level 1 supplement, included as an appendix in the 2012 version of the ACSF. For each core skill, the supplement included a summary set of information to describe each skill. This new version of Pre Level 1 builds on the previous supplement to bring it in line with the way that other levels are described in the ACSF.

This more detailed version of Pre Level 1 will assist users to more accurately describe, assess and report skill performance, and skill progression over time. It is divided into two stages, Pre Level 1A and Pre Level 1B, in recognition of the incremental steps that adult learners work through at this level.
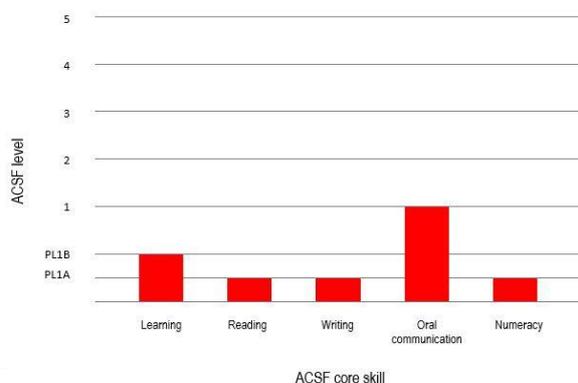
For further information about the ACSF and its background, refer to the full ACSF document.

Theoretical underpinnings

In keeping with contemporary theory and practice and in order to provide the richest possible picture of performance, the ACSF is structured to reflect, as closely as possible, real life performance of the core skills across three domains – personal and community, workplace and employment, and education and training.

Key theoretical underpinnings and approaches behind the ACSF include:

- a socio-linguistic and socio-constructivist view of core skills as complex social practices embedded in context, and influenced by purpose, audience and contextualised expectations and conventions (see Ivanic et al 2006, Lonsdale & McCurry 2004, McKenna & Fitzpatrick 2005, Skillen et al 1998, Tout & Johnston 1995)

- theories of adult learning, including a recognition that core skills are best learned within a context that the adult learner perceives to be relevant and important (see Brookfield 1995, Burns 1995, Casey et al 2006, Knowles 1980, Mackeracher 1996, Rogers 1996)

- a view of learning, reading, writing, speaking, listening and numeracy as interactive, constructive processes of meaning-making in which individuals can be seen to assume four roles - code breaker, text participant, text user and text analyst (see Luke & Freebody 1990, Johnston 1994)

- the components of task and text complexity and the variables that interact to determine the level of difficulty of information-processing tasks, including for mathematical tasks (see Kirsch & Mosenthal 1990, Kirsch 2001, Gal et al 2009)

- a progression style approach to core skills development as a person expands their understanding of, and control over, the processes involved, including an increasing awareness of an author or speaker's purpose and intended audiences, and of an individual's own purposes (see OECD 2002)

- a view that texts serve particular functions in a social context and that different texts have predictable language structures depending on their function

- a recognition of the key role played by digital technology in the creation of many kinds of texts, and in facilitating access to, and navigation of, texts

– a view that investment in human capital, economic and workforce outcomes through education and training opportunities directly support, and impact positively on, social capital outcomes for individuals and various target groups participating in core skills training and courses across Australia (see Barton 2002, Coulombe et al 2004, Hartley & Horne 2006).

Guiding Principles

As with the ACSF, the development of this Pre Level 1 has been informed by the following principles:

– the core skills can be seen as discrete skills; however, their interrelationships are also critical

– the core skills are contextualised; each context in which individuals operate has its own core skills requirements, expectations and rules which need to be learned

– an individual's performance at any time will be influenced by the interplay of a number of performance variables.

Application

The ACSF Pre Level 1:

– provides guidance to teachers/trainers and assessors in effective assessment and delivery for learners operating at ACSF Pre Level 1

– assists in reporting progress within and from ACSF Pre Level 1

– includes Sample Activities to guide assessment at initial, formative and summative stages

– enables mapping of adult language, literacy and numeracy (LLN) curricula to the Pre Level 1

– enables mapping of workplace tasks and job roles

– supports curriculum development and planning at Pre Level 1.

Describing performance at ACSF Pre Level 1

The structure and components of the ACSF Pre Level 1 are the same as those of the ACSF. They include information relating to Indicators, Focus Areas, Performance Features and Sample Activities.

Similarly, as with the ACSF, an individual's level is described as 'exit level' when that person is able to demonstrate performance of the Indicator at that level. Performance of Indicator is determined using the Performance Variables Grid and Performance Features of the Focus Areas. In the case of Pre Level 1, if a person is able to demonstrate sufficient evidence of the Performance Variables Grid and Focus Areas of the Performance Features at Pre Level 1A, they can be described as exit level 'PL1A', and likewise for PL1B.

There will be learners who are not able to demonstrate sufficient evidence at PL1A. These learners can be described as 'Not Yet Achieved', or NYA for short.

Indicators

In line with the existing structure of the ACSF the following Indicators have been developed for Pre Level 1 for each core skill. A single set of Indicator statements applies to both stages of Pre Level 1 with the parameters of performance set by the Performance Features at Pre Level 1A and Pre Level 1B (see Table 1).

Focus Areas for each core skill indicator are the same in both Pre Level 1A and Pre Level 1B. These match the Focus Areas for each core skill indicator in the ACSF.

Pre Level 1A and Pre Level 1B include separate Performance Features that describe skill performance at each stage of Pre Level 1.

Separate Sample Activities for the two stages, Pre Level 1A and Pre Level 1B, provide ideas to guide the development of assessment tasks that are appropriate to the two stages of PL1.

ACSF PERFORMANCE INDICATORS FOR PRE LEVEL 1		
Core Skill	Indicator Number	Description
Learning	.01	Demonstrates extremely limited awareness of self as a learner
	.02	Demonstrates an extremely limited number of learning strategies
Reading	.03	Makes limited meaning from extremely simple and familiar written and pictorial text
	.04	Uses a limited range of strategies to construct meaning from extremely simple written and pictorial texts
Writing	.05	Produces extremely short, simple and familiar written text
	.06	Demonstrates extremely limited vocabulary and understanding of the of conventions of written text
Oral Communication	.07adapt	Participates in extremely simple and familiar oral exchanges
	.08	Demonstrates limited understanding of extremely short and familiar oral texts
Numeracy	.09	Demonstrates limited recognition of extremely simple, familiar and explicit key mathematical information
	.10	Uses limited key mathematical knowledge and skills in extremely familiar contexts
	.11	Uses extremely familiar, informal oral language or simple written representation to communicate mathematical information

Table 1: ACSF Performance Indicators for Pre Level 1

Performance Variables

A key feature of the ACSF is the recognition of four factors that may influence an individual's performance at any point in time across any of the core skills. The following grid includes the Pre Level 1 performance variables, an addition to the well-established grid included in the full ACSF.

Because Pre Level 1 is one level of the ACSF there is only one Performance Variables Grid row which applies to both stage A and stage B.

ACSF Performance Variables Grid with the addition of Pre Level 1			
SUPPORT	**CONTEXT**	**TEXT COMPLEXITY**	**TASK COMPLEXITY**
PL1 A&B — Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising
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, abstracting
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

SIX LEVELS OF PERFORMANCE

Scenario 1: Binh

Binh is a 56 year old farmer from Vietnam who has been in Australia for 12 years. Although he completed five years of schooling in his country, he has not been in a formal learning environment for many years. Binh and his family endured much dislocation and trauma before finally settling in Australia. Binh and his wife live with their youngest child, who is completing secondary school. Many of their neighbours share their language and cultural background. They are able to use their first language for most of their daily activities such as shopping and going to the doctor, and they can request an interpreter at Centrelink. Their older children, both of whom are at university, provide them with support as needed.

