

LLN Assessment Certificate Level



ROSEWOOD
INTERNATIONAL COLLEGE

Background

Registered Training Organisations' have a responsibility to identify the language, literacy and numeracy needs of all students prior to the delivery of training and assessment services. This enables a training organisation to tailor its support services to meet individual student requirements.

This LLN Self-Assessment Tool is designed to assess the core skills of learning, reading, writing, oral communication and numeracy as described in the Australian Core Skills Framework (ACSF).

Instructions to students

This self-assessment is suitable for students wishing to enroll into a Certificate level qualification, who have not previously completed a Certificate III level course or above.

The tasks in this LLN Assessment are similar to the types of tasks that you will need to complete as part of the course that you are intending to enroll into.

This is not a test and it is not counted towards your overall results. It is designed to help your trainer to identify any areas where you may need further assistance or support in your training.

This LLN Assessment should take approximately 45 minutes to complete.

If you have already undertaken this LLN self-assessment with Rosewood International College, please notify the RTO Manager or your Trainer/Assessor.

Instructions

- Please read each question carefully and then answer them as fully as possible
- Please do not leave any spaces blank or questions unanswered
- Do not accept any help from another person
- It is in your best interest please be honest!

CANDIDATE DETAILS

Family Name:	
Given Name:	
Course Name	
Date of Birth:	Day/Month/Year ____ / ____ / _____
Email Address:	
Do you speak a language other than English at home?	<input type="checkbox"/> No English only <input type="checkbox"/> Yes, other – please specify _____



1. In a minimum of two (2) sentences, please explain why you decided to enroll into this course?

In this section the assessor should be able to ascertain the students writing style and ability to formulate a sentence and communicate a response to a question. Trainers can also get a better understanding of why the student wants to do the course.

ASSESSOR



--

2. For each word in the left hand column, please TICK the word on the same line which has a similar meaning. The first one has been completed for you as an example.

There is no right or wrong answer, this assessment will give us a better understanding of how you think.

School (EXAMPLE)	<input checked="" type="checkbox"/> Fish	<input type="checkbox"/> College	<input type="checkbox"/> Books	<input type="checkbox"/> Teacher
Excursion	<input type="checkbox"/> Detour	<input type="checkbox"/> Group	<input type="checkbox"/> Tour	<input type="checkbox"/> Trip
Remove	<input type="checkbox"/> Add	<input type="checkbox"/> Take Away	<input type="checkbox"/> Join	<input type="checkbox"/> Erase
Locate	<input type="checkbox"/> Find	<input type="checkbox"/> Next	<input type="checkbox"/> Travel	<input type="checkbox"/> Ignore
Complete	<input type="checkbox"/> Entire	<input type="checkbox"/> Finished	<input type="checkbox"/> Participate	<input type="checkbox"/> Start
Circle	<input type="checkbox"/> Shape	<input type="checkbox"/> Ring	<input type="checkbox"/> Face	<input type="checkbox"/> Answer
Shade	<input type="checkbox"/> Sunburn	<input type="checkbox"/> Shadow	<input type="checkbox"/> Shampoo	<input type="checkbox"/> Dark
Example	<input type="checkbox"/> Guide	<input type="checkbox"/> Result	<input type="checkbox"/> Method	<input type="checkbox"/> Response
Exercise	<input type="checkbox"/> Jog	<input type="checkbox"/> Sample	<input type="checkbox"/> Activity	<input type="checkbox"/> Game
Instructions	<input type="checkbox"/> Result	<input type="checkbox"/> Feedback	<input type="checkbox"/> Directions	<input type="checkbox"/> Follow
Resources	<input type="checkbox"/> Store	<input type="checkbox"/> Text books	<input type="checkbox"/> People	<input type="checkbox"/> Equipment
Index	<input type="checkbox"/> Table	<input type="checkbox"/> List	<input type="checkbox"/> Desk	<input type="checkbox"/> Directory
Read	<input type="checkbox"/> Explain	<input type="checkbox"/> Book	<input type="checkbox"/> Recite	<input type="checkbox"/> Perform
Write	<input type="checkbox"/> Inscribe	<input type="checkbox"/> Contact	<input type="checkbox"/> Enter	<input type="checkbox"/> Pen
Discuss	<input type="checkbox"/> Deliberate	<input type="checkbox"/> Converse	<input type="checkbox"/> Chat	<input type="checkbox"/> Talk about
Trainer	<input type="checkbox"/> Teacher	<input type="checkbox"/> Shoe	<input type="checkbox"/> Transport	<input type="checkbox"/> Mentor
Assessment	<input type="checkbox"/> Test	<input type="checkbox"/> Judge	<input type="checkbox"/> Measure	<input type="checkbox"/> Check
Class	<input type="checkbox"/> Lesson	<input type="checkbox"/> Discussion	<input type="checkbox"/> Group	<input type="checkbox"/> Category
Time	<input type="checkbox"/> Period	<input type="checkbox"/> Clock	<input type="checkbox"/> Spell	<input type="checkbox"/> Minutes
Schedule	<input type="checkbox"/> Place	<input type="checkbox"/> Agenda	<input type="checkbox"/> Plan	<input type="checkbox"/> Idea



