

## Fact Sheet on the information contained in a reading, numeracy or writing assessment report

School students who seek access to a subsidised course complete a literacy and numeracy assessment through the training provider as part of the VETRO process. This assessment is used to find out if the school student is currently Australian Core Skills Framework (ACSF) exit level 2 in reading and numeracy. Training providers may also choose to assess writing.

Where assessment has identified the school student is not yet at ACSF exit level 2 in reading and/or numeracy and/or writing, the training provider will provide their school with a copy of their assessment results. This helps schools understand the nature of the gaps in capabilities and consider how the school can address these through school curriculum.

This fact sheet provides explanations of what information you can find in the assessment results and what it means. Refer to the [Australian Core Skills Framework](#) for more information about the ACSF.

The report uses the same template for numeracy and reading reports. This is designed to help you understand what information they will contain. You'll receive the assessment reports if the student is below ACSF Exit Level 2 for numeracy or reading.

This identifies the student is currently at ACSF Exit Level 1 and is working at ACSF Exit Level 2 in Numeracy.

The minimum ACSF Exit Level they need for the course is 2.

The student will need to develop their numeracy skills to bring them up to Exit Level 2.

## Core Skills Profile for Adults

### Individual Candidate Report for Professionals

Username: <input type="text"/>	Date: 09-04-2021
Name: <input type="text"/>	Unique ID: <input type="text"/>
Skill: Numeracy	Key Tag: Traineeship
ACSF level estimate: working at level 2 / exit level 1	Scale score estimate: 92

The scaled score is covered in more detail on the next page.

#### Assessment Question Summary:

No.	Description. The candidate can:	Area	Result	ACSF
1	calculate a total cost given deposit and weekly payments	N & A	✗	3.09
2	read a length from a ruler calibrated in cm accurate to nearest mm.	M & G	✓	2.09 2.10
3	apply a simple rate to calculate total cost for a fractional amount.	N & A	✓	3.09 3.10
4	solve a two-step multiplication-division problem with rounding.	N & A	✗	3.09 3.10
5	convert metres to kilometres.	M & G	✗	3.09 3.10 3.11
6	identify expression for problem involving order of operations.	N & A	✗	3.09 3.10 3.11
7	read and add numbers to estimate total value from a graph.	S & P	✗	2.09 2.10
8	identify relationships between values on a graph.	S & P	✗	2.10 2.11 3.09
9	identify correct measure and unit for a length.	M & G	✗	2.09 2.10
10	identify correct measurement unit for volume.	M & G	✓	1.09 1.10
11	recognise necessity of subtracting values from given data.	N & A	✓	1.09 1.10
12	match number with words and numerals.	N & A	✓	1.09 1.10
13	categorise data using a range.	N & A	✓	3.09 3.10
14	calculate number of units in an adjusted interval using rate.	M & G	✗	2.09 2.10
15	identify equivalent for a given fraction.	N & A	✓	2.09 3.10
16	calculate equal lengths of time.	M & G	✓	3.09 3.10
17	identify correct stacked column graph based on given data.	S & P	✓	4.09 4.10
18	identify match between chart and data.	S & P	✓	2.09
19	use proportional reasoning to calculate quantity.	M & G	✗	3.09 3.10
20	use proportional reasoning to multiply fraction by a whole number.	N & A	✗	3.09 4.10
21	calculate cost using data in a list.	N & A	✓	2.09 2.10
22	use total value and unit rate to find number of units.	N & A	✗	3.09 3.10
23	identify location's direction from cardinal point shown on compass.	M & G	✗	3.09 3.10
24	locate a destination using limited directions.	M & G	✗	2.09 2.10 2.11
25	determine distance using scale.	M & G	✗	3.09 3.10

\* N/A: Not attempted

\*\* N & A: Number and algebra; S & P: Statistics and probability; M & G: Measurement and geometry;

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This table provides information on what the numeracy assessment questions related to.

It indicates if they answered the related questions correctly or not.

Each questions includes the ACSF performance indicators that were being assessed.