Binh has been referred to an LLN provider for a pre training assessment. Although his English is very limited he is able to identify his goal of wishing to do some part time work, but he knows that he needs to improve his English skills first. With significant support, Binh was able to participate in the assessment. Some of the tasks he successfully completed include:

– a matching activity of pictures to extremely familiar words, e.g. 'stop' and 'no smoking'

– wrote his name and copied parts of his address from his Centrelink card

– understood some words that were extremely familiar to him – *stop, go*, but not *toilet*

– pointed to months on a calendar

– ordered Australian coins and notes from smallest to largest ($1 - $100).

Binh worked slowly and carefully and needed constant reassurance. After completing the numeracy activities, he said he was tired and had had enough. He seemed unsure about whether he would be able to come regularly to class.

Based on the assessment, the LLN assessor has rated Binh's skills against the ACSF:
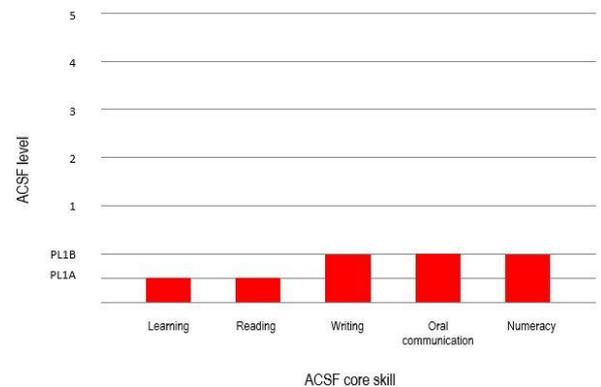
Figure 1: Binh: Core skills profile

Scenario 2: Sharlene

Sharlene has lived in a remote community in Western Australia all her life. She is now 34 years old, a mother of three and an important figure in her community. Recently Sharlene has been working on some projects around the education of her people in understanding the nutritional and medicinal qualities of the local vegetation. She speaks five languages, including some English, but has had little exposure to English reading and writing and little need to learn these skills. However, Sharlene now has the opportunity to undertake some study in land care management and she is very keen to pursue this interest. She realises that she will have to improve her English skills to cope with this new undertaking. She also wants her children to have some schooling in English and she hopes to help them develop their English skills.

An LLN assessor visited Sharlene in her community and walked through some of the land that Sharlene works on. The assessor used the local environment as much as possible as she talked with Sharlene. She had some pictures of local vegetation with their English and Indigenous words and Sharlene matched these, however she needed significant support to complete this activity. Sharlene was very reluctant to write anything and only with a lot reassurance wrote her

name. Sharlene talked about the cycles of the seasons and the vegetation patterns that go with these, but struggled to make herself clear. She was able to show the assessor the calendar that they use in the community and used some simple sentences to talk about the quantities of different fruits at different parts of the cycle. When they visited the local community store, Sharlene was able to locate the price of specific items on the blackboard and explained some items that she would be able to buy with $10. She was also able to express her desire to improve her skills and talked about how she enjoys teaching her people about the local vegetation.

Based on the assessment, the LLN assessor rated Sharlene's skills against the ACSF:
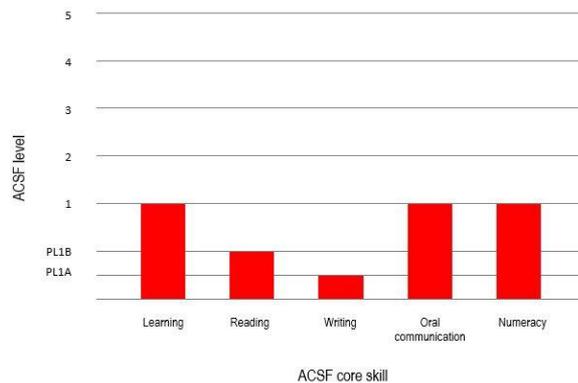
Figure 2: Sharlene: Core skills profile

The core skills at ACSF Pre Level 1

> The core skills

Learning

The rapid rate of change affecting all aspects of contemporary life has implications for participation in community, social, training and work spheres. Crucial to adapting to rapidly evolving environments is an individual's orientation towards learning and the range of strategies they can draw on to assist their learning.

Indicators and Focus Areas

An adult's learning performance is described against two Performance indicators. Each indicator has three Focus Areas against which the Performance Features statements are written.

INDICATOR .01	INDICATOR .02
Awareness of self as a learner, planning and management of learning	The acquisition and application of practical strategies that facilitate learning
– Learner identity	– Locating, evaluating and organising information
– Goals and pathways	– Using prior knowledge and scaffolding
– Planning and organising	– Learning with and from others

For more information on this skill please see the full ACSF page 20.

LEARNING PRE LEVEL 1			
PL1.01	**Demonstrates extremely limited awareness of self as a learner**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:	
STAGE:	A	B
Learner identity	– Follows some basic expectations of the learning environment, but may be inconsistent or require support – Engages in learning activities that involve minimal risk taking	– Follows extremely simple instructions and procedures that may require prompting – Engages in learning activities that involve some risk taking – May express a like or dislike of a particular learning activity
Goals and pathways	– Begins to express extremely simple learning goal – Demonstrates preparedness for learning, e.g. *need to attend class, although may be inconsistent* – Demonstrates some interest to participate in learning	– Identifies at least one personal learning goal – Demonstrates preparedness for learning through active participation – Understands that regular attendance is important for the development of learning
Planning and organising	– Locates limited familiar learning materials and resources following simple, immediate instructions	– Demonstrates capacity to select limited learning materials for a specific task

LEARNING PRE LEVEL 1			
PL1.02	**Demonstrates an extremely limited number of learning strategies**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:	
STAGE:	A	B
Locating, evaluating and organising information	– Uses limited learning resources with modelling, e.g. *begins to use a picture dictionary* – Uses extremely familiar learning strategies, such as copying	– Uses some limited learning strategies, e.g. *developing a word list with support* – Practices classroom learning activities, e.g. *working with a partner*
Using prior knowledge and scaffolding	– Attempts simple repetitive tasks – Responds to modelling by copying action – Requires a combination of modes to demonstrate performance, e.g. *verbal response, or response by illustration or body language*	– Practises extremely simple repetitive tasks – Understands the purpose of a personal learning resource e.g. *bilingual dictionary*
Learning with and from others	– Begins to participate in familiar learning environment interactions, with prompting, e.g. *responds to extremely simple directions* – Relies heavily on teacher/supervisor/ support person to direct learning	– Participates in familiar learning environment interactions but may require prompting – Identifies teacher/classmate/co-worker as a possible resource

DOMAINS OF COMMUNICATION	LEARNING PRE LEVEL 1A SAMPLE ACTIVITIES	LEARNING PRE LEVEL 1B SAMPLE ACTIVITIES
Personal and community	– Arrives on time – With significant support, accesses community library – Locates relevant section in library, e.g. *DVDs* – Recites formulaic expressions, e.g. *My name is …*	– Takes turns to play a word game – Understands the need to ask for a medical certificate via an interpreter, family member or friend – Shows some evidence of organising personal appointments outside of class or work hours – Use an extremely simple calendar with support
Workplace and employment	– Waits to be given work instruction – With prompting, may provide a medical certificate – Follows one-step oral instructions, with gestures, e.g. *put on your safety glasses* – Identifies name on work roster	– Asks workmate for clarification – Starts to build a list of frequently used work terms – With assistance, explains absence at work – Follows simple pictorial instructions, e.g. *personal protective equipment signage*
Education and training	– Follows extremely simple and familiar instruction, supported by demonstration, e.g. *take out your book* – Matches extremely familiar words with pictures – Begins to use picture dictionary – Attends class, but inconsistently – Works with a family member to plan transport to class – Agrees to participate in a pre-training assessment without support person or translator	– Responds to a group instruction – Practises learning activities, e.g. *by recitation or writing a word over and over* – Starts to build a personal word bank with teacher support – With assistance explains classroom absence – Organises worksheets into folder although may require prompting

Reading

This core skill describes a reader's performance in making meaning from different text types, including the awareness of an author's purpose and intended audiences, of the purposes for reading and of the role the reader plays in the construction of meaning. The Reading core skill also describes the strategies that aid the reading process, e.g. self-monitoring, decoding, vocabulary knowledge.

