

PRE-ACCREDITED INITIAL ASSESSMENT KIT (PRIAK)

User guide and
assessment tasks for
placing learners in pre-
accredited language
and literacy classes

2018



The Pre-accredited Initial Assessment Kit (PRIAK) was developed by the Keysborough Learning Centre (KLC) with funding from the ACFE Board Capacity and Innovation Fund (CAIF) following research conducted by KLC, which found that 95% of managers and teachers supported the introduction of standardised initial assessment for language and literacy learners.

The KLC project team consisted of:

Neil Cooper: Project Manager and KLC General Manager
Mary Fox: KLC Education Program Manager
Marj Sjostrom: KLC Delivery and Assessment Manager and language and literacy teacher
Lynda Achren: Advisor

The kit was developed by a working group:

Marj Sjostrom: Delivery and Assessment Manager and language and literacy teacher, KLC
Clea Nicol: Literacy Manager, Narre Community Learning Centre
Lyn Treloar: Manager and literacy teacher, Peninsula Adult Education and Literacy (PAEL)
Dianne Edwards: Literacy teacher for adults with special needs, Emerald Community House
Lynda Achren: Advisor

Original artwork by Julie Niekamp: Art teacher, PAEL

Additional illustrations from www.dreamstime.com/free-illustrations-clipart

The kit was trialled at:

Dingley Village Neighbourhood Centre
Wellsprings for Women
Carringbush Adult Education
Emerald Community House
Keysborough Learning Centre

The project team was supported by Steering Committee members:

Margaret Corrigan: Manager, Carringbush Adult Education
Pam Gates: Manager, Dingley Village Neighbourhood Centre
Lyn Treloar: Manager and literacy teacher, PAEL

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Part 1—About this kit

Why do we need a kit?

The Pre-accredited Initial Assessment Kit (PRIAK) provides standardised assessment tools for determining the oracy, reading and writing skills of adults wishing to access pre-accredited language and/or literacy programs. Initial assessment is conducted before placing a new learner in a pre-accredited language and literacy class. It assesses their entry-level skills.

Recent research in the ACFE Southern Metropolitan Region in 2016 revealed a growing appreciation of the educational value of assessing skills levels of adults accessing language and literacy programs before placing them in pre-accredited classes. Moreover, Learn Local managers and pre-accredited language and literacy teachers considered that the development of a common approach to initial assessment and the development of a kit of assessment tasks to be used across the region would provide standardisation and improve learner outcomes (see *Word for Word Implementation Report* available on www.klckeys.com.au).

Standardised assessment will:

- reduce the number of mixed-level classes, which can be highly stressful for teachers, make planning a very time-consuming process and are wasteful of in-class time
- provide the teacher with valuable initial information about the learners and their needs
- increase the effectiveness of planning, teaching and learning
- provide a common language across the region for talking about language and literacy skills levels
- provide a common understanding of what learners can do at each level.

The levels described in PRIAK relate to skills levels (performance) described in the Australian Core Skills Framework (ACSF). However:

PRIAK describes **entry** levels, i.e. what people can do *before* they start a class. It is used to determine which level they need to begin to study.

ACSF: describes **exit** levels of people who are already in a class, i.e. what they can do *after* they have received tuition, where both tuition and tasks have focussed mainly on workplace language and literacy.

Consequently, many other available assessment tasks are unsuitable for adults who have not yet experienced the Australian workplace or benefitted from instruction designed to develop the associated language and literacy skills.

PRIAK provides assessment tasks that are customised specifically for adults accessing pre-accredited language and literacy programs.

Customised assessment

PRIAK has been designed specifically for:

- adults for whom English is an Additional Language (EAL) and who need to improve their English language and/or their English literacy skills
- adult speakers of English wanting to improve their literacy skills
- adults with a disability wanting to upgrade their literacy and/or language skills.

Descriptions provided in recent *Word for Word* research (available on www.klckeys.com.au) reveal a picture of learners accessing pre-accredited language and literacy programs as predominantly those who:

“Our learners are mainly longer-term migrants. The majority (70%) have less than 7 years education in their own country and many have suffered trauma.” (Learn Local Manager)

- have limited educational backgrounds as a result of social disadvantage, poverty, war, and/or oppression
- may have negative previous experience of education
- are lacking in confidence and self-esteem
- are possibly survivors of the trauma of civil war and internal conflict
- have no experience of the Australian workforce.

The PRIAK process and tasks have been designed specifically to cater for the needs and experiences of such adults through:

- a non-threatening experience
- tasks that do not require knowledge or experience of the Australian workforce
- tasks that do not rely on previous tuition.

“We have a very high percentage of learners whose first language isn't English – about 50%. These are a mixture of new migrants to Australia and those who are long-term unemployed.” (Learn Local Manager)

Profile building

As well as language and literacy levels, the oral interview is designed to build a profile of the learner to assist teachers in their initial planning.

Who conducts the assessments?

Best practice indicates that the assessment should be conducted by experienced language and literacy professionals. However, the kit has been designed to support managers and teachers with little or no previous experience of conducting assessments.

Learner profiles and class placement

Some adults have a similar level of skills across the board. For example, a person with a disability or an EAL learner with no previous schooling may be an 'Absolute Beginner' in all skills and will need a class, a small group or a one-on-one tutoring situation that can cater for this.

Others have 'spikey profiles' (mixed abilities). For example, their oracy may be higher than their literacy (Example 1).

They will need a class that will focus on building their literacy skills.

The most effective learning takes place in a class with learners of similar skills levels and needs.

Example 1: "About 10-20% of our learners are native speakers of English and the rest are migrants with EAL backgrounds. Many are long-term residents who went directly into work after their arrival in Australia. Their spoken English is often high but now they need to build their reading and writing skills because they want another job, or need to do further training in order to get a promotion. Both groups want to build their literacy skills for the same reasons or they want to get into work so the classes have a workplace language and literacy focus." (Teacher: Pre-accredited literacy class)

Example 2: "Ly is a middle-aged Chinese woman who recently arrived in Australia. She studied English in China but they did very little speaking in her class. They learned a lot of grammar and they read a lot of texts in English which they translated into Mandarin. As a result, her reading and writing skills are PRIAK Intermediate level but her oracy skills were assessed as being Beginner A. She needs a class that focusses on developing her spoken English skills." (Learn Local Manaer)

Some interviewees have higher written skills than speaking and listening skills (Example 2).

Again, the most effective learning will take place in a class with learners of similar skills levels and needs.

Assessing initial skills will help determine the right class-type and level for each learner.