Induct	<input type="checkbox"/> Initiate	<input type="checkbox"/> Install	<input type="checkbox"/> Train	<input type="checkbox"/> Instruct
Age	<input type="checkbox"/> Old	<input type="checkbox"/> Number	<input type="checkbox"/> Era	<input type="checkbox"/> Phase
Employment	<input type="checkbox"/> Work	<input type="checkbox"/> Service	<input type="checkbox"/> Job	<input type="checkbox"/> Slave
Spell	<input type="checkbox"/> Period	<input type="checkbox"/> Word	<input type="checkbox"/> Mean	<input type="checkbox"/> Curse

3. Read the story below and provide brief answers to the questions that follow:

Sally completed school at the age of seventeen and wanted a job that would allow her to work in many countries. Sally is now nineteen years of age and is considering a hairdressing career.

Sally has always been very fashion conscious and is fascinated by the way a different hairstyle can completely change a person's personality. Sally often experiments on her little sister's hair but is limited by her hairdressing skills.

Sally would like to do a hairdressing course to get a job, in order to save money so that she can travel overseas for a working holiday. With the right qualifications and experience Sally hopes to travel for several years before returning to Australia. When Sally returns to Australia she will not only have hairdressing qualifications and experience, but will have many travel memories and overseas experience.

How old is Sally?	19 years – This task identifies whether the student can select her current age
Is Sally's sister older or younger than Sally?	Younger
How long does Sally hope to travel for?	Several years
How old was Sally when she left school?	17 years
According to Sally, what can help change a person's personality?	A different hairstyle



4. Read the following instructions and complete the questions below:

Instructions for 2 Minute Noodles

Stove Top

1. Break noodle cake into quarters
2. Cook in 1 ½ cups (375ml) of boiling water on stove top for 2 minutes
3. Stir in contents of flavour sachet

Microwave

1. Break noodle cake into quarters
2. Cook in 1 ½ cups (375ml) of boiling water in a 850 watt microwave oven on HIGH for 2 minutes.
3. Stir in contents of flavour sachet

CAUTION Take care when removing as contents will be very hot

Serve with or without broth as desired

1. You will require 375 ml of water.

2. Why should you take caution when removing the contents?

Contents will be very hot

3. The temperature for the microwave instructions should be set on HIGH

4. Are you required to have the broth with your noodles? YES / NO

5. You should cook the noodles for 2 minutes

6. What is the difference between the two instructions?

The first instruction is for Stove Top and the second is for Microwave

7. Why is it important to read the instructions prior to use?

To understand what is required to be done; Minimise mistakes; Makes the task easier; Safety



5. Please read the following timetable and answer the questions that follow:

TRAINING TIMETABLE				
DAY	TIME	ACTIVITY	EQUIPMENT NEEDED	ROOM
Monday	9:00am – 1230pm	Revision	Notes	3
	1:00pm – 4:30pm	Excursion	Excursion Note	
Tuesday	9:00am – 1230pm	Team Exercise	Text Book and Notes	1
	1:00pm – 4:30pm	Written Assessment	Text Book and Notes	2
Wednesday	9:00am – 1230pm	Computers	Computer Exercise Book	3
	1:00pm – 4:30pm	Team Exercise	Text Book and Notes	1

1. What equipment would you bring to class on Monday afternoon?	Excursion Note
2. What activity will you be doing on Wednesday morning?	Computers
3. When and where do you have Revision?	Monday in Room 3 – 9:00am to 12:30pm
4. Which room are you usually in for Team Exercise?	Room 1
5. What time is lunch break each day?	12:30pm to 1pm
6. What activity will you be doing on Tuesday afternoon?	Written Assessment

6. Circle the red box





7. Describe a new skill that you have learned recently

Prompt

How did you learn it? People learn new skills every day, such as how to use the internet, how to record TV shows or how to drive a car. (NOTE: This question is to gather information about HOW the learning occurred, rather than WHAT the learning was about.)

