

## **22484VIC Course in EAL (Access)**

**VU22593**

**Read and write short, simple messages and forms**

**Assessment Tools for this unit include:**

**Competency Mapping**

**Assessor Instructions (including student Instructions)**

**Assessment Task A: Text message E1 & 2**

**Assessment Task B: Library form E3 & 4**

**Marking Guide**

Competency Mapping

## Competency Mapping

Unit to be assessed: VU22593 Read and write short, simple messages and forms

Steps & Task	Employability skills	Elements/performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p><b>Task A</b></p> <p>Read a text message</p> <p>Reply to a text message</p> <p>Write a message on a card</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Read short, simple texts in a familiar environment. Identify relevant information in short, simple print texts which include visual elements.</li> <li>Write short simple messages, for immediate personal and social purposes.</li> </ul> <p><b>Planning and organising</b></p> <ul style="list-style-type: none"> <li>Organise required learning materials and resources.</li> </ul> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>Use EAL resources such</li> </ul>	<p>Element 1 Read short simple written messages for immediate everyday purposes PC 1.1, 1.2, 1.3,</p> <p>Element 2 Write short simple messages for immediate social purposes PC 2.1, 2.2, 2.3, 2.4</p>	<ul style="list-style-type: none"> <li>A limited range of content words relevant to immediate personal and social needs to read and write messages</li> <li>A limited range of phrases formulaic expressions used in simple messages</li> <li>A limited range of simple adjectives and adverbs</li> <li>A limited range of simple adverbial phrases</li> <li>A limited range of high frequency tenses such as simple present, present continuous and past</li> <li>Some simple phrasal verbs</li> <li>Simple modals</li> <li>Simple contracted forms</li> <li>Simple connectives</li> <li>The alphabet in upper and lower case</li> <li>basic structural features in simple short messages</li> <li>Use writing conventions left to right and top to bottom</li> <li>Reading skills to access simple dictionary</li> <li>Appropriate forms of address</li> <li>Conventions to complete simple messages</li> </ul>	<ul style="list-style-type: none"> <li>Purposes may include; to convey simple personal information to familiar others</li> <li>Short simple messages may include <ul style="list-style-type: none"> <li>SMS</li> <li>Card</li> </ul> </li> <li>Key information Main point or idea Key details <ul style="list-style-type: none"> <li>Who</li> <li>What</li> <li>Where</li> <li>When</li> </ul> </li> <li>Familiar words or phrases <ul style="list-style-type: none"> <li>Names of people, suburbs, nationalities</li> </ul> </li> <li>Layout conventions</li> <li>Check writing</li> </ul>	<p>Use familiar conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>Reads short simple messages related to familiar topics such as personal details</li> <li>Construct short simple messages which include simple phrases or short sentences</li> <li>Check own written messages for accuracy</li> </ul>

Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

	<p>as simple dictionaries to support learning.</p> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Complete delegated tasks</li> </ul>		<ul style="list-style-type: none"> <li>• Use models to guide writing</li> <li>• Writing conventions from left to right and top to bottom</li> <li>• Simple common polite expressions</li> </ul>		
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Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