NOTE: Sometimes mixed-level classes are inevitable because enrolment numbers are small. It is still important to assess levels because it will provide vital information to the teacher.

Guiding principles of good pre-accredited assessment practice

PRIAK assessment tasks and procedures are designed specifically for adults accessing pre-accredited language and literacy programs.

The tasks and procedures are underpinned by eight guiding principles of good assessment practice that ensure they are:

Fair	Tasks and procedures are designed to be free from educational, gender and cultural bias, and are inclusive of people with a disability.
Non-threatening	The assessor has guidelines on how to minimise anxiety and minimise interviewee perceptions that the process is a 'test'.
Valid	The tasks are designed so that they do not require skills other than those being assessed.
Authentic	The task content relates to the interviewee's real-life experiences and activities.
Appropriate	The task content is familiar and includes clear and unambiguous graphic support.
Transparent	The assessor has guidelines on supporting and modelling the tasks so that the interviewee understands what is expected for each task.
Manageable	The process has been designed so that it is not too time-consuming for the assessor or overwhelming for the interviewee.
Reliable	The assessor has guidelines on evaluating an interviewee's 'performance' to promote consistent results regardless of who is assessing.

Part 2—Guide to PRIAK levels

PRIAK and the ACSF

PRIAK has been designed:

- primarily for the purposes of determining initial class placement
- to facilitate accessibility for practitioners with no previous experience of conducting language and literacy assessments
- to minimise the anxiety of vulnerable adults
- for Learn Local organisations conducting pre-accredited language and literacy courses

PRIAK is based on the ACSF because:

1. ACSF provides a thorough analysis of language and literacy skills development
2. ACSF is the most widely used assessment tool in the adult language and literacy sector. Therefore, the levels described in PRIAK are transferable to a broader context, particularly accredited training contexts.

PRIAK differs from the ACSF because:

1. PRIAK describes entry level skills, while the ACSF describes exit levels skills
2. PRIAK minimises the complexity found in the ACSF, making it more appropriate and accessible for the pre-accredited context
3. PRIAK names the levels differently to the ACSF.

Entry levels versus exit levels

PRIAK describes entry levels because it is a class placement tool.

PRIAK entry levels describe	ACSF exit levels describe
<ul style="list-style-type: none"> • what people can do <i>before</i> they start studying 	<ul style="list-style-type: none"> • what learners can do <i>after</i> studying in a class
PRIAK assessment is conducted	ACSF assessment is conducted
<ul style="list-style-type: none"> • on enrolment • in a one-on-one situation 	<ul style="list-style-type: none"> • during class time • in a whole class group
PRIAK determines	ACSF determines
<ul style="list-style-type: none"> • class placement, i.e. what level and type of class will best suit individual interviewees' skills levels, needs and goals 	<ul style="list-style-type: none"> • if individual learners are ready to progress to a higher level class having mastered the skills set out in the ACSF framework for the level they have been studying
PRIAK provides	ACSF provides
<ul style="list-style-type: none"> • information for the class teacher on which to base initial planning 	<ul style="list-style-type: none"> • information about achievement

Complexity

THE ACSF is a comprehensive and extensive analysis of the developmental levels of language and literacy skills. However, it is complex and time consuming, and could, therefore, be difficult for teachers with no experience of assessment.

PRIAK has been simplified for the pre-accredited context by extracting key essential components of skills development as set out in the ACSF and embedding them in the PRIAK levels.

Naming the skills levels

PRIAK describes the oracy, reading and writing skills of adults at six levels:

Absolute Beginner	Beginner	Post-Beginner
Pre-Intermediate	Intermediate	Advanced

These names were chosen to reflect the terms most often used by Learn Local practitioners to describe skills levels of language and literacy learners.

Although based on the ACSF, naming the levels differently is essential to avoid confusion, and to emphasise that they are not the same as the ACSF (they are simplified) and they are designed for a different purpose (to describe entry levels for class placement purposes, rather than exit levels to the purpose of describing achievement).

The chart below shows how PRIAK skills levels and ACSF skills levels relate.

PRIAK skills level:	Based on ACSF:
Entry to Absolute Beginner class	—
Entry to Beginner class	Exit ACSF Pre-level B
Entry to Post-Beginner class	Exit ACSF Level 1
Entry to Pre-Intermediate class	Exit ACSF Level 2
Entry to Intermediate class	Exit ACSF Level 3
Entry to Advanced class	Exit ACSF level 4

It should be noted that the ACSF is used as an initial class placement tool by experienced assessors for accredited courses. However, the fact that its descriptors actually relate to exit levels can be very confusing for assessors attempting to use them to determine entry levels.

The ACSF and its supplement, the ACSF Pre-level 1 Content are available on: <https://www.education.gov.au/download-acsf>

PRIAK Oracy levels

If the person being assessed:	He/she is:
<ul style="list-style-type: none"> Is unable to respond or makes an extremely limited response, e.g. to highly familiar questions such as "What's your name?", but little else. 	Absolute beginner
<ul style="list-style-type: none"> Provides mainly one-word answers and short formulaic responses to highly familiar personal questions such as "What's your address?" and to questions about highly familiar activities. Relies heavily on body language and gesture as well as repetition and rephrasing of questions. Provides responses that require frequent clarification because of limited vocabulary and pronunciation difficulties. 	Beginner
<ul style="list-style-type: none"> Gives a direct answer to familiar questions about personal details using limited vocabulary and grammar. Asks simple questions and responds to factual information related to personal needs, e.g. class times. Requires slow simple speech, repetition and rephrasing; relies heavily on gestures and facial expression. Understands requests for repetition or clarification and can ask for support, e.g. 'Sorry?' / 'Spell it please'. 	Post-Beginner
<ul style="list-style-type: none"> Responds appropriately, using everyday language, to provide information about personal details. Maintains a short face to face conversation, e.g. exchanges greetings, expresses an opinion, asks questions, makes comments and expands on information and ideas. Speaks slowly with pronunciation that is mostly understandable; relies on facial expression and gestures to confirm meaning; asks questions to clarify meaning. 	Pre-Intermediate
<ul style="list-style-type: none"> Keeps a conversation going by expanding on answers, asking questions and clarifying meaning, e.g. expresses own opinion and gives reasons, elicits the opinion of others, makes a suggestion, rephrases his/her statements if listener has not understood, asks listener to clarify (e.g. 'Do you mean ...?'). Uses some specialised vocabulary related to own work. Follows speech at normal rate but own speech may be uneven, with some repetition and pronunciation that generally does not interfere with meaning, but may require clarification. 	Intermediate
<ul style="list-style-type: none"> Maintains communication in a broad range of contexts with some vocational specialisation. 	Advanced