Indicators and Focus Areas

An adult's reading performance is described against two Performance Indicators. Each indicator has a set of Focus Areas against which the Performance Features statements are written.

INDICATOR .03	INDICATOR .04
Audience, purpose and meaning-making	Reading strategies
– Purpose – Complexity – Prediction and prior knowledge – Critical reading and text analysis	– Text navigation – Comprehension strategies – Decoding and fluency – Syntax and language patterns – Vocabulary

For more information on this skill please see the full ACSF page 46.

READING PRE LEVEL 1			
PL1.03	**Makes limited meaning from extremely simple and familiar written and pictorial text**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
STAGE:	A		B
Purpose	– Shows limited awareness that written and pictorial text conveys meaning – Begins to understand that some written and pictorial text may be useful		– Understands that written and pictorial text conveys meaning – Shows some very limited understanding that different texts serve different purposes
Complexity	– Begins to recognise typed print and clear, handwritten letters of the alphabet		– Recognises a small bank of extremely familiar whole words that may be typed or clearly handwritten – Understands short and extremely simple text with explicit purpose and extremely familiar vocab – Answers an extremely simple question about a text
Prediction and prior knowledge	– Begins to recognise common signs, supported by visuals, e.g. *stop, go* – Begins to recognise some personal details		– Understands small bank of extremely familiar words and a very simple sentence – Understands that pictures and other visual cues can support meaning – Recognises some personal details, but may be inconsistent
Critical reading and text analysis			

READING PRE LEVEL 1

PL1.04	**Uses a limited range of strategies to construct meaning from extremely simple written and pictorial texts**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:	
STAGE:	A	B
Text navigation	– Follows print from left to right and top to bottom	– Locates an extremely familiar piece of information in a short simple text
Comprehension strategies	– Begins to make a connection between extremely simple text, pictures and symbols	– Understands that pictures and extremely simple diagrams can support comprehension – Links extremely familiar phrases, pictures and signs – Understands extremely simple meaning conveyed by a text
Decoding and fluency	– Understands letters of the alphabet but not yet able to sequence alphabet – Identifies single letters of the alphabet by name and/or by dominant sound – Links spoken and written forms of the names and sounds of letters – Recognises different forms of the same letters, e.g. *upper and lower case*	– Uses one or two word identification strategies, to support meaning making, e.g. *sounding out extremely familiar words supported by visuals* – Recognises a bank of extremely familiar words of personal significance but may be inconsistent, e.g. *street name, family name, children's names* – Recognises spoken word and written word for extremely familiar words – Sequences the alphabet with reference to a model
Syntax and language patterns		– May use knowledge of extremely familiar phrases to predict next word, e.g. *good … (morning)* – Recognises extremely familiar sequences
Vocabulary	– Recognises a small bank of extremely familiar words supported by pictures – Recognises numbers up to 10/$10	– Locates personally relevant words in an extremely familiar text – Recognises frequently used question words, e.g. *who, what* – Recognises numbers up to 100/$100

DOMAINS OF COMMUNICATION	READING PRE LEVEL 1A SAMPLE ACTIVITIES	READING PRE LEVEL 1B SAMPLE ACTIVITIES
Personal and community	– Recognises own name on a simple form or list – Matches the same letters in upper and lower case or in common fonts – Circles specified letter in extremely familiar words – Plays single letter bingo – Identifies designated letters from a highly familiar word list, e.g. *family names*	– Links extremely familiar everyday pictures and signs with corresponding words, e.g. *exit, hospital, no smoking* – Recognises and orders days of the week, and months of the year – Locates money amounts in personally familiar real life text, e.g. *common food item, cost of transport ticket* – Locates name and address in a simple form – Matches extremely familiar words to pictures, e.g. *colours, clothing* – Understands short explicit written instructions with pictures, e.g. *no smoking*
Workplace and employment	– Matches extremely familiar everyday pictures and signs with corresponding words, e.g. *stop, go* – Matches upper and lower case printed letters of the alphabet – Circles the appropriate letters of the alphabet that appear in own name and address – Recognises own name on locker	– Locates own limited personal details on an extremely simple form, e.g. *name, address, DOB* – Recognises extremely simple labels on commonly used product items – Recognises names of local places – Recognises day of the week in an extremely simple calendar
Education and training	– Recognises names of classroom objects, e.g. *book, pencil, paper* – Reads word on cue card with visuals, displayed and modelled by teacher, e.g. *stop, go, car, dog* – Recognises letters in own name, e.g. Teacher asks: *Who has an 'A' in their name?* – Identifies numerals up to 10 when they are read aloud – Matches written numeral up to 10 when the number is read aloud	– Answers some extremely simple questions about a text, e.g. *Who is the story about?* – Completes extremely simple cloze activity where a list of missing words is provided, e.g. *open the … (door)* – Recognises some limited personal details on an enrolment form, e.g. *name, address, DOB* – Recognises extremely simple class instruction words, e.g. *write, read, copy* – Locates familiar words in an extremely short and simple text, e.g. *can point to the word* school *in the sentence 'Tom is at school.'*

Writing

The Writing core skill identifies a set of skills, knowledge and strategies concerned with the ability to shape written language according to purpose, audience and context. Effective writers employ a combination of 'big picture' strategies, e.g. audience and purpose, and strategies around the mechanics of writing, e.g. spelling and punctuation. The writer needs to consider the appropriate text type to convey a written text in different contexts.

Indicators and Focus Areas

An adult's writing performance is described against two Performance Indicators. Each Indicator has five Focus Areas against which the Performance Features statements are written.

INDICATOR .05	INDICATOR .06
Audience, purpose and meaning-making strategies	The mechanics of writing
– Range – Audience and purpose – Structure and cohesion – Register – Plan, draft, proof and review	– Vocabulary – Grammar – Punctuation – Spelling – Legibility

For more information on this skill please see the full ACSF page 72.