Steps & Task	Employability Skills	Elements/performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p><b>Task B</b></p> <p>Read a form</p> <p>Complete a form</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Read short, simple texts in a familiar environment.</li> <li>Identify relevant information in short, simple print texts which include visual elements.</li> <li>Complete forms with own personal details and numerical information..</li> </ul> <p><b>Planning and organising</b></p> <ul style="list-style-type: none"> <li>Organise required learning materials and resources.</li> </ul> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>Use EAL resources such as simple dictionaries to support learning.</li> </ul>	<p>Read short simple forms for immediate personal &amp; social purposes Element 3: PC 3.1, 3.2, 3.3</p> <p>Complete short simple forms for immediate personal &amp; social purposes Element 4: PC 4.1, 4.2, 4.3, 4.4</p>	<ul style="list-style-type: none"> <li>A limited range of content words relevant to immediate personal and social needs to read and write forms</li> <li>A limited range of phrases formulaic expressions used in simple forms</li> <li>A limited range of simple adjectives and adverbs</li> <li>A limited range of simple adverbial phrases</li> <li>A limited range of high frequency tenses such as simple present, present continuous and past</li> <li>Some simple phrasal verbs</li> <li>Simple modals</li> <li>Simple contracted forms</li> <li>Simple connectives</li> <li>The alphabet in upper and lower case</li> <li>Follow sequential or conditional instructions to complete forms</li> <li>Use writing conventions left to right and top to bottom</li> <li>Reading skills to access simple dictionary</li> <li>Conventions in forms</li> <li>Use models to guide writing</li> <li>Writing conventions from left to right and top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>Purpose of simple forms may include: <ul style="list-style-type: none"> <li>Excursion forms</li> <li>Enrolment forms</li> <li>Library application</li> </ul> </li> <li>A range of simple forms</li> <li>Organisational features</li> <li>Details may include: <ul style="list-style-type: none"> <li>Name</li> <li>Address</li> <li>Date of birth</li> <li>Signature</li> <li>Responses to questions</li> </ul> </li> <li>Appropriately may include; <ul style="list-style-type: none"> <li>Correct format,</li> <li>Use required abbreviations,</li> <li>Circling, ticking or underlining,</li> <li>Following instructions</li> </ul> </li> </ul>	<p>Use familiar conventions and linguistic knowledge to:</p> <ul style="list-style-type: none"> <li>Reads short simple forms related to familiar topics such as personal details</li> <li>Complete forms using formats as appropriate to need and context</li> <li>Check own written forms for accuracy</li> </ul>

Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

	<b>Self-Management</b> <ul style="list-style-type: none"><li>• Complete delegated tasks</li></ul>				
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Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

Assessor Instructions

## TASK A Instructions for the Assessor

### **22484VIC Certificate 1 in EAL (Access)**

VU22593 Read & Write short, simple messages and forms

Element 1 & 2 messages

#### **Setting up the assessment task**

- Inform the students that you will be assessing their reading and writing skills for this unit
- Prepare the students with similar activities and tasks prior to assessing.
- There is a benchmark text and marking guide included for the assessor.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment

#### **Prepare assessment tools**

- Instructions for the learner to be given orally
- Copies of the assessment task for each student
- Class dictionaries, personal dictionaries available for students to refer to

#### **Conducting the assessment**

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to read a message and write a response.
2. Tell the students what support is available to them: access to teacher, use of dictionaries
3. Hand out the worksheet to the students to read. Give a reasonable time for them to reread and check vocab in their personal lists or dictionaries.
4. Instruct students to read the text and answer the questions
5. Students must also write a text message in reply and write on an appropriate card.
6. Students proofread their work before showing the teacher and write a final copy
7. Provide verbal feedback to the student on their performance.
8. Assessment to be collected and kept in the student's file.



## **Student Instructions**

### **VU22593 Element 1 & 2**

### **TASK A**

For this assessment you will need to read and write a message and card

You have 3 tasks:

1. Read a text message
  2. Respond to the message
  3. Choose and write on a suitable card
- You will complete these activities in class.
  - You may refer to models we have used in class

At the end of the assessment the assessor will collect your work and correct it. They will talk about your answers with you and then keep your work in your file

## **TASK B Instructions for the Assessor**

### **22484VIC Certificate 1 in ESL (Access)**

VU22593 Read & Write short, simple messages and forms

Element 3 & 4 Simple forms

#### **Setting up the assessment task**

- Inform the students that you will be assessing their reading and writing skills for this unit and their ability to read and complete simple forms
- Prepare the students with similar activities and tasks prior to assessing
- Marking guide included for the assessor.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment

#### **Prepare assessment tools**

- Instructions for the learner to be given orally
- Copies of the assessment task for each student
- Class dictionaries, personal dictionaries available for students to refer to

#### **Conducting the assessment**

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to read a completed form and then to fill out a form with their own details.
2. Tell the students what support is available to them: access to teacher, use of dictionaries
3. The students could be given the task as 2 separate tasks or as one.
4. Hand out the worksheet to the students to read, allowing a reasonable time for them to reread and check vocab in their personal lists or dictionaries.
5. Instruct students to read the form and answer the questions on the worksheet.
6. Students must then complete the form with their personal information.
7. Students check and mark on their sheet the checks they have done before showing the teacher
8. Provide verbal feedback to the student on their performance
9. Assessment to be collected and kept in the student's file.