8. What do you like about learning? Can you talk about how you think you like to learn?

PROMPT

What helps you to learn? People learn in different ways. Some learn best by listening and writing, some from visual aids such as the whiteboard or the TV, some learn by watching and doing. Others like to learn in a group, while some people prefer to learn one-on-one with a support person.

9. Describe something that you would consider that you are good at doing?

PROMPT

This may include reading (newspapers, emails, websites, notice boards, manuals); writing (letters, emails, forms, lists, messages, reports); numeracy (calculations, times tables, 24-hour clock, measurement, money and finance); speaking and listening (talking on the phone, asking for information, giving instructions or presentations).

10. What is a new skill that you would like to learn?

PROMPT

This might include specific vocational tasks, or it may be more general, such as reading novels or TV guides, writing letters, reading maps, using a calculator or reading a bus timetable.



11. What helps you to learn?

PROMPT

You could ask if there are barriers, for example the need for glasses; medication or family issues; unsuccessful previous schooling; English is second language.

Some may be able to identify a preference for small groups, extra time, one-on-one support, a mentor, tape recorder, computer, dictionary, calculator, etc.

12. Educational background

When did you leave school? For example, 1992 _____

Have you been enrolled in training (vocational training or tertiary studies) since you left school? If yes, which courses?

13. Employment

In what sort of jobs have you worked?

Did you receive on the job training?



Did you do any writing at work? If so, what sort? What types of tasks involved writing?
For example, taking telephone messages or filling in forms.

Did you use a computer at work? If yes, for what types of tasks?

14. What sort of mathematics have you used in work, study or life?

PROMPT

*Did you use a calculator, count stock and materials, or measure? Did you use calculations?
Give directions? Read maps?*

15. What work skills do you already have?

PROMPT

*Team work, using technology, communication, self-management, problem solving,
learning, initiative, planning.*

16. What skills would you like to develop?



ASSESSOR



17. A self-reflection...

Tell us about your reading, writing and numeracy skills.

I can ...	Yes	Sometimes	No
understand signs			
fill in a time sheet			
count and check change when shopping			
Send a text message			
use the internet to get information like telephone numbers			
fill in a leave form			
read a staff memo			
use a computer to email			
use a calculator for + - x ÷			
read a newspaper			
read a work roster			
follow instructions for mixing a solution or to follow a recipe			
read a Google map or street directory			
read and understand an MSDS			



use an equipment manual			
complete a log book			
write an incident report			

Please return this form to the RTO once completed.

ASSESSOR



How to determine the support required for the learner

Please use the following table to determine the types of assistance that may be required to support the learner. Each task within this tool has been identified in the left hand column, which aligns with the relevant result and level of support required for each result identified in the second two columns.

Task	Result	Support
1	<p>This task determines the learners' ability to read and comprehend.</p> <ol style="list-style-type: none">1) The learner did not complete the task2) The learner was able to answer the question but was not very descriptive in their answer3) The learner was able to explain in two descriptive sentences why they enrolled into the course and was able to demonstrate they understood the question	<ol style="list-style-type: none">1) The learners' ability to read and comprehend the question may be limited. Verbal questioning may assist the learner to better understand the question, if this does not assist, the assessor should direct the learner to the Reading Writing Hotline (http://www.literacyline.edu.au/)2) Further questioning should be undertaken to determine the learners understanding of the question. If the learner was able to demonstrate that they understood the question and were able to articulate their answer, the assessor should be aware that further assistance might be required during their training to ensure that the learner understands all questions.3) No support required
2	<p>The purpose of Task 2 is to ascertain how the learner interprets the words, there is no correct or incorrect answer to these questions.</p>	<p>If the learner was unable to complete this task, they may not have understood the question and may require assistance with clarification on their understanding.</p> <p>This task could be completed with the Assessor reading the question to the learner, this will assist the learner to understand the question.</p> <p>If, following assistance with the Assessor, the learner still does not understand the task, they may not be suitable for entering into the course of enrolment and the assessor should direct the learner to the Reading Writing Hotline (http://www.literacyline.edu.au/)</p>