WRITING PRE LEVEL 1			
PL1.05	**Produces extremely short, simple and familiar written text**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
STAGE:	A		B
Range	– Copies letters of the alphabet and short whole words that are clearly presented – Copies first and last name – Copies numbers of one or two digits – Copies extremely familiar symbols, e.g. *$,* ✓, ✗ – Uses keypad to key in single letters or numbers		– Writes words, short phrases or simple sentences adapted from a model – Writes limited personal details though may need to copy or check some aspects – Copies the numbers 1-10 in words from a bank of words – Uses keypad or phone to key in extremely simple words – Writes personally relevant numbers correctly when filling in an extremely simple form, e.g. *house number*
Audience and purpose			– Understands that writing can be useful
Structure and cohesion	– Copies single words left to right and top to bottom		– Writes two simple sentences adapted from a model
Register			
Plan, draft, proof and review	– Checks copied letters and single words with structured support from expert/mentor		– Checks short phrases and extremely simple sentences with structured support from expert/mentor

WRITING PRE LEVEL 1			
PL1.06	**Demonstrates extremely limited vocabulary and understanding of the conventions of written text**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:	
STAGE:	A	B
Vocabulary	– Copies a very limited number of extremely familiar words – Copies first and last name	– Writes a limited number of extremely familiar words – Writes full name accurately – Writes key words, but need to refer to word list or picture dictionary
Grammar		– Shows some recognition of basic structures
Punctuation	– Copies upper and lower case letters, but may be inconsistent	– Uses capital letters and full stops accurately in sentences adapted from a model
Spelling	– Copies a very limited number of highly familiar words, but may have spelling inaccuracies	– Writes a very limited number of extremely familiar words, which may have spelling inaccuracies – Attempts to write extremely familiar, short words by sounding out and beginning to use sound-letter relationships, e.g. *big, fun, stop*
Legibility	– Holds pencil or pen to produce legible letters – Copies text, but demonstrates lack of consistency between upper and lower case – 'Tops' and 'tails' letters and places them correctly above or below the line, although may be inconsistent – Uses keypad to type single letters or key strokes	– Writes mostly on line – Leaves spaces between words – Uses upper and lower case in extremely familiar words, e.g. *own name* – Uses keypad or phone to type extremely simple words

DOMAINS OF COMMUNICATION	WRITING PRE LEVEL 1A SAMPLE ACTIVITIES	WRITING PRE LEVEL 1B SAMPLE ACTIVITIES
Personal and community	– Copies child's name in a space on school note – Copies items from extremely familiar and explicit catalogue onto shopping list – Keys in a small selection of letters on a keyboard	– Writes some limited personal details on a library form, e.g. *full name, address but may need to check with a model* – Writes a short message on a greeting card adapted from a model text – Writes simple shopping list with reference to a model
Workplace and employment	– Copies name and address on to a workplace form – Ticks own name on attendance sheet – Attempts to key in a two-digit code into a keypad	– Writes full name and address on a union membership form, but may need to check with a model – Completes an extremely simple job task list by adding name of day, but may need to check with a model – Accurately types full name on workplace form
Education and training	– Copies own name on to class list – Matches picture to word in familiar list – Copies appropriate word under picture, e.g. *pen, table*	– Writes name and address on an enrolment form, but may need to check with a model – Adapts a modelled text to complete extremely simple sentence, e.g. *My name is …, I come from …* – Uses picture dictionary to write three words related to food

Oral Communication

Oral communication, like the other ACSF core skills, is based on the view that language is a social, everyday event, which is shaped by purpose and context. It involves

– transactional exchanges – primarily practical in purpose, designed to achieve a specific outcome and may be more formulaic and structured
– interpersonal exchanges – for the purposes of establishing, building and maintaining a relationship, problem solving, exploring issues, dealing with conflict and sharing or expressing emotions.

Exchanges may be formal or informal, and will be influenced by factors such as the context of the exchange, cultural understandings, power relations, social distance and emotional or attitudinal factors.

Indicators and Focus Areas

An adult's oral communication performance is described against two Performance Indicators: Speaking and Listening. Each Indicator has a number of Focus Areas against which the Performance Features statements are written.

INDICATOR .07	INDICATOR .08
Speaking	Listening
– Range and context – Audience and purpose – Register – Cohesion and structure – Grammar – Vocabulary – Pronunciation and fluency – Non-verbal communication	– Range and context – Audience and purpose – Structure and grammar – Comprehension – Vocabulary – Rhythm, stress and intonation – Non-verbal communication

For more information on this skill please see the full ACSF page 98.

ORAL COMMUNICATION PRE LEVEL 1

PL1.07	**Participates in extremely simple and familiar oral exchanges**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:	
STAGE:	A	B
Range and context	– Participates in extremely familiar social exchanges using single words – Participates in extremely familiar transactional exchanges using single words	– Participates in extremely familiar social exchanges using single words, phrases and occasional, extremely simple sentences – Participates in extremely familiar transactional exchanges using single words, phrases and occasional, extremely simple sentences
Audience and purpose	– Responds to extremely familiar questions using single words – Responds to one word greetings and leave taking	– Responds to extremely familiar questions using single words, phrases and occasional, extremely simple sentences – Responds to extremely familiar courtesy phrases – Uses some clarification strategies, e.g. *nods head*
Register		
Cohesion and structure		
Grammar		– Repeats extremely familiar phrases and occasional, extremely simple sentences but may lack consistency with model
Vocabulary	– Uses a very limited bank of extremely familiar words	– Uses limited bank of extremely familiar phrases and occasional, extremely simple sentences
Pronunciation and fluency	– Repeats extremely familiar words, but demonstrates significant variations in pronunciation, stress patterns, and intonation – Uses speech where pronunciation is heavily influenced by first language that often interferes with meaning – Uses extremely slow and deliberate speech – Requires regular modelling to articulate different sounds	– Repeats extremely familiar words, phrases and occasional extremely simple sentences, but demonstrates some variations in pronunciation, stress patterns, and intonation – Uses speech where pronunciation is heavily influenced by first language that may interfere with meaning – Requires some modelling to articulate sounds
Non-verbal communication	– Attempts speech with significant support of body language to express meaning	– Uses speech that relies heavily on body language to express meaning

ORAL COMMUNICATION PRE LEVEL 1

PL1.08	**Demonstrates limited understanding of extremely short and familiar oral texts**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:	
STAGE:	A	B
Range and context	– Understands and follows short and extremely familiar instructions supported by demonstration by teacher or support person – Understands extremely familiar social exchanges using single words – Understands extremely familiar transactional exchanges using single words	– Understands extremely familiar social exchanges that include phrases and occasional, extremely simple sentences – Understands extremely familiar transactional exchanges using single words, phrases and occasional, extremely simple sentences
Audience and purpose	– Understands basic one word greetings – Understands extremely short and highly explicit questions	– Understands requests for limited personal information – Understands extremely familiar courtesy phrases and basic greetings, e.g. *hello, good morning, goodbye, thank you, please*
Structure and grammar	– Understands extremely familiar short phrases with some inconsistency	– Understands extremely familiar phrases and occasional, extremely simple sentences
Comprehension	– Understands some short extremely familiar instructions supported with a prompt – Understands some extremely familiar requests for basic information – Relies heavily on repetition and rephrasing for understanding	– Understands extremely familiar and explicit instructions supported with gestures – Understands and uses formulaic responses to formulaic questions and instructions – May indicate a need for clarification
Vocabulary	– Understands a very limited bank of extremely familiar words	– Understands limited bank of extremely familiar phrases and occasional, extremely simple sentences
Rhythm, stress and intonation	– Relies heavily on extremely slow, clear intonation and stress of speaker	– Relies on extremely slow, clear speech – May rely on repetition and rephrasing for understanding
Non-verbal communication	– Relies on significant support of body language to understand meaning, but may have some cultural confusion or misinterpretation	– Relies on some body language of speaker to support meaning, but may have some cultural confusion or misinterpretation