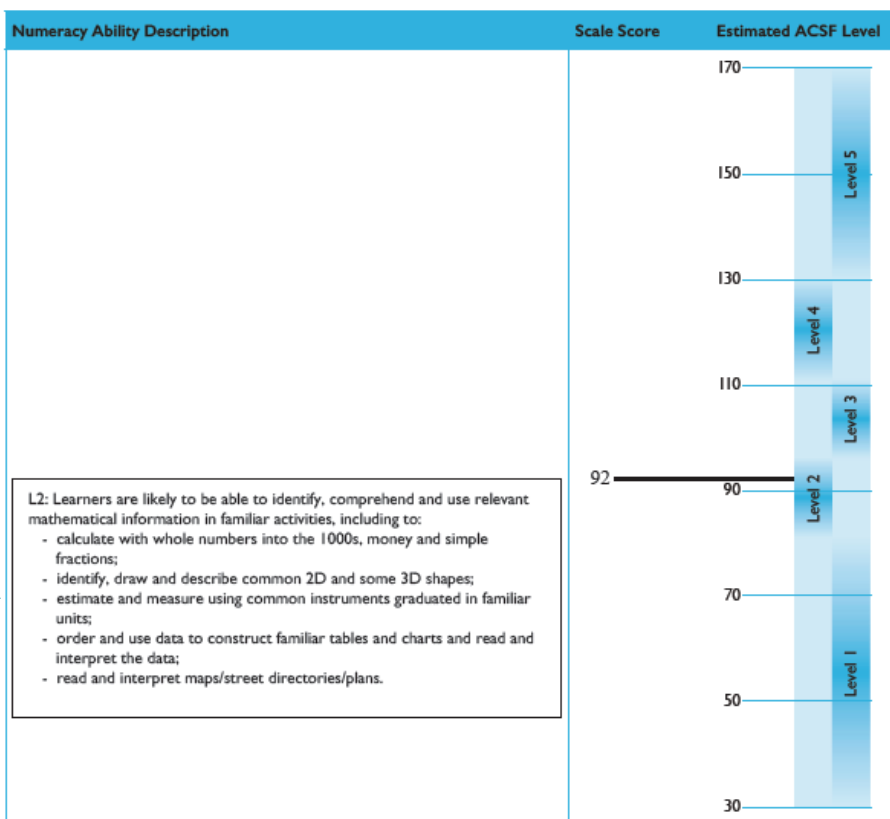
For example ACSF performance indicator 2.09 relates to the ability to identify and comprehend relevant mathematical information in familiar activities or texts.

This provides a descriptive summary of the student's current numeracy capabilities based on the scaled score.

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ACSF level estimate: working at level 2 / exit level 1	Scale score estimate: 92




The scaled score plots the student's current capabilities.

This student's score of 92 in numeracy means they have demonstrated they are ACSF Exit Level 1 and are at ACSF working Level 2.

This page provides a description of some of the things the student still needs to learn to bring them up to ACSF Exit Level 2.

This will help you plan to meet their needs through school-based maths curriculum.



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#### NUMERACY RECOMMENDATION


The assessment result indicates that the learner needs extra help with their numeracy and maths so that they can understand and calculate with everyday numbers including some simple fractions, percentages and decimals, can estimate and measure using common metric units, and understand and work with common shapes, maps, data and graphs.

The recommended FSK units to select from would include:

- FSKNUM008: Use whole numbers and simple fractions, decimals and percentages for work
- FSKNUM009: Use familiar and simple metric measurements for work
- FSKNUM010: Use common shapes for work
- FSKNUM011: Use familiar and simple spatial information for work
- FSKNUM012: Use familiar and simple data for work
- FSKNUM013: Construct simple tables and graphs for work

FSK units do not relate to maths curriculum, so while interesting, they are not likely be of any value to schools.

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This report is designed to help you understand what information is provided on writing if it was assessed. You'll receive the assessment reports if the student is below ACSF Exit Level 2 for writing.

This identifies the student is currently at ACSF Exit Level 1 and is working at ACSF Exit Level 2 in Writing.

Writing is only assessed if the training provider is uncertain the student has the minimum needed by the course.

The minimum ACSF Exit Level will be set by the training provider based on the needs of the course.