## **Student Instructions**

### **VU22593 Elements 3 & 4**

### **TASK B**

For this assessment you will need to read and complete a form

You have 2 tasks

1. Read a form that has been filled out and answer some questions
2. Complete the form with your own information

- You may use dictionaries to help you
- Make sure you read the instructions clearly
- Check your work at the end
- Your work will be collected and kept in your file

Assessment Tasks

Name

Date

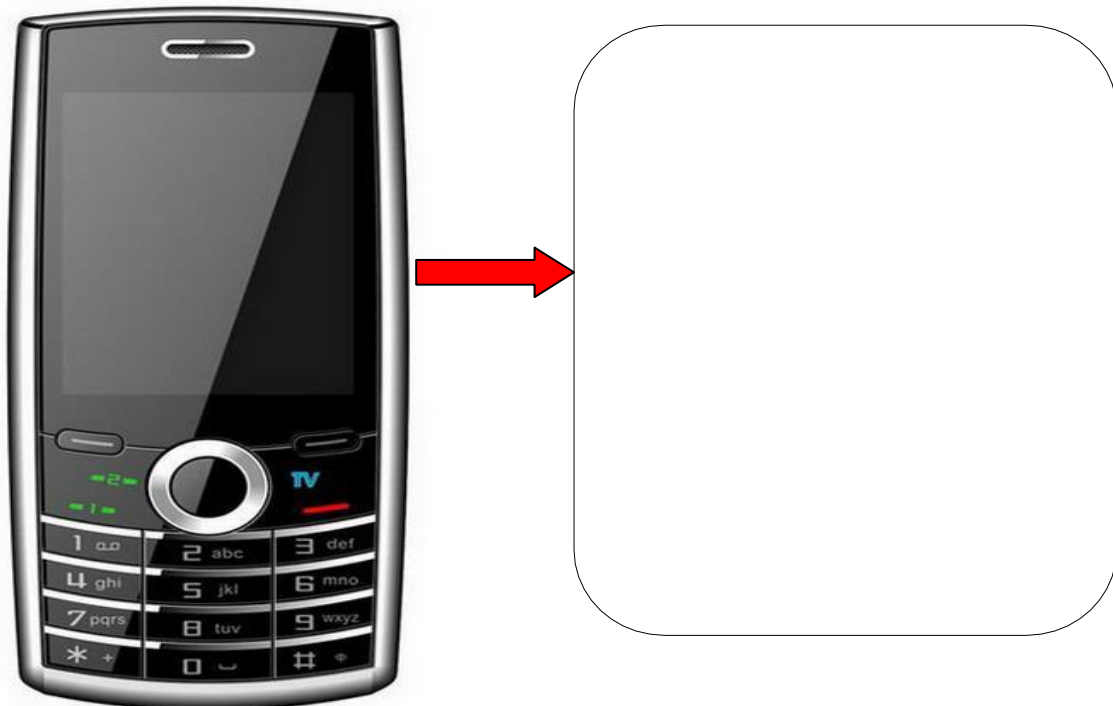
### Task A Read and reply to a text message



1. What type of message is this?  
 an email                       a text message                       a postcard
2. Who sent this message?
3. Why did they send this message?  
 to announce the birth of their son  
 to invite them to their place for dinner  
 to remind them to pick up their son from school
4. Did they have a daughter or a son?
5. What is the baby's name?
6. What are the parent's names?
7. When was the baby born?
8. How much does the baby weigh?
9. What does the person who got the text message have to do?