DOMAINS OF COMMUNICATION	ORAL COMMUNICATION PRE LEVEL 1A SAMPLE ACTIVITIES	ORAL COMMUNICATION PRE LEVEL 1B SAMPLE ACTIVITIES
Personal and community	– Uses common single word greetings and closures, accompanied with gestures, e.g. *hello, goodbye, smiles, nods head* – Uses individual words for personal details, highly familiar activities, and some survival needs, e.g. *name, shopping* – Responds to *What is your name/Name?*	– Asks simple clarifying questions, e.g. *Here? Me? Now?* – Uses common phrases to greet and leave take, e.g. *See you tomorrow* – Asks a simple formulaic question, e.g. *How are you? Your name?* – Works with partner to practise using and responding to simple courtesy phrases, e.g. *Good morning, how are you?* – Demonstrates awareness of turn-taking in extremely familiar personal interactions
Workplace and employment	– Reports or explains an absence using single words, e.g. *sick* – Gives simple one word instructions, e.g. *stop* – Names simple products, e.g. *rice, petrol* – Understands and responds to simple requests, e.g. *Safety glasses?* – Listens to and responds to questions requesting extremely limited personal details, e.g. *Name?*	– Seeks clarification of simple instructions for extremely familiar activities, e.g. *I lift box?* – Follows simple instruction, e.g. *Wash your hands.* – Listens to and responds to questions requesting limited personal details, e.g. *What is your address?*
Education and training	– Follows short, extremely familiar instruction, e.g. *copy this* (pointing to book)*, say your name* – Greets teacher appropriately, e.g. *Hello teacher* – Participates in language games and activities, e.g. *Catch a ball and then say your name*	– Seeks clarification of instructions for extremely familiar activities, e.g. *I copy in book?* – Follows extremely familiar instructions and classroom language, e.g. *Open your book, Today is…(name of day)* – Participates in games and activities that involve responding to extremely familiar questions, e.g. *How much is the milk?*

Numeracy

Numeracy in the ACSF is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose. Numeracy is concerned with dealing with situations that involve the use and application of a range of mathematical skills and knowledge which arise in the three Domains of personal and community; workplace and employment; education and training.

Indicators and Focus Areas

An adult's numeracy performance is described against three Performance Indicators. Each Indicator has a number of Focus Areas against which the Performance Features statements are written.

INDICATOR .09	INDICATOR .10	INDICATOR .11
Identifying mathematical information and meaning in activities and texts	Using and applying mathematical knowledge and problem solving processes	Communicating and representing mathematics
– Explicitness of mathematical information – Complexity of mathematical information	– Problem solving processes, including estimating and reflecting – Mathematical methods and use of tools – Mathematical knowledge and skills: number and algebra – Mathematical knowledge and skills: measurement and geometry – Mathematical knowledge and skills: statistics and probability	– Written mathematical language – Oral mathematical language – Complexity of mathematical symbolism, representation and conventions

For more information on this skill please see the full ACSF p.124

NUMERACY PRE LEVEL 1

PL1.09	**Demonstrates limited recognition of extremely simple, familiar and explicit key mathematical information**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:	
STAGE:	A	B
Explicitness of mathematical information	– Extremely explicit mathematical information – Extremely short and simple oral and concrete materials	– Extremely explicit mathematical information – Extremely limited range of oral and concrete materials
Complexity of mathematical information	– Shows some recognition of: • whole numbers up to 10 (including 0) • whole dollar monetary amounts up to $10 • whole dollar Australian coins and notes up to $10 • oral day markers, e.g. *yesterday, today, tomorrow* • extremely simple relative position words accompanied by gestures, e.g. *up, down*	– Recognises: • whole numbers up to 100 (including 0) • recognises oral ordinal numbers from 1st to 3rd • Australian coins and notes • monetary amounts up to $100, e.g. *50c, $24.50* • digital time in whole hours • days of the week, months of the year and personal key dates • differences and similarities between common 2D shapes without necessarily naming the shapes, e.g. *big, small, round, straight* • extremely simple relative position words accompanied by gestures, e.g. *left, right, up, down, in front, behind*

NUMERACY PRE LEVEL 1			
PL1.10	**Uses limited key mathematical knowledge and skills in extremely familiar contexts**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:	
STAGE:	A	B
Problem solving processes including estimating and reflecting	– Relies heavily on modelling and prompting to carry out single step processes	– With prompting, uses one piece of information to perform a very simple mathematical process, e.g. *naming, matching, limited ordering*
Mathematical methods and use of tools	– Relies heavily on concrete and real life objects and personal experience to inform mathematical activity	– Uses concrete and real life objects and personal experience to inform mathematical activity
Mathematical knowledge and skills: number and algebra	– Matches 0 to 10 symbols with oral name – Counts forwards by 1 to 10 – Names Australian coins and notes up to $10 – Matches whole dollar Australian notes and coins up to $10 in monetary amount – Matches number of objects with number symbols up to 10 – Adds two whole numbers up to a total of 10 or less – Adds two whole dollar monetary amounts, up to a total of $10 or less – Orders Australian whole dollar notes and coins up to $10 – Orders two whole numbers between 1 and 10	– Matches 0 to 100 symbols with oral name – Counts forwards by 1 to 100 – Understands number before and number after up to 100 – Understands place value for ones and tens – Adds two whole numbers up to a total of 100 or less (with no carrying) – Adds two whole dollar monetary amounts, up to a total of $100 or less (with no carrying) – Orders Australian whole dollar notes and coins in increasing value – Orders three whole numbers between 1 and 100 in increasing value
Mathematical knowledge and skills: measurement and geometry	– Follows single step oral directions with supporting gestures, e.g. *up, down*	– Sorts familiar objects using a feature such as shape, colour or size without necessarily naming the shapes – Follows single step oral directions with supporting gestures, e.g. *up, down, left, right, in front, behind* – Orders days of the week and months of the year
Mathematical knowledge and skills: statistics and probability	– Uses knowledge of personally relevant and extremely simple lists and two column tables to locate whole numbers up to 10 – Uses knowledge of personally relevant and extremely simple lists and two column tables to locate whole dollar monetary amounts up to $10	– Uses knowledge of personally relevant and extremely simple lists and tables to locate whole numbers up to 100 – Uses knowledge of personally relevant and extremely simple lists and tables to locate whole dollar monetary amounts up to $100

NUMERACY PRE LEVEL 1			
PL1.11	**Uses extremely familiar, informal oral language or simple written representation to communicate mathematical information**		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works with an expert/mentor where highly structured support and modelling is provided, initiated by the expert/mentor	Extremely familiar contexts Extremely concrete and immediate Extremely restricted range of contexts	Extremely simple, short texts Extremely explicit purpose Extremely limited and personally relevant vocabulary	Concrete tasks of a single step Processes include copying, naming, matching, limited ordering, simple recognising

FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:	
STAGE:	A	B
Written mathematical language	– Copies numbers from 0 to 10 as number symbols – Copies value of Australian whole dollar coins and notes up to $10 – Copies whole dollar monetary amounts up to $10	– Writes numbers from 0 to 100 as number symbols – Writes value of Australian coins and notes up to $100 – Writes whole dollar monetary amounts up to $100

Oral mathematical language	– Uses personally relevant informal language and gestures to convey extremely simple numeracy-based information, e.g.:
	  • *today, tomorrow, yesterday*
	  • *pointing and saying up and down*
	  • *one, two, three*
	  • *five dollars*
		– Uses personally relevant informal language and gestures to convey very simple numeracy-based information, e.g.:
		  • *days of the week, months, own birthday,*
		  • *up, down, left, right, in front, behind*
		  • *twenty-five*
		  • *first, second, third*
		  • *round, straight, big, small*
		  • *forty dollars, fifty cents*

Complexity of mathematical symbolism, representation and conventions	– Uses personally relevant and informal symbolism including numbers up to 10, e.g.:
	  • *5*
	  • *$*
		– Uses personally relevant and informal symbolism including numbers up to 100, e.g.:
		  • *25*
		  • *$, +, =*
		  • *$25.20*