Task	Result	Support
3	<p>This task determines the learners ability to read and comprehend.</p> <ol style="list-style-type: none">1) The learner did not complete the task2) The learner was able to answer some of the questions but not all the questions3) The learner was able to answer all questions	<ol style="list-style-type: none">1) The learners' ability to read and comprehend the questions may be limited. Verbal questioning may assist the learner to better understand the question, if this does not assist, the assessor should direct the learner to the Reading Writing Hotline (http://www.literacyline.edu.au/)2) Verbal questioning should be undertaken to determine the learners understanding of the questions. If the learner was able to demonstrate that they understood the questions and were able to articulate their answers, the assessor should be aware that further assistance might be required with assisting the learner with understanding questions and assessment tasks in future. If the learner was not able to demonstrate that they understood the questions, further support should be provided and it is recommended that the learner should be directed to the Reading Writing Hotline3) No support required
4	<p>This task determines the learners ability to read, write and calculate numbers</p> <ol style="list-style-type: none">1) The learner did not complete the task2) The learner was able to answer most of the questions but had difficulty with getting all questions correct3) The learner was able to answer all questions correctly	<ol style="list-style-type: none">1) The learners' ability to read and comprehend the questions may be limited. Verbal questioning may assist the learner to better understand the question, if this does not assist, the assessor should direct the learner to the Reading Writing Hotline (http://www.literacyline.edu.au/)2) Verbal questioning should be undertaken to determine the learners understanding of the questions. If the learner was able to demonstrate that they understood the questions and were able to articulate their answers, the assessor should be aware that further assistance might be required with assisting the learner with understanding questions and written assessment tasks. If the learner was not able to demonstrate that they



Task	Result	Support
		<p>understood the questions, further support should be provided and it is recommended that the learner should be directed to the Reading Writing Hotline (http://www.literacyline.edu.au/)</p> <p>3) No support required</p>
5	<p>This task determines the learners ability to read and comprehend</p> <ol style="list-style-type: none">1) The learner did not complete the task2) The learner was able to answer most of the questions but had difficulty with getting all questions correct3) The learner was able to answer all questions correctly	<ol style="list-style-type: none">1) The learners' ability to read and comprehend the questions may be limited. Verbal questioning may assist the learner to better understand the question, if this does not assist, the assessor should direct the learner to the Reading Writing Hotline (http://www.literacyline.edu.au/)2) Verbal questioning should be undertaken to determine the learners understanding of the questions. If the learner was able to demonstrate that they understand the questions and were able to articulate their answers, the assessor should be aware that further assistance might be required with assisting the learner with understanding questions and assessment tasks. If the learner was not able to demonstrate that they understood the questions, further support should be provided and it is recommended that the learner should be directed to the Reading Writing Hotline (http://www.literacyline.edu.au/)3) No support required
6	<p>This task determines the learners ability to interpret colours and is useful for determining the learners ability to complete assessment tasks or work in a workplace that requires the learner to interpret colours.</p> <ol style="list-style-type: none">1) The learner did not complete the task2) The learner was able to circle an answer but it was incorrect	<ol style="list-style-type: none">1) The learners' ability to read and comprehend the question may be limited. Verbal questioning may assist the learner to better understand the question, if this does not assist, the assessor should direct the learner to the Reading Writing Hotline (http://www.literacyline.edu.au/)2) Verbal questioning should be undertaken to determine the learners understanding of the question and whether they can interpret colour. If the learner was able



Task	Result	Support
	3) The learner was able to answer the question correctly	<p>to demonstrate that they understood the question and was able to select the correct colour red, the assessor should be aware that further assistance might be required with assisting the learner with understanding questions and assessment tasks. If the learner was not able to determine the colour following assistance with the question, and they will be required to interpret colour as part of the course or workplace, the student should not enter into the course of enrolment.</p> <p>3) No support required</p>

ASSESS



Core LLN Skill Assessment Summary

Candidate's name:		Date assessed:		Assessed by:	
--------------------------	--	-----------------------	--	---------------------	--

For questions 7-17, the Assessor is to complete a summary of the students core LLN skills (refer to the ACSF for details of what defines the levels of performance within each skill), using the following form.

Skill	Support Note the level of support given, if any, during assessment	Notes	ACSF level of performance
Learning			
Reading			
Writing			
Oral communication			



Numeracy			
----------	--	--	--

ASSESSOR



Assessment tasks completed:

Notes about educational background:

Strengths and weaknesses:

Other comments:

Recommendations for support (if any):

Reference list – LLN assessment tools adapted from:

Precision Consultancy Australia ACSF assessments 2014, Use a SDS, assessment tasks, Precision Consultancy Australia, North Fitzroy, Victoria, viewed 19 December 2014, <http://www.precisionconsultancy.com.au/acs_framework>.

Further details can be found via the following link <https://www.education.gov.au/australian-core-skills-framework>