PRIAK Reading levels

If the person being assessed:	He/she is:
<ul style="list-style-type: none"> Is unable to respond or makes an extremely limited response, e.g. may be able identify own name on healthcare card but little else. 	Absolute beginner
<ul style="list-style-type: none"> Identifies letters by name or dominant sound. Matches upper and lower case letters. Recognises personally relevant words in simple texts, e.g. identifies own name, address, date of birth. Matches highly familiar everyday pictures and signs with corresponding words). 	Beginner
<ul style="list-style-type: none"> Identifies information in a few simple sentences on highly familiar topics and personally relevant events. Recognises high frequency basic sight words (e.g. have, down, come, what, when). Reads word by word, often sounding out letters and syllables. 	Post-Beginner
<ul style="list-style-type: none"> Identifies relevant information in a short (about a paragraph), simple factual or fictional text incorporating adjectives, pronouns and prepositions. Identifies the main point of the text, e.g. by answering the question, 'What's this about?' Recognises how basic prepositions refer to people, things, ideas and events. Recognises that basic conjunctions, (e.g. and, but, because, so, then) link information in the text. 	Pre-Intermediate
<ul style="list-style-type: none"> Locates and evaluates key information and ideas in a range of longer texts (about 3 paragraphs) and text types of limited complexity that may incorporate graphs, charts and tables. Uses a range of strategies appropriate to the text type and task, e.g. scanning for specific information, skimming for gist ('What's it about?'), guessing from context ('What do you think X means?') and using headings and graphics to assist these strategies. Recognises how more complex conjunctions (e.g. although, when, if, while, as well as) link ideas and events in the text. 	Intermediate
<ul style="list-style-type: none"> Uses appropriate strategies to interpret and critically analyse complex texts that include specialised language, abstraction and symbolism. Recognises how formal conjunctions (e.g. however, therefore, besides, moreover) link ideas and events in the text. 	Advanced

PRIAK Writing levels

If the person being assessed:	He/she is:
<ul style="list-style-type: none"> Is unable to respond or makes an extremely limited response, e.g. may be able to write/copy own name but little else. 	Absolute beginner
<ul style="list-style-type: none"> Copies words, numbers and basic personal details Copies highly familiar written words from a list to label pictures or signs. Completes one or two sentences when a stem is provided, e.g. 'My name is ...' 	Beginner
<ul style="list-style-type: none"> Writes short, simple sentences to convey an idea, information or message. Writes sentences that may have inconsistent punctuation, with grammar and spelling that are not necessarily correct but understandable. Completes a simple form with basic personal details. 	Post-Beginner
<ul style="list-style-type: none"> Writes a paragraph on a familiar topic (e.g. why I want to study in this class) using simple conjunctions (e.g. and, or, but, because, then) to link ideas, basic punctuation, simple vocabulary, and simple sentence structure. Vocabulary, spelling and grammar not necessarily correct but understandable. Completes a form with personal information, e.g. enrolment form. 	Pre-Intermediate
<ul style="list-style-type: none"> Writes text with appropriate structure, and at least three paragraphs on a familiar topic and using more sophisticated conjunctions to link ideas within the text (e.g. although, when, if, while) and appropriate to audience and purpose. Uses vocabulary, grammar and written conventions (e.g. punctuation, introductory and concluding sentences) appropriate to the text-type, although errors still occur. Uses spelling that is reasonably accurate.. 	Intermediate
<ul style="list-style-type: none"> Writes appropriate text type for the purpose and audience with limited guidance needed. Communicates complex relationships between ideas and information in which relevant ideas, details and events are developed and described. Expresses opinions, provides supporting evidence and makes recommendations as appropriate. 	Advanced

Part 3—PRIAK Procedure

Stepping through the one-on-one process

Steps	Purposes	Tools
 <p>Step 1: Oral Interview</p>	<p>'Chat' to put interviewee at ease</p> <p>Assess oracy (for EAL and disability interviewees)</p> <p>Build a profile of the interviewee</p>	<p>Guidelines for the assessor (p. 13)</p> <p>Oracy evaluation guide (p. 14)</p> <p>Interview guide/profile sheet (p. 15)</p> <p>PRIAK Oracy levels chart (p. 7)</p>
 <p>Step 2: Reading</p>	<p>Assess reading skills</p>	<p>Guidelines for the assessor (p. 16)</p> <p>Reading tasks (pp. 17–42)</p> <p>PRIAK Reading levels chart (p. 8)</p> <p>Interview guide/profile sheet (p.15)</p>
 <p>Step 3: Writing</p>	<p>Assess writing skills</p>	<p>Guidelines for the assessor (p. 43)</p> <p>Writing tasks (pp. 44–50)</p> <p>PRIAK Writing levels chart (p. 9)</p> <p>Interview guide/profile sheet (p. 15)</p>
 <p>Step 4: Class placement</p>	<p>Discuss possibilities with interviewee</p> <p>Provide interviewee with class information</p> <p>Provide class teacher with information about the interviewee</p>	<p>Guidelines for the assessor (p. 51)</p> <p>Class information sheet (p. 52)</p> <p>Interview guide/profile sheet (p. 15)</p>

A tailored and targeted process

Just a chat: not a test

It is important that the process is referred to as an 'interview' or a 'chat', so that vulnerable adults are not threatened by the idea of a 'test'. Every effort must be made to put interviewees at ease and to engage them.

NOTE: This applies from the moment potential learners approach the reception desk and it continues throughout the interview.

One-on-one time

The assessor remains with the interviewee throughout:

- to build rapport
- to ensure the interviewee understands what to do
- to provide positive feedback and encouragement.

NOTE: It may sometimes be appropriate at Intermediate and Advanced levels to leave interviewees to complete writing tasks alone.

Support through modelling

At lower levels, the assessor models reading and writing tasks so that the interviewee understands what is expected for each task.

NOTE: Modelling is particularly important for interviewees with limited oracy, as it can be difficult for them to understand verbal instructions.

One skill at a time

Each task is designed to assess only what it intends to assess, e.g.

- reading tasks do not require interviewees to also use oracy skills, such as reading aloud or answering oral questions
- copying tasks (Beginner A level) do not require the interviewee to also read from a group of words in order to select the correct one to copy.

Standardised tasks

To maintain the reliability of the assessment the assessor should always refer to the levels descriptions (pp. 6–8) and the evaluation guide provided with each task.

Assessor support

Assessors bring their background in, and understanding of, language and/or literacy development to the process. However, instructions for each task and the bank of resources provided in this kit should guide the assessor through the process.