## Core Skills Profile for Adults

### Individual Candidate Report for Professionals

Username: <input type="text"/>	Date: 06-05-2021
Name: <input type="text"/>	Unique ID: <input type="text"/>
Skill: Writing	Key Tag: <input type="text"/>
Scale score estimate: 318	Combined Score: 21
ACSF level estimate: Working at ACSF Level 2 / Exit Level 1	

Writing Ability Description			Scale Score	Estimated ACSF Level
Criteria	Score	Description	● Task 1:	
A&P	2	Orients reader to task and uses an appropriate tone.	580	Level 4 & above
QI	2	Gives some extension or elaboration of ideas (own ideas or those supplied in instructions).	510	
TC	2	Uses cohesive devices correctly (in longer texts).		
LC	2	Consistently uses contextually appropriate precise words or word groups consistently.		
SS	2	Writes correct sentences that show variety in length, structure and beginnings.		
PoS	1	Punctuates sentences accurately.	425	
PinS	1	Uses some punctuation within sentences accurately.		
SP	2	Spells most simple and most common words correctly (without support).		
TOTAL	14		340	
Criteria	Score	Description	▲ Task 2:	
A&P	1	Attempts to orient the reader by providing some relevant information.	318	Level 2
QI	1	Gives little extension or elaboration of ideas (own ideas or those supplied in instructions).	255	
TC	1	Uses some cohesive devices correctly.		
LC	1	Uses some precise words or word groups.		
SS	0			
PoS	1	Punctuates sentences accurately.	170	
PinS	0			
SP	2	Spells most simple and most common words correctly (without support).		
TOTAL	7		85	
<b>Key:</b>			Level 1	
A&P: Audience & Purpose			SS: Sentence Structure	
QI: Quality of Ideas			PoS: Punctuation of Sentences	
TC: Text Cohesion			PinS: Punctuation in Sentences	
LC: Language Choices			SP: Spelling	
			0	

#### Key:

A&P: Audience & Purpose	SS: Sentence Structure
QI: Quality of Ideas	PoS: Punctuation of Sentences
TC: Text Cohesion	PinS: Punctuation in Sentences
LC: Language Choices	SP: Spelling

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The scaled score plots the student's current capabilities.

This student's score of 318 in writing means they have demonstrated they are ACSF Exit Level 1 and are at ACSF working Level 2.

This tables provides a summary of what the student was able to demonstrate they could do.

The key at the bottom of the report will help you to understand the performance criteria the assessment uses from the ACSF.

The score is out of a total number of possible points and the next page has the detail of how this compares to the maximum available.

This page enables you to see the maximum possible score for each criteria and how the students score compared for each, and against the maximum possible score.

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	A&P	QI	TC	LC	SS	PofS	PinS	SP	TOTAL
Max Score	3	3	2	2	2	1	2	3	18
● Task 1:									
Your Score	2	2	2	2	2	1	1	2	14

	A&P	QI	TC	LC	SS	PofS	PinS	SP	TOTAL
Max Score	3	3	2	2	2	1	2	3	18
▲ Task 2:									
Your Score	1	1	1	1	0	1	0	2	7

● Task 1	TOTAL
<p>Dear Neighbor,</p> <p>Good Morning, I am your neighbour at 73 Maxlay Road Modbury heights. My name is Ana. I dont want to cause you any upset but, for the past few weeks, I've noticed your dog in the yard keep barking in the middle of the night and it has been disturbing our sleep.</p> <p>I am a pet lover and i don't mean to cause you any dustress, I just want to inform you so that you can find a solution to our problems.</p> <p>With kind regards,</p> <p>Ana</p>	14

▲ Task 2	TOTAL
<p>Dear Council,</p> <p>Good Morning, I am writing an email about my complaint to my neighbour and I already send her a letter and no action at all about my issue.</p> <p>I would very much appreciated if you do action and settle this problem.</p> <p>Thank you.</p> <p>Regards,</p>	7

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There are two writing tasks.


Task one requires an informal note be written.

Task two requires a formal letter to be written.

These are the texts the student composed, shown exactly as composed for task one and task two.

This page provides a description of some of the things the student still needs to learn to bring them up to ACSF Exit Level 2.

This will help you plan to meet their needs through school-based maths curriculum.



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ACSF level estimate: Working at ACSF Level 2 / Exit Level 1	

#### WRITING RECOMMENDATION

The assessment result indicates that the learner needs extra help with writing, such as with developing a more extensive vocabulary, learning to spell most words accurately, to use familiar acronyms, and develop a wider range of ways to link ideas within and across sentences including to sequence paragraphs. They may need help to communicate ideas and information in a style appropriate to their audience, and to correctly punctuate sentences and use relevant vocabulary and grammar.

The recommended FSK units to select from would be:

- FSKWTG008: Complete routine workplace formatted texts
- FSKWTG009: Write routine workplace texts

FSK units do not relate to writing curriculum, so while interesting, they are not likely be of any value to schools.

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