DOMAINS OF COMMUNICATION	NUMERACY PRE LEVEL 1A SAMPLE ACTIVITIES	NUMERACY PRE LEVEL 1B SAMPLE ACTIVITIES
Personal and community	– Selects $1 to pay for $1 item – Reads number symbol 4 and matches to group of four personal objects – Plays bingo with numbers from 1 to 10 – Names oral day marker, e.g. *sick yesterday* – Counts real life objects up to 10, using fingers or other concrete process if necessary	– Recognises and states personally relevant numbers up to 100, e.g. *house or building number in a street* – Recognises, names and copies prices from an extremely simple and personally relevant shopping catalogue or advertisement, up to $100 – Looks up the whole dollar cost of an item in an extremely simple table – Adds whole dollar amounts of two items where total cost is $100 or less, e.g. *$10+$35=$45* – Orders five Australian coins and notes according to value up to $100 – Names the day before or after the current day – States own age
Workplace and employment	– Understands oral instructions to pack three items in a box – Reads number symbol 6 and matches to six work objects – Follows one-step oral direction, with gesture, from given location, e.g. *walk up the stairs* – Counts number of workers up to 10 in a work team – Locates the cost of a specified whole dollar lunch item up to $10 in an extremely simple canteen price list	– Adds the number of items included in two deliveries where the total is 100 or less – Adds whole dollar costs of two products where total cost is $100 or less, e.g. *$10 + $35 = $45* – Orders three product numbers between 1 and 100 from smallest to largest – Counts stock on a shelf, or number of articles in a box, up to 100 – Follows one-step oral direction, with gesture, from given location, e.g. *stand in front* – Uses ordinal numbers to state relative positions of up to three items on a shelf – Sorts products by shape, e.g. *stacks round plates separately to square plates on a canteen shelf*
Education and training	– Counts number of students up to 10 in a group activity – Follows oral instruction to *sit down, stand up* – Points to whole dollar amount up to $10 on an extremely simple excursion notice – Follows oral instruction to bring lunch *tomorrow* – Adds two tests scores up to a total of 10	– Adds whole dollar cost of two training resources where total cost is $100 or less, e.g. *$10 + $35 = $45* – Requests that learner *sit behind* another learner – Counts and states the number of students in a class – Locates room number in an extremely simple timetable – Names a specific day in week, e.g. *day of class*

Appendix 1: Performance Features Grids

Performance Features Grid - Learning

Learning indicator .01: Awareness of self as a learner, planning and management of learning

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Learner identity	– Follows some basic expectations of the learning environment, but may be inconsistent or require support – Engages in learning activities that involve minimal risk taking	– Follows extremely simple instructions and procedures that may require prompting – Engages in learning activities that involve some risk taking – 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
Goals and pathways	– Begins to express extremely simple learning goal – Demonstrates preparedness for learning, e.g. *need to attend class, although may be inconsistent* – Demonstrates some interest to participate in learning	– Identifies at least one personal learning goal – Demonstrates preparedness for learning through active participation – Understands that regular attendance is important for the development of learning	– 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
Planning and organising	– Locates limited familiar learning materials and resources following simple, immediate instructions	– Demonstrates capacity to select limited learning materials for a specific task	– Attempts new concrete tasks/activities of one or two steps with a highly explicit purpose – Identifies the first step of a new task with familiar features – Identifies a limited range of support resources, e.g. *supervisor, shop assistant or DVD* – Identifies some appropriate tools from the immediate environment, e.g. *simple measuring instruments or a dictionary,* and uses them for a limited range of applications

Performance Features Grid - Learning

Learning Indicator .02: The acquisition and application of practical strategies that facilitate learning

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Locating, evaluating and organising information	– Uses limited learning resources with modelling, e.g. *begins to use a picture dictionary* – Uses extremely familiar learning strategies, such as copying	– Uses some limited learning strategies, e.g. *developing a word list with support* – Practices classroom learning activities, e.g. *working with a partner*	– Identifies the general area/topic on which information is required – Begins to use information seeking strategies with assistance, e.g. *enters a key word in a search engine* – Uses simple strategies to organise and help remember information, e.g. *builds a word bank*
Using prior knowledge and scaffolding	– Attempts simple repetitive tasks – Responds to modelling by copying action – Requires a combination of modes to demonstrate performance, e.g. *verbal response, or response by illustration or body language*	– Practises extremely simple repetitive tasks – Understands the purpose of a personal learning resource e.g. *bilingual dictionary*	– With prompting, identifies some prior knowledge or skill that may be useful in the current learning context – Follows simple, structured processes provided by others through modelling or step by step instructions – Uses simple processes to make links between pieces of information, e.g. *matching, grouping or simple sequencing* – Practises skills in familiar contexts, e.g. *uses English with a neighbour or observes a workmate*
Learning with and from others	– Begins to participate in familiar learning environment interactions, with prompting, e.g. *responds to extremely simple directions* – Relies heavily on teacher/supervisor/ support person to direct learning	– Participates in familiar learning environment interactions but may require prompting – Identifies teacher/classmate/co-worker as a possible resource	– Follows basic social rules for interacting with others, e.g. takes turn in speaking, listens to others or shares resources with a partner – Takes some steps to identify appropriate support, e.g. *seeks assistance from a trusted person*

Performance Features Grid - Reading

Reading Indicator .03: Audience, purpose and meaning-making

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Purpose	– Shows limited awareness that written and pictorial text conveys meaning – Begins to understand that some written and pictorial text may be useful	– Understands that written and pictorial text conveys meaning – Shows some very limited understanding that different texts serve different purposes	– Identifies personally relevant reasons for reading
Complexity	– Begins to recognise typed print and clear, handwritten letters of the alphabet	– Recognises a small bank of extremely familiar whole words that may be typed or clearly handwritten – Understands short and extremely simple text with explicit purpose and extremely familiar vocab – Answers an extremely simple question about a text	– Understands a limited range of short, highly explicit and culturally accessible texts, some of which may be ICT based, e.g. *SMS texts* – Understands texts with clear consistent formats that are written in simple sentences
Prediction and prior knowledge	– Begins to recognise common signs, supported by visuals, e.g. *stop, go* – Begins to recognise some personal details	– Understands small bank of extremely familiar words and a very simple sentence – Understands that pictures and other visual cues can support meaning – Recognises some personal details, but may be inconsistent	– Makes some predictions about content on the basis of the title and illustrations – With assistance, makes some connections between prior knowledge and text content on a subject relevant to needs and interest
Critical reading and text analysis			– Recognises some simple ways in which visual features like layout are used to send a message and how this may influence interpretation, e.g. the placement of a photo or heading in a newspaper