Real-life relevance

A choice of tasks is available at each level so that the assessor can select those that are most relevant to an individual interviewee's real-life experiences and activities. The more the interviewee can relate to the task content, the more background knowledge he/she is able to bring to the task.

The assessor can select reading and writing tasks based on what the interviewee has revealed about their interests and background during the oral interview.

Audience appropriateness

The tasks have been designed so that they provide maximum support and accessibility to adults with limited literacy and/or oracy:

- clear unambiguous pictorial support is available to the learner so that he/she can better understand the task
- cultural and gender-inclusive graphics and content
- graphics and task content that does not assume the interviewee will have language and literacy skills related to the Australian workplace
- the lower levels tasks use high frequency words relevant to adult learners
- the font (Century Gothic) was specifically chosen because it is sans serif and uses an 'a' formation most easily copied and recognised at low levels of literacy.

How long does it take?

The process should take about 30 minutes at the lower levels – any longer can be overwhelming and tiring for vulnerable adults. This is enough time to:

- put the interviewee at ease
- find out why he/she wants to study
- assess skills levels
- discuss class placement, times and frequency.

For those with Intermediate and Advanced level skills, the process may take up to an hour (but no longer).

NOTE: If your class hasn't had an initial assessment on enrolment, it is still a good idea to put a process in place where you assess each learner in a one-on-one interview. You could, for example, call them out of class to meet an assessor or arrange individual interview times. The information gained about skills levels and the learner profile will be valuable for program and session planning.

Part 4—PRIAK Tasks

Step 1: Oral interview

Guidelines for the assessor:

You will need:

- Oracy evaluation guide (p. 14) and PRIAK Oracy levels chart (p. 7)
- A photocopy of the Interview guide/profile sheet (p. 15) for each interviewee

1. Put the interviewee at ease:
 - The oral interview is not a formal interview – it's more of a chat. You can ask the questions in any way that seems appropriate but avoid slang, especially for interviewees with EAL backgrounds. Respond with interest and ask more questions about what they tell you. Helping anxious interviewees to relax will mean they perform better on reading and writing tasks.
 - Greet the interviewee and observe the response: No answer? Maybe the interviewee is an absolute beginner or perhaps just very nervous. Don't make a judgement yet.
 - Sensitively consider the background of the interviewee. For example, asking about families can be distressing for some people.
2. Build a profile of each interviewee:
 - Make notes of what the interviewee tells you on the Interview guide/profile sheet.
 - Build as complete a profile of the interviewee as possible. This is valuable information for the teacher and will also guide you in selecting reading and writing tasks and levels. Even single-word answers or miming from an interviewee with limited oracy can provide useful information.
3. Assess the oracy levels of adults with a disability or EAL backgrounds:
 - Begin with clear, simple and slower than normal speech. If responses suggest a level beyond Beginner or Post-Beginner, adjust your speech to see how the interviewee can cope. Continue to adjust your speech (the speed, the complexity of grammar and vocabulary) as necessary until you determine a level.
 - At higher levels prompt, if necessary, to find out if the interviewee can expand on answers, e.g. "Tell me more about ..." / "Why do you think that?"
4. Record the oracy level in the section at the bottom of the Interview guide/profile sheet. You will also record reading and writing levels on the sheet later.

Oracy evaluation guide

If the interviewee:	He/she is:
Cannot respond to basic greetings and basic personal questions, e.g. name, where they live.	Suitable for an Absolute Beginner level oracy group.
Responds to basic personal questions with mainly one-word answers. Requires a great deal of support – slow, clear speech with gestures, miming facial expressions, repetition and rephrasing of questions.	Suitable for a Beginner oracy group.
Gives direct answers to familiar questions about personal details, activities and needs, using limited vocabulary and grammar. Requires slow, simple speech, repetition and rephrasing of questions.	Suitable for a Post-Beginner oracy group.
Responds appropriately, using everyday language, to provide information about personal details. Speaks slowly with mostly understandable pronunciation; relies on facial expression and gestures to confirm meaning; asks questions to clarify meaning.	Suitable for a Pre-Intermediate oracy group.
Keeps a conversation going by expanding on answers, asking questions and clarifying meaning. Follows speech at normal rate but own speech may be uneven, with some repetition and pronunciation that generally does not interfere with meaning, but may require clarification.	Still requires attention to oracy but also suitable for a stand-alone literacy class.
Maintains communication with ease, e.g. gives detailed biographical information about self; elaborates on learning needs and reasons for wanting to study; uses some vocabulary related to vocational specialisation.	Suitable for a stand-alone literacy class. Oracy requirements will most likely relate to vocational specialisation.

Interview guide/profile sheet

Greeting

What's your name?

Where do you live?

For EAL backgrounds:

Where are you from?

How long have you been in Australia?

Have you learnt English before? / When? / Where?

Have you studied before? / What? / When?

What do you want to study here? / Why?

Are you working now?

(if yes) What work do you do?

(if no) Have you worked before? (EAL: in your own country?/ here?)

What did you do.?

What work would you like to do in the future?

What do you like to do in your free time?

Is there anything that would make studying difficult? (Ask about glasses, hearing, health problems, back injury etc.)

Skills Levels	Oracy:
Reading:	Writing:
Class placement:	

Step 2: Reading

Guidelines for the assessor

You will need:

- One assessment task per level and possibly two tasks at Beginner A level (pp. 17–42)
- The evaluation guide that accompanies each task
- PRIAK Reading levels chart (p. 8)
- Interview guide/profile sheet (to record reading level)

You may need to provide a dictionary for those with higher level skills.

1. Select a starting point depending on what you have found out about the learner from the oral interview, for example:
 - If an EAL learner with intermediate level skills tells you they consider their speaking to be 'OK' but their reading to be very poor, you know to start the reading assessment with a low-level task.
 - If an interviewee tells you they want to be able to read the notices the children bring home from school, you know to start with a low-level task.
 - If an interviewee tells you that they want to be able to read an OH&S report at work, you know that starting with the alphabet is probably unnecessary.

In general, it is better to start low and work up. Being able to achieve a task fairly easily will build confidence. Starting too high will add to the anxiety many adults have about their poor literacy skills.

2. Work through the levels, administering only one task for each level. The interviewee's performance on that task will tell you whether to give them a higher level task to try. Base your judgement on the PRIAK reading levels chart (p. 8) and the evaluation guide that accompanies each task.
3. Stop when the interviewee can no longer perform a task satisfactorily. The level before this point is their reading level.
4. Record the reading level on the interview guide/profile sheet.