Write a short text message to reply to Mark and Anna's baby news.

### Draft

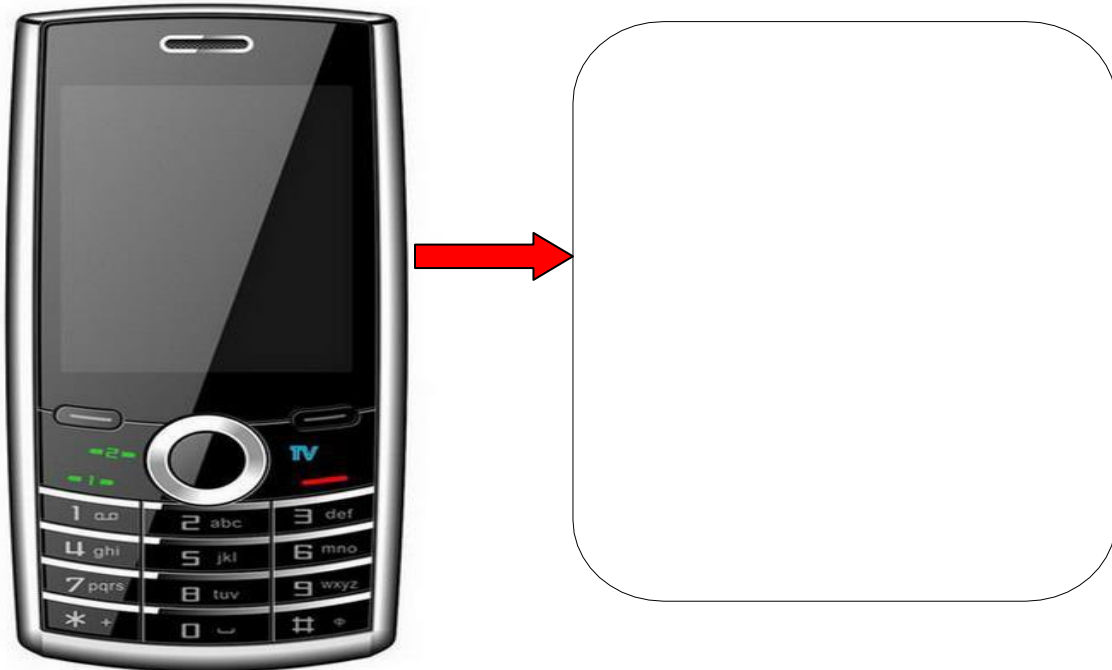


### Check

After you have written your text message check the following

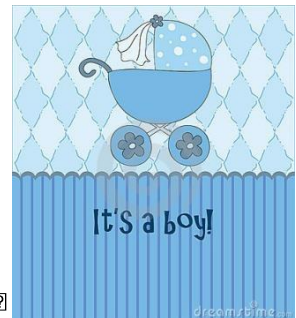
- have you included the names of the people you are texting
- have you included your own name
- have you mentioned the new baby
- have you checked your spelling
- have you checked your punctuation
- have you passed on your best wishes
- have you let them know you will do what they asked

**Final Copy:** Rewrite your text message below



**You send flowers to Mark and Anna to congratulate them on their new baby. You need to write on a card to send with the flowers.**

Which card should you buy? .....



Now it's your turn to write on the card to Mark and Anna.  
Remember to write:

- who it's to
- a short message congratulating them
- who it's from



Feedback

Satisfactory       More evidence required

Assessor's Signature:

Students Signature:



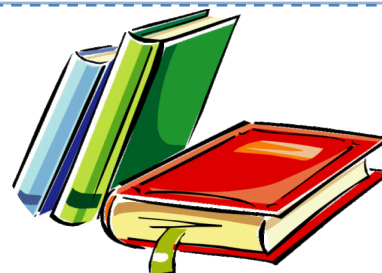
Name

Date

**TASK B** Read and complete a form

**WESTERN PUBLIC LIBRARY**