Performance Features Grid - Reading

Reading Indicator .04: Reading strategies

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Text navigation	– Follows print from left to right and top to bottom	– Locates an extremely familiar piece of information in a short simple text	– Locates one or two pieces of information from a simple text – Identifies information in a simple diagram, table, map or plan
Comprehension strategies	– Begins to make a connection between extremely simple text, pictures and symbols	– Understands that pictures and extremely simple diagrams can support comprehension – Links extremely familiar phrases, pictures and signs – Understands extremely simple meaning conveyed by a text	– Uses simple processes to make links between two or more pieces of information, e.g. *matching or grouping*
Decoding and fluency	– Understands letters of the alphabet but not yet able to sequence alphabet – Identifies single letters of the alphabet by name and/or by dominant sound – Links spoken and written forms of the names and sounds of letters – Recognises different forms of the same letters, e.g. upper and lower case	– Uses one or two word identification strategies, to support meaning making, e.g. *sounding out extremely familiar words supported by visuals* – Recognises a bank of extremely familiar words of personal significance but may be inconsistent, e.g. *street name, family name, children's names* – Recognises spoken word and written word for extremely familiar words – Sequences the alphabet with reference to a model	– May read word by word – Uses a limited range of decoding strategies for unfamiliar words, e.g. *sounding out letters and syllables*
Syntax and language patterns		– May use knowledge of extremely familiar phrases to predict next word, e.g. *good … (morning)* – Recognises extremely familiar sequences	– Begins to use surrounding words in a simple sentence to help identify an unknown word, e.g. *recognises the need for a verb* – Uses knowledge of familiar phrases to predict the next word, e.g. *Once upon a ...* – Recognises some basic punctuation and understands its use in meaning-making, e.g. *a full stop*
Vocabulary	– Recognises a small bank of extremely familiar words supported by pictures – Recognises numbers up to 10/$10	– Locates personally relevant words in an extremely familiar text – Recognises frequently used question words, e.g. *who, what* – Recognises numbers up to 100/$100	– Recognises a number of high frequency words/basic sight words and common phrases, e.g. *down, would, have, little, come, when* – Recognises common signs and symbols – Uses simple strategies to assist with word identification and extend vocabulary, e.g. *a pictorial or bilingual dictionary or a personal word list*

Performance Features Grid - Writing

Writing Indicator .05: Audience, purpose and meaning-making

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Range	— Copies letters of the alphabet and short whole words that are clearly presented — Copies first and last name — Copies numbers of one or two digits — Copies extremely familiar symbols, e.g. \$, ✓, ✗ — Uses keypad to key in single letters or numbers	— Writes words, short phrases or simple sentences adapted from a model — Writes limited personal details though may need to copy or check some aspects — Copies the numbers 1-10 in words from a bank of words — Uses keypad or phone to key in extremely simple words — Writes personally relevant numbers correctly when filling in an extremely simple form, e.g. house number	— Writes two short, simple text types, e.g. *a form with basic personal details or a simple personal story*
Audience and purpose		— Understands that writing can be useful	— Shows some recognition that texts have different purposes
Structure and cohesion	— Copies single words left to right and top to bottom	— Writes two simple sentences adapted from a model	— Writes short texts with simple structure — Demonstrates a very limited understanding of sequence
Register			
Plan, draft, proof and review	— Checks copied letters and single words with structured support from expert/mentor	— Checks short phrases and extremely simple sentences with structured support from expert/mentor	— Begins to check writing by re-reading and makes some corrections with guidance, e.g. *capital letters and full stops*

Performance Features Grid - Writing

Writing Indicator .06: The mechanics of writing

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Vocabulary	– Copies a very limited number of extremely familiar words – Copies first and last name	– Writes a limited number of extremely familiar words – Writes full name accurately – Writes key words, but need to refer to word list or picture dictionary	– Uses a small bank of individual words and phrases or word lists related to giving personal details or meeting survival needs. May be memorised or formulaic
Grammar		– Shows some recognition of basic structures	– Uses basic structures and limited verb tenses
Punctuation	– Copies upper and lower case letters, but may be inconsistent	– Uses capital letters and full stops accurately in sentences adapted from a model	– Uses basic punctuation (e.g. capital letters and full stops), but this may be inconsistent
Spelling	– Copies a very limited number of highly familiar words, but may have spelling inaccuracies –	– Writes a very limited number of extremely familiar words, which may have spelling inaccuracies – Attempts to write extremely familiar, short words by sounding out and beginning to use sound-letter relationships, e.g. *big, fun, stop*	– Approximates spelling, with inconsistencies and variations apparent
Legibility	– Holds pencil or pen to produce legible letters – Copies text, but demonstrates lack of consistency between upper and lower case – 'Tops' and 'tails' letters and places them correctly above or below the line, although may be inconsistent – Uses keypad to type single letters or key strokes	– Writes mostly on line – Leaves spaces between words – Uses upper and lower case in extremely familiar words, e.g. *own name* – Uses keypad or phone to type extremely simple words	– Writes mostly legible script. May prefer to print rather than write in cursive script, with lack of consistency likely between printed and cursive letters, and upper and lower case

Performance Features Grid - Oral Communication

Oral Communication Indicator .07: Speaking

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Range and context	– Participates in extremely familiar social exchanges using single words – Participates in extremely familiar transactional exchanges using single words	– Participates in extremely familiar social exchanges using single words, phrases and occasional, extremely simple sentences – Participates in extremely familiar transactional exchanges using single words, phrases and occasional, extremely simple sentences	– Understands and responds appropriately in highly familiar oral contexts where exchanges are short and explicit
Audience and purpose	– Responds to extremely familiar questions using single words – Responds to one word greetings and leave taking	– Responds to extremely familiar questions using single words, phrases and occasional, extremely simple sentences – Responds to extremely familiar courtesy phrases – Uses some clarification strategies, e.g. nods head	– Asks simple questions and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content – Responds to a request for clarification or repetition and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content
Register			
Cohesion and structure			
Grammar		– Repeats extremely familiar phrases and occasional, extremely simple sentences but may lack consistency with model	– Uses basic structures and very limited verb tenses
Vocabulary	– Uses a very limited bank of extremely familiar words	– Uses limited bank of extremely familiar phrases and occasional, extremely simple sentences	– Uses a small bank of individual words and phrases, which may be memorised and formulaic, including those related to giving personal details, exchanging or obtaining information, goods and services, and those necessary to meet survival needs
Pronunciation and fluency	– Repeats extremely familiar words, but demonstrates significant variations in pronunciation, stress patterns, and intonation – Uses speech where pronunciation is heavily influenced by first language that often interferes with meaning – Uses extremely slow and deliberate speech – Requires regular modelling to articulate different sounds	– Repeats extremely familiar words, phrases and occasional extremely simple sentences, but demonstrates some variations in pronunciation, stress patterns, and intonation – Uses speech where pronunciation is heavily influenced by first language that may interfere with meaning – Requires some modelling to articulate sounds	– Produces utterances which may feature variations in pronunciation, stress patterns and intonation, possibly requiring verification – Uses speech that is characterised by long pauses, numerous repetitions or isolated words and phrases
Non-verbal communication	– Attempts speech with significant support of body language to express meaning	– Uses speech that relies heavily on body language to express meaning	– Relies on non-verbal communication support such as gestures and facial expressions to express meaning

Performance Features Grid - Oral Communication

Oral Communication Indicator .08: Listening

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Range and context	– Understands and follows short and extremely familiar instructions supported by demonstration by teacher or support person – Understands extremely familiar social exchanges using single words – Understands extremely familiar transactional exchanges using single words	– Understands extremely familiar social exchanges that include phrases and occasional, extremely simple sentences – Understands extremely familiar transactional exchanges using single words, phrases and occasional, extremely simple sentences	– Understands exchanges that are short and explicit – Depends on prior knowledge of context and personal experience when listening
Audience and purpose	– Understands basic one word greetings – Understands extremely short and highly explicit questions	– Understands requests for limited personal information – Understands extremely familiar courtesy phrases and basic greetings, e.g. *hello, good morning, goodbye, thank you, please*	– Identifies specific information in spoken texts relating to items, people and/or activities in the immediate environment
Structure and grammar	– Understands extremely familiar short phrases with some inconsistency	– Understands extremely familiar phrases and occasional, extremely simple sentences	– Comprehends basic structures and very limited verb tenses
Comprehension	– Understands some short extremely familiar instructions supported with a prompt – Understands some extremely familiar requests for basic information – Relies heavily on repetition and rephrasing for understanding	– Understands extremely familiar and explicit instructions supported with gestures – Understands and uses formulaic responses to formulaic questions and instructions – May indicate a need for clarification	– Comprehends simple questions – Indicates a need for clarification or repetition – Identifies requests for clarification or repetition
Vocabulary	– Understands a very limited bank of extremely familiar words	– Understands limited bank of extremely familiar phrases and occasional, extremely simple sentences	– Identifies specific information in spoken texts relating to items, people and/or activities in the immediate environment
Rhythm, stress and intonation	– Relies heavily on extremely slow, clear intonation and stress of speaker	– Relies on extremely slow, clear speech – May rely on repetition and rephrasing for understanding	– Comprehends basic structures and very limited verb tenses
Non-verbal communication	– Relies on significant support of body language to understand meaning, but may have some cultural confusion or misinterpretation	– Relies on some body language of speaker to support meaning, but may have some cultural confusion or misinterpretation	– Comprehends simple questions – Indicates a need for clarification or repetition – Identifies requests for clarification or repetition