Beginner Reading Task: Alphabet

Instructions for the assessor:

1. Show the interviewee the task on the next page
2. Modelling—to get interviewee to understand the task:
 - Point to the each of the first three letters of the alphabet and name them as you point. You can choose upper or lower case letters.
3. Indicate that you want the interviewee to continue.
4. Check if the interviewee can recognise letters when they are not in alphabetical order: point to the first upper case letter of the “Random letters’ group and say its name.
5. Indicate that you want to interviewee to continue for at least 5 letters.
6. Repeat with the lower case letters.

NOTE: Some interviewees can recite all the letters when they are in alphabetical order but cannot name them out of sequence. This indicates an insecure grasp of the letters.

7. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task at all	Not yet at Beginner reading level Do not try higher level tasks Suitable for an Absolute Beginner level reading group
Completes the task but with some hesitations OR only if letters are in alphabetical order	Probably suitable for a Beginner reading group but you need to check they can do more than the alphabet Try another Beginner task
Completes the task with ease	Try a Post-Beginner reading task

Alphabet

ALPHABETICAL ORDER

A B C D E F G H I J K L M N O P Q
i j k l m n o p q r s t u v w x y z

RANDOM LETTERS

B F A E G R X T L K J H I O M U P N
p b x a d n m o c k l z s v h e w t

Beginner Reading Task: Upper and lower case letters

Instructions for the assessor:

1. Show the interviewee the task on the next page.
2. Modelling—to get interviewee to understand the task:
 - Point to an upper case letter and name it.
 - Point to its matching lowercase letter and name it.
 - Point to another upper case letter and name it, then gesture to the lower case letters and ask: “Which one is the same?” If the interviewee doesn’t answer, point to it.
 - Repeat until the interviewee gets the idea.
3. Point to another upper case letter and ask, “What’s this?”
4. Gesturing to the lower case letters, ask “Which one is the same?”
5. Ask the interviewee to continue for about 5 more letters.

NOTE 1: The pairs of matched letters don’t need to be in the listed order.

NOTE 2: Interviewees can say the name of the letter or its sound. If they don’t know the name or sound, just ask them to point to the matching letters.

6. Evaluate the interviewee’s performance of the task:

If the interviewee:	He/she is:
Cannot do the task at all OR Can match the letters but cannot name them or say their sound	Not yet at Beginner reading level Do not try higher level tasks Suitable for an Absolute Beginner level reading group
Completes the task but with some hesitations	Probably suitable for a Beginner reading group but you need to check they can do more than the alphabet Try trying another Beginner reading task
Completes the task with ease	Try a Post-Beginner reading task

Upper and lower case letters

A

f

B

d

C

a

D

i

E

h

F

g

G

e

H

c

I

b

Beginner Reading Task: Match pictures and words

Instructions for the assessor:

1. Show the interviewee the task on the next page.
2. Modelling—to get interviewee to understand the task:
 - Point to the first picture and name it.
 - Point to the first word in the set of words accompanying the first picture and ask, “Is this right?”
 - If necessary, do the same for the next word(s) in the set until they get the idea.
3. Point to the second picture and, gesturing to the accompanying set of words, ask, “Which is right?”
4. Repeat for the remaining two pictures.

NOTE: Interviewees are reading for meaning so they don't need to name the picture or read aloud. It's OK for them to just point to the correct word.

5. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Beginner reading level Do not try higher level tasks Suitable for an Absolute Beginner level reading group
Completes the task but reads each word slowly and hesitantly	Suitable for a Beginner reading level group
Completes the task with ease	Possibly higher than Beginner Try a Post-Beginner reading assessment task

Match pictures and words



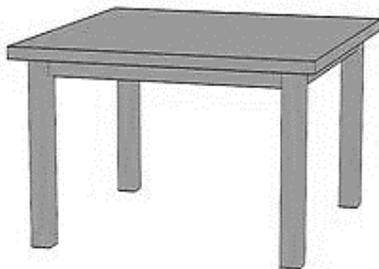
boy
bag
book
box



pin
pen
bag
bin



car
baby
bag
clock



train
table
school
time

Post-Beginner Reading Task: Match pictures and sentences

Instructions for assessor:

1. Show the interviewee the task on the next page.
2. Modelling—to get interviewee to understand the task:
 - Point to the first picture and say “The woman is driving a car”.
 - Point to the first sentence in the accompanying set of sentences and ask, “Is this right?”
 - If necessary, do the same for the next sentence(s) in the set until they get the idea.
3. Point to the second picture and, gesturing to the accompanying set of sentences, ask, “Which sentence is right?”
4. Repeat for the remaining pictures.

NOTE: : Interviewees are reading for meaning so don't need to read aloud. They can just point to the correct sentence.

5. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Post-Beginner reading level Do not try higher level tasks Suitable for Beginner reading level group
Completes the task by reading slowly and possibly sounding out individual words	Suitable for a Post-Beginner reading level group
Completes the task with ease	Possibly higher than Post-Beginner Try a Pre-Intermediate reading assessment task

Match pictures and sentences



The woman is on a bus.

The woman is driving a car.

The woman is riding a bike.



The man is shopping.

The man is eating dinner.

The man is cooking dinner.



The woman is reading.

The woman is walking.

The woman is watching TV.



The man is shopping.

The man is playing football.

The man is drinking coffee.

Post-Beginner Reading Task: Frank

Instructions for assessor:

1. Show the interviewee the task on the next page.
2. Modelling—to get interviewee to understand the task:
 - Run your finger under the first sentence and read it aloud
 - Point to the matching picture and say the sentence again.
3. Run your finger under the second sentence (but this time don't read it aloud). Then, gesturing to the pictures, ask, "Which picture?"
4. If necessary, repeat for the remaining sentences. (NB don't read them aloud).

NOTE: Interviewees are reading for meaning. They don't need to read aloud.

5. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Post-Beginner reading level Do not try higher level tasks Suitable for a Beginner reading level group
Completes the task by reading slowly and possibly sounding out individual words	Suitable for a Post-Beginner reading level group
Completes the task with ease	Possibly higher than Post-Beginner Try a Pre-Intermediate reading assessment task

Frank

1. This is Frank.
2. He wakes up at 6:30 in the morning.
3. He goes to work by bus.
4. He works in a supermarket.
5. On the weekend, he likes to play soccer with his friends.



