**Supported Learning Assessment Support Material**

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| --- | --- | --- | --- | --- | --- |
| **Unit standard** | 29307 | | | | |
| **Title** | Use functional literacy skills in a range of day-to-day contexts | | | | |
| **Level** | 1 | **Credits** | 5 | **Version** | 3 |



guidelines

|  |  |
| --- | --- |
| **ĀKONGA/LEARNER’S INFORMATION** | |
| First and last name |  |
| NSN number |  |
| Date |  |

**Use functional literacy skills in a range of day-to-day contexts**

|  |
| --- |
| **Instructions for the ākonga/learner:** |

|  |
| --- |
| 1. **Do ALL parts of this assessment.** 2. **Ask your assessor if you need help to understand something better.** 3. **Answer in a way that is easiest for you (e.g. iPad computer, cell phone, speaking to your helper, camera).** |

|  |  |
| --- | --- |
| Conditions of Assessment | |
|  | * All parts of the assessment will be carried out by the ākonga/learner. * The assessment will take place over a timeframe set by the assessor. * Before the assessment tasks, an introduction to the assessment should be given, using the examples provided. * Assessments must be carried out in situations that are limited in range, repetitive, and familiar and employed within closely defined contexts. They must be conducted in authentic situations that are relevant to the ākonga/learner’s day-to-day living that may include but is not limited to workplace, educational setting or within the community. |

**Use functional literacy skills in a range of day-to-day contexts**



Assessment Task

This assessment task has four parts. You will be asked to:

Apply **two** literacy skills in each of day-to-day tasks for each of the following **four** contexts.

Assessment Task

Throughout the assessment, **you must use the following literacy skills at least once**:

1. Speaking
2. Reading
3. Writing

You can use other literacy skills in this assessment such as listening and visual literacy.

One of the contexts must be a formal situation. This means that the context is for an important or official occasion. Your teacher can help you to decide what occasion would be formal.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Speaking | Reading | Writing | Other | Formal  Yes/No |
| Daily living |  |  |  |  |  |
| Recreation |  |  |  |  |  |
| Work or education |  |  |  |  |  |
| Community |  |  |  |  |  |



Assessment - Part 1

Use **two** different literacy skills to carry out tasks in your **daily life**

Examples could be:

|  |  |  |
| --- | --- | --- |
| Follow a recipe | Message someone | A picture containing text, indoor, person, computer  Description automatically generatedChat about the holidays |

Complete the following table to describe the literacy skill, the context and the evidence of the skill being applied. You may need help completing the table and collecting your evidence.

|  |  |  |
| --- | --- | --- |
| Describe what you did and why | Literacy skill used (speaking, reading, writing, other) | Evidence of the skill being applied |
| **Task 1:**  **Date:** |  |  |
| **Task 2:**  **Date:** |  |  |

Assessment - Part 2

Use **two** different literacy skills to carry out tasks in your **recreation activities**

Examples could be:

|  |  |  |
| --- | --- | --- |
| Playing a game or a sport | A hobby | A social outing |

Complete the following table to describe the literacy skill, the context and the evidence of the skill being applied. You may need help completing the table and collecting your evidence.

|  |  |  |
| --- | --- | --- |
| **Describe what you did and why** | **Literacy skill used (speaking, reading, writing, other)** | **Evidence of the skill being applied** |
| **Task 1:**  **Date:** |  |  |
| **Task 2:**  **Date:** |  |  |

Assessment – Part 3

Use **two** different literacy skills to carry out tasks in your **work or for your education**

Examples could be:

|  |  |  |
| --- | --- | --- |
| Present work to your class | Go on an educational trip | Complete a job application |

Complete the following table to describe the literacy skill, the context and the evidence of the skill being applied. You may need help completing the table and collecting your evidence.

|  |  |  |
| --- | --- | --- |
| Describe the task. (what you did and why) | Literacy skill used (speaking, reading, writing, other) | Evidence of the skill being applied |
| **Task 1:**  **Date:** |  |  |
| **Task 2:**  **Date:** |  |  |

Assessment – Part 4

Use **two** different literacy skills to carry out tasks in your **community**

Examples could be:

|  |  |  |
| --- | --- | --- |
| **Using public transport** | **Going to a church service** | **Taking part in a community event** |

Complete the following table to describe the literacy skill, the context and the evidence of the skill being applied. You may need help completing the table and collecting your evidence.

|  |  |  |
| --- | --- | --- |
| **Describe what you did and why** | **Literacy skill used (speaking, reading, writing, other)** | **Evidence of the skill being applied** |
| **Task 1:**  **Date:** |  |  |
| **Task 2:**  **Date:** |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1: Use functional literacy skills in a range of day-to-day contexts.**  **Range:** Literacy skills must include – speaking, reading, writing; and may include but are not limited to – listening, visual literacy; contexts may include but are not limited to – daily living activities, recreation, community, work, education.  **Performance Criteria**  **1.1:** Literacy skills are applied to carry out tasks in a clear, specific manner appropriate to the learner, purpose and contexts.  **Range:** Tasks may include but are not limited to – interviews, expressing opinion, research, report writing, diaries; **two different pieces of evidence for each of four different contexts; at least one context must be in a formal situation**.  **ĀKONGA /LEARNER EVIDENCE -** Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Context 1 -Formal/Informal**  *Two pieces of evidence of literacy skills applied to carry out tasks in a clear, specific manner appropriate to the learner, purpose and context.* | **Context 2 -**  **Formal/Informal**  *Two pieces of evidence of literacy skills applied to carry out tasks in a clear, specific manner appropriate to the learner, purpose and context.* | **Context 3 -**  **Formal/Informal**  *Two pieces of evidence of literacy skills applied to carry out tasks in a clear, specific manner appropriate to the learner, purpose and context.* | **Context 4 -**  **Formal/Informal**  *Two pieces of evidence of literacy skills applied to carry out tasks in a clear, specific manner appropriate to the learner, purpose and context.* | Assessor Grade | | | | |
| **Overall Performance Outcome: Achieved  Not Achieved** | | | |
| Assessor’s Attestation:  I confirm the following:   * the ākonga/learner has adequacy of knowledge and performance * the assessment complied with relevant health and safety, and legislative requirements * the ākonga/learner’s likely repeatable competence in the future. | | | |
| **Overall comments** | | | |
| **Assessor Name:** |  | **Assessor Signature:** |  |
| **Date:** |  | **Position Held:** |  |