Performance Features Grid - Numeracy

Numeracy Indicator .09: Identifying mathematical information and meaning in activities and texts

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Explicitness of mathematical information	– Extremely explicit mathematical information – Extremely short and simple oral and concrete materials	– Extremely explicit mathematical information – Extremely limited range of oral and concrete materials	– Locates and recognises simple, everyday mathematical information in highly familiar short and simple oral and/or written materials where the mathematics is highly explicit
Complexity of mathematical information	– Shows some recognition of: • whole numbers up to 10 (including 0) • whole dollar monetary amounts up to $10 • whole dollar Australian coins and notes up to $10 • oral day markers, e.g. *yesterday, today, tomorrow* • extremely simple relative position words accompanied by gestures, e.g. *up, down*	– Recognises: • whole numbers up to 100 (including 0) • recognises oral ordinal numbers from 1st to 3rd • Australian coins and notes • monetary amounts up to $100, e.g. *50c, $24.50* • digital time in whole hours • days of the week, months of the year and personal key dates • differences and similarities between common 2D shapes without necessarily naming the shapes, e.g. *big, small, round, straight* • extremely simple relative position words accompanied by gestures, e.g. *left, right, up, down, in front, behind*	– Locates and recognises: • whole numbers and money into the 100s, and halves • digital time, including AM/PM and familiar dates • familiar 2 dimensional (2D) shapes and objects such as triangles, squares and circles • basic and familiar metric measurements and quantities • simple and familiar oral directions • simple data in highly familiar, simple graphs and tables

Performance Features Grid - Numeracy

Numeracy Indicator .10: Using and applying mathematical knowledge and problem solving processes

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Problem solving processes including estimating and reflecting	– Relies heavily on modelling and prompting to carry out single step processes	– With prompting, uses one piece of information to perform a very simple mathematical process, e.g. *naming, matching, limited ordering*	– Relies heavily on hands-on (concrete) and real life materials, personal experience and prior knowledge to: • use one or two pieces of information in performing a simple mathematical process • roughly check the reasonableness of the outcome(s) with support via prompting or questioning
Mathematical methods and use of tools	– Relies heavily on concrete and real life objects and personal experience to inform mathematical activity	– Uses concrete and real life objects and personal experience to inform mathematical activity	– Uses personal, informal 'in-the-head' methods to calculate or uses a calculator to calculate – Identifies and uses appropriate tools at a basic level in a limited range of applications, e.g. uses a ruler to decide whether an item is longer than 10 cm or uses a simple calculator to subtract two numbers
Mathematical knowledge and skills: number and algebra	– Matches 0 to 10 symbols with oral name – Counts forwards by 1 to 10 – Names Australian coins and notes up to $10 – Matches whole dollar Australian notes and coins up to $10 in monetary amount – Matches number of objects with number symbols up to 10 – Adds two whole numbers up to a total of 10 or less – Adds two whole dollar monetary amounts, up to a total of $10 or less – Orders Australian whole dollar notes and coins up to $10 Orders two whole numbers between 1 and 10	– Matches 0 to 100 symbols with oral name – Counts forwards by 1 to 100 – Understands number before and number after up to 100 – Understands place value for ones and tens – Adds two whole numbers up to a total of 100 or less (with no carrying) – Adds two whole dollar monetary amounts, up to a total of $100 or less (with no carrying) – Orders Australian whole dollar notes and coins in increasing value – Orders three whole numbers between 1 and 100 in increasing value	– Understands place value and recognises and compares whole number amounts (into the 100s), halves and quantities, including money, in personally relevant contexts – Adds and subtracts simple whole number amounts (into the 100s) and familiar monetary amounts in personally relevant contexts

Performance Features Grid – Numeracy (cont.)

Numeracy Indicator .10: Using and applying mathematical knowledge and problem solving processes

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Mathematical knowledge and skills: measurement and geometry	– Follows single step oral directions with supporting gestures, e.g. *up, down*	– Sorts familiar objects using a feature such as shape, colour or size without necessarily naming the shapes – Follows single step oral directions with supporting gestures, e.g. *up, down, left, right, in front, behind* – Orders days of the week and months of the year	– Recognises and compares familiar shapes and objects in relation to size and shape – Recognises and compares familiar basic metric measurements and quantities such as length, mass, capacity/volume, time, temperature, e.g. *personal height and weight, a litre of milk or vehicle height clearances* – Gives and follows simple and familiar oral directions, including using highly familiar maps/diagrams
Mathematical knowledge and skills: statistics and probability	– Uses knowledge of personally relevant and extremely simple lists and two column tables to locate whole numbers up to 10 – Uses knowledge of personally relevant and extremely simple lists and two column tables to locate whole dollar monetary amounts up to $10	– Uses knowledge of personally relevant and extremely simple lists and tables to locate whole numbers up to 100 – Uses knowledge of personally relevant and extremely simple lists and tables to locate whole dollar monetary amounts up to $100	– Compares information and data within highly familiar simple texts, lists, charts, diagrams and tables

Performance Features Grid - Numeracy

Numeracy Indicator .11: Communicating and representing mathematics

FOCUS AREA	PRE LEVEL 1A	PRE LEVEL 1B	LEVEL 1
Written mathematical language	– Copies numbers from 0 to 10 as number symbols – Copies value of Australian whole dollar coins and notes up to $10 – Copies whole dollar monetary amounts up to $10	– Writes numbers from 0 to 100 as number symbols – Writes value of Australian coins and notes up to $100 – Writes whole dollar monetary amounts up to $100	– Writes numbers and monetary amounts into the 100s
Oral mathematical language	– Uses personally relevant informal language and gestures to convey extremely simple numeracy-based information, e.g.: • *today, tomorrow, yesterday* • *pointing and saying up and down* • *one, two, three* • *five dollars*	– Uses personally relevant informal language and gestures to convey very simple numeracy-based information, e.g.: • *days of the week, months, own birthday,* • *up, down, left, right, in front, behind* • *twenty-five* • *first, second, third* • *round, straight, big, small* • *forty dollars, fifty cents*	– Uses common, everyday, informal language and gestures to convey numeracy-based information and processing, e.g.: language of position such as *up, down, behind, right, left, over, through; comparative language such as taller, heavier, hotter, smaller; language of shape, size, colour such as straight, curved, square, circle, triangle*
Complexity of mathematical symbolism, representation and conventions	– Uses personally relevant and informal symbolism including numbers up to 10, e.g.: • *5* • *$*	– Uses personally relevant and informal symbolism including numbers up to 100, e.g.: • *25* • *$, +, =* • *$25.20*	– Uses simple and informal symbolism, diagrams and conventions relevant to the mathematical knowledge of the level, e.g.: • *57, $5.98, 1/2* • *+, -* • *21/5/12*