Post-Beginner Reading Task: Larta

Instructions for assessor:

1. Show the interviewee the task on the next page.
2. Modelling—to get interviewee to understand the task:
 - Run your finger under the first sentence and read it aloud.
 - Point to the matching picture and say the sentence again.
3. Run your finger under the second sentence (but this time don't read it aloud). Then, gesturing to the pictures, ask, "Which picture?"
4. If necessary, do the same for the remaining sentences. (NB don't read them aloud).

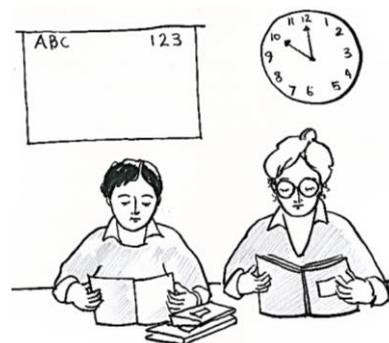
NOTE: Interviewees are reading for meaning. They don't need to read aloud.

5. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Post-Beginner reading level Do not try higher level tasks Suitable for a Beginner reading level group
Completes the task by reading slowly and possibly sounding out individual words	Suitable for a Post-Beginner reading group
Completes the task with ease	Possibly higher than Post-Beginner Try a Pre-Intermediate reading assessment task

Larta

1. Larta gets up at 7 am.
2. Her children go to school at 8 am.
3. In the morning she goes to a reading class.
4. In the afternoon she goes shopping.
5. In the evening her family has dinner.



Pre-Intermediate Reading Task: Maria's story

Instructions for assessor:

1. Show the interviewee the text on the next page.
2. Ask the interviewee to read the text to him/herself.
3. Ask the interviewee to read and answer the questions.

NOTE: The interviewee can give the answers orally or by pointing to the answers in the text.

4. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Pre-Intermediate reading level Do not try higher level tasks Suitable for a Post-Beginner reading level group
Completes the task but may have to reread a number of times to find answers	Suitable for a Pre-Intermediate reading level group
Completes the task with ease	Possibly higher than Pre-Intermediate Try an Intermediate reading assessment task

Maria's Story



Maria is from Italy. She came to Australia in 2012 with her husband and three children. When she was in Italy, she owned a restaurant. Now she hopes to own one in Australia in the future, so she works as a waitress to get some experience of restaurants here.

Maria's English is good, but she thinks that it will need to be better to own a restaurant. She studies English three days a week, because she wants to learn quickly and then she can buy her restaurant.

Questions:

1. What is this story about?
2. In the story, who is "she"?
3. What did Maria do in Italy?
4. Why does she work as a waitress in a local restaurant?
5. What does Maria think of her English?
6. Why does Maria study three days a week?

Pre-Intermediate Reading Task: Kangaroos

Instructions for assessor:

1. Show the interviewee the text on the next page.
2. Ask the interviewee to read the text to him/herself.
3. Ask the interviewee to read and answer the questions.

NOTE: The interviewee can give the answers orally or by pointing to the answers in the text.

4. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Pre-Intermediate level Do not try higher level tasks Suitable for Post-Beginner reading level group
Completes the task but may have to reread a number of times to find answers	Suitable for a Pre-Intermediate reading level group
Completes the task with ease	Possibly higher than Pre-Intermediate Try an Intermediate reading assessment task

Kangaroos



Kangaroos are Australian animals. In the daytime they rest in the shade of trees but in the evening they come out to eat grass and leaves. If there is danger they move away fast but they don't run – they hop. They have strong back legs and tails so they can hop very fast. Baby kangaroos are called joeys. The joeys live in their mother's pouches and drink the mother's milk. After a year they leave the pouch but stay very close to their mother because they have a lot to learn.

Questions:

1. What's the text about?
2. What do kangaroos do in the daytime?
3. When do they eat?
4. Why can they hop fast?
5. Where do the baby kangaroos live?
6. How old are the joeys when they leave the pouch?

Pre-Intermediate Reading Task: Why Tai wants to study

Instructions for assessor:

1. Show the interviewee the text on the next page.
2. Ask the interviewee to read the text to him/herself.
3. Ask the interviewee to read and answer the questions.

NOTE: The interviewee can give the answers orally or by pointing to the answers in the text.

4. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Pre-Intermediate level Do not try higher level tasks Suitable for Post-Beginner reading level group
Completes the task but may have to reread a number of times to find answers	Suitable for a Pre-Intermediate reading level group
Completes the task with ease	Possibly higher than Pre-Intermediate Try an Intermediate reading assessment task

Why Tai wants to study

When Tai arrived in Australia, he worked in a factory. Most of the other workers were also Vietnamese so he never learned much English. But the factory closed down last week and now Tai doesn't have a job. He wants to study more English because it is hard for him to understand when people speak to him and his reading and writing aren't very good. He needs more English because he wants to get another job. He also wants to help his children with their school work.

Questions:

1. What is the text about?
2. What did Tai do when he came in Australia?
3. Why doesn't Tai speak much English now?
4. When did the factory close down?
5. What does Tai want to study?
6. Why does Tai need more English?

Intermediate Reading Task: Beach safety

Instructions for assessor:

1. Show the interviewee the text on the next page.
2. Ask the interviewee to read the text to him/herself.
3. Ask the interviewee to read and answer the questions.

Note: The interviewee can give the answers orally or by pointing to the answers in the story.

4. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Intermediate reading level Do not try higher level tasks Suitable for a Pre-Intermediate reading level group
Completes the task but may have some hesitations when inferring meaning	Suitable for an Intermediate reading level group
Completes the task with ease	Possibly higher than Intermediate Try the Advanced reading assessment task

Beach safety



Australians love to spend time at the beach although it can be a dangerous place. Around Australia, surf lifesavers rescue thirty people each day from the ocean.

When you go to the beach, look for safety signs. You should always swim at a beach patrolled by surf lifesavers, and swim between the red and yellow flags where it is safe. Keep a close eye on your family or children. Never swim alone, at night, or if you have been drinking alcohol.

By far the most dangerous hazard is being caught in a rip or strong current that can sweep you out to sea. If you get caught in a rip, don't panic. If you are a strong swimmer try to swim either in line with the beach or across the current, never against it. If you are not a strong swimmer, float with the current and try to signal the surf lifesavers or other swimmers.

Questions:

1. What's the text about?
2. How many people are rescued by lifesavers every day?
3. Why do you think you should swim at a patrolled beach?
4. Why are the red and yellow flags on the beach?
5. What do you think 'keep a close eye on' means?
6. What can you do if you get caught in a rip?

Intermediate Reading Task: Multicultural Australia

Instructions for assessor:

1. Show the interviewee the text on the next page.
2. Ask the interviewee to read the text to him/herself.
3. Ask the interviewee to read and answer the questions.

Note: The interviewee can give answers orally or by pointing to the answers in the story.

4. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Intermediate reading level Do not try higher level tasks Suitable for a Pre-Intermediate reading level group
Completes the task but may have some hesitations when inferring meaning	Suitable for an Intermediate reading level group
Completes the task with ease	Possibly higher than Intermediate Try the Advanced reading assessment task

Multicultural Australia

AUSTRALIAN POPULATION	
Top 6 overseas countries of birth	
30 June 2016	
Country of birth	Number of people
UK	1 200 000
New Zealand	600 000
China	525 000
India	470 000
Philippines	250 000
Vietnam	240 000

Australia is an island continent and the world's sixth largest country. It has a population of over 24 million with most people living along the eastern coast and very few living in the centre.

Australia is also a vibrant and multicultural country. Around 7.5 million people have migrated to Australia since 1945. Now 49% of Australians were born overseas or have at least one parent who was. In 2016, more than 1 million people were born in the UK and more than 600,000 came from New Zealand.

In addition to English, the most common languages spoken in Australia are Mandarin, Arabic, Cantonese, and Vietnamese. There are also about 70 Indigenous languages. As well as their language, all people who migrate to Australia bring with them some of their own cultural and religious traditions, as well as taking on many new traditions. Together, these traditions have enriched our nation and multicultural Australia is an important part of our national identity.

Questions:

1. What is the text about?
2. How many people have settled in Australia since 1945?
3. Which overseas country was the birthplace of the highest number of Australians?
4. 470,000 Australians were born in which country?
5. What do people bring with them when they migrate here?
6. What enriches our nation?

Intermediate Reading Task: Biography – Jimmy Pham

Instructions for assessor:

1. Show the interviewee the text on the next page.
2. Ask the interviewee to read the text to him/herself.
3. Ask the interviewee to read and answer the questions.

NOTE: The interviewee can give the answers orally or by pointing to the answers in the story.

4. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Intermediate reading level Do not try higher level tasks Suitable for a Pre-Intermediate reading level group
Completes the task but may have some hesitations when inferring meaning	Suitable for an Intermediate reading level group
Completes the task with ease	Possibly higher than Intermediate Try the Advanced reading assessment task

Biography – Jimmy Pham

Jimmy Pham was born in Saigon, Vietnam, 1968. When he was two years old, Jimmy and his family left Vietnam because of the war and came to live in Sydney, Australia. Jimmy started work in a sandwich shop in Kings Cross, but began to study tourism and became a tour guide. Jimmy loved travel and people, so he went back to Vietnam when he was 24. He was saddened when he saw the poverty of the street kids. So he wanted to do something to help them.

In Hanoi, Jimmy opened a small café called KOTO, which means “Know One, Teach One.” He trained nine street kids in hospitality skills. In a few years, KOTO grew quickly and every year Jimmy now trains up to 40 young people to be chefs, bar and service staff. He also trains these young people in employment and life skills, then finds placements for them in the hospitality industry.

Jimmy loves making a difference in these young people's lives. He trains them to work and be independent, while giving them the skills to help others. If these young people take this opportunity, they can change their lives and their families' lives and move out of poverty.

Source: www.civicsandcitizenship.edu.au/cce/gallery_of_australian_biographies,14538.html

Questions:

1. What is this text about?
2. Why did Jimmy and his family come to live in Sydney?
3. Apart from working at the sandwich shop, what else did Jimmy do before he was 24?
4. How did Jimmy feel when he saw the poverty of the street kids in Vietnam?
5. What does Jimmy train the street kids at KOTO to do?
6. How can the KOTO program change the lives of the street kids?

Advanced Reading Task: Coal mining

Instructions for assessor:

1. Show the interviewee the text on the next page.
2. Ask the interviewee to read the text to himself/herself.
3. Ask the interviewee to answer the questions about the text either orally or in writing.

4. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Advanced level Suitable for an Intermediate level reading group
Completes the task independently with the aid of a dictionary. May need to reread more than once to extract the information	Suitable for an Advanced reading level group
Completes the task easily	Independent reader Depending on the interviewee's oracy, and if writing is also at this level, consider referring the interviewee for further study.

Coal mining

On their website (www.greenpeace.org), Greenpeace argues that coal burning is responsible for one-third of all our carbon dioxide (CO₂) pollution, which is the most prevalent of the greenhouse gases fuelling the greatest environmental, humanitarian and economic threat the world has ever faced: climate change.

Greenpeace warns that coal mining has a number of health and environmental impacts. It destroys ecosystems by releasing toxic levels of minerals and gases into our water and air. As a result, miners and those who live nearby are exposed to coal dust and other toxins. Beside CO₂, burning coal releases millions of tonnes of sulphur dioxide and nitrogen oxides into the air, which create acid rain and smog. Moreover, coal combustion yields particulate matter pollution, which creates air pollution and respiratory ailments, among other health problems. Another by-product of burning coal is mercury, which infiltrates the food chain and attacks the human nervous system. In addition, burning coal creates millions of tonnes of waste products that contain toxic levels of heavy metals and minerals. These mostly end up in landfill sites, and pose a threat to our health and environment.

For these reasons, fossil fuels such as coal, along with oil, gas and nuclear power are often referred to as 'dirty energy'. On the other hand, alternative energy sources such as wind, solar and tidal power, are referred to as 'clean energy'. They are also referred to as 'renewable energies' because, unlike fossil fuels, which are finite, we will never run out of wind, sun and oceans.

Greenpeace concludes that the world doesn't need more coal. Instead, the organisation advocates using renewable, 'clean energy', technologies. In fact, Greenpeace believes that 100% renewable energy is the key to a sustainable future.

Questions:

1. What's the text about?
2. What is CO₂?
3. What does the text state is the biggest environmental, humanitarian and economic problem the world has ever known?
4. According to Greenpeace, what are three of the threats to the environment caused by coal mining?
5. Name two specific health problems put forward in the text.
6. Why do you think solar power is referred to as 'clean energy'?

Step 3: Writing

Guidelines for the assessor

You will need:

- A writing task for assessing Beginner level (pp. 44–49)
- List of suggested writing topics for all levels above Beginner (p. 50)
- PRIAK Writing levels chart (p. 9)
- Your photocopied interview guide/profile sheet (to record writing level) (p.15)
- Blank paper for interviewees above Beginner level.

You may need to provide:

- A pen or pencil
- A dictionary for higher level writers.

1. Select a starting point based on what you have found out about the learner from the oral interview, for example:
 - If an EAL learner with Intermediate level oracy skills tells you they consider their speaking to be 'OK' but their writing to be very poor, you know to start the writing assessment with a low-level task.
 - If an interviewee tells you they want to be able to write notes to their children's teacher, you know to start with a low-level task.
 - If an interviewee tells you that they want to be able to write an incident report at work, you know you can give them a topic to write about, and base your assessment on that.

NOTE: For interviewees who you think will have low-level writing skills, start with the alphabet task. If they can do the task, it will put them at ease when trying a higher level task, and reassure you, the assessor, that they have this foundation skill. If they cannot do the task, you know they are an absolute beginner.

2. For those above Beginner level, if possible, select a writing topic that relates to what you have found out about them during the oral interview, e.g. their interests, their work or aspirations.
3. When the interviewee has finished the task, base your assessment on:
 - The Writing evaluation guides that accompany each of the Beginner tasks
 - The PRIAK Writing levels chart for all other levels (p. 9).
4. Record the writing level on the interview guide/profile sheet (p. 15).

Beginner Writing Task: Alphabet

Instructions for the assessor:

1. Give the interviewee the lined task sheet on the next page.
2. Modelling—to get interviewee to understand the task:
 - Take a pen/pencil and write a few lower case letters of the alphabet
 - Give the pen/pencil to the interviewee and indicate that you want him/her to continue.

NOTE: The interviewee needs to write enough letters for you to assess ability but does not need to write the whole alphabet.

3. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task, e.g. <ul style="list-style-type: none"> • has difficulty holding pen • can only form a couple of letters • no real attempt to write on the lines 	Not yet at Beginner writing level Do not try higher level tasks Suitable for an Absolute Beginner writing level group
Completes the task by holding the pen appropriately and writing letters mostly on the line with correctly placed stems and tails above or below the line, although there may be inconsistencies	Suitable for a Beginner writing level group
Completes the task with ease and with accurate letter formation conventionally placed in relation to the lines	Probably higher than Beginner level but you need to check they can do more than write letters of the alphabet by giving them another Beginner writing task

Alphabet

Beginner Writing Task: Copying

Instructions for the assessor:

1. Show the interviewee the task on the next page.
2. Modelling—to get interviewee to understand the task:
 - Point to the first picture and then the associated word
 - Mime writing the word on the line next to it
 - Make sure the interviewee has a pen/pencil and ask them to write the word.
3. If necessary, gesture to the next picture and word, and then indicate for them to continue.

NOTE: Interviewees don't need to read the word aloud – they only need to copy.

4. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Cannot do the task	Not yet at Beginner writing level Do not try higher level tasks Suitable for an Absolute Beginner writing level group
Completes the task but may need to check each letter as they copy Writes letters that are mostly appropriately placed in relation to the lines although there may be inconsistencies	Suitable for a Beginner writing level group
Completes the task with ease, i.e. copies the word as a whole rather than letter by letter Writes letters appropriately placed in relation to the lines	Probably higher than Beginner level but you need to check by giving them a topic to write about. If they can only write single words rather than sentences about the topic, they are Beginner level. Otherwise check the PRIAK Writing levels guide to assess level (p. 9)

Copying



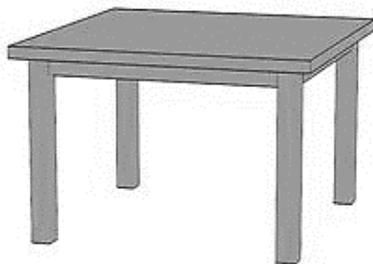
Book



Phone



Pencil



Table

Beginner Writing Task: Sentence stems

Instructions for the assessor:

1. Show the interviewee the task on the next page.
2. Modelling—to get interviewee to understand the task:
 - Point to sentence beginning and read it to the interviewee
 - Indicate that you want him/her to finish it.
3. If necessary, read the next one aloud and indicate for the interviewee to finish it.

NOTE: Interviewees may not be able to read the beginning of the sentence themselves but it is fine for the assessor to read it to them because this is a writing task not a reading task, i.e. they only have to be able to write.

4. Evaluate the interviewee's performance of the task:

If the interviewee:	He/she is:
Has difficulty holding the pen Can possibly copy name from healthcare card or other document but cannot do more than this.	Not yet at Beginner writing level Suitable for an Absolute Beginner writing level group Do not try higher level tasks
Completes one or two of the sentence stems but may need to copy the information from a health care card, driver licence or elsewhere Writes mostly on the line	Suitable for a Beginner writing level group
Completes the task with ease, without having to copy Writes letters appropriately placed in relation to the lines	Probably higher than Beginner level but you need to check by giving a topic to write about. If the interviewee can only write single words rather than sentences about the topic, he/she is Beginner writing level. Otherwise check the PRIAK Writing levels guide to assess level (p. 9).

Sentence stems

My name is _____

I live in _____

I come from _____

My phone number is _____

My date of birth is _____

All levels: Suggested writing topics

Instructions for the assessor:

1. Choose a topic based on what you know about the interviewee from the oral interview/profile building stage.
2. Write the topic on a blank piece of paper, give it to the interviewee and ask him/her to write about it.
3. Evaluate the finished writing by referring to the PRIAK Writing levels guide on page 9.

NOTE: To offer support and guidance, stay with interviewees while they write, if necessary.

Suggested topics

My day

Why I want to study

Why I want to ...

My weekend

My favourite place

My future plans

My work

A day in the city

My first week in Australia

The news

My interests or hobbies

Step 4: Class placement

Guidelines for the assessor

You will need:

- The Class information sheet (p. 52)
- Interview guide/profile sheet (p. 15)

NOTE: This class information sheet is a model only. You may want to adjust it to suit the needs of your centre.

Now that you have assessed the interviewee's language and/or literacy skills levels and built a profile of his/her needs and interests, the final step of the process is to discuss class placement with the interviewee.

1. Discuss the timetable and the interviewee's availability:
 - The type of class you can offer. Check that interviewee is happy with this.
 - Times and dates of the class and check compatibility with interviewee's other commitments.
2. Describe the class:
 - Size
 - Types of things they will do in this class
 - The teacher's name (if known)
 - What they will need to bring.
3. Complete the Class information sheet (next page) and give it to the interviewee. Check that they have understood the information.



Complete the interview guide/profile sheet.

Give/send a copy to the teacher.



Class information

Name: _____

Course name: _____

Class times and room number:

	Monday	Tuesday	Wednesday	Thursday	Friday
Time:					
Room:					

Start date:

You will need to bring:

Teacher's name:

Location:

Organisation name:	
Address:	
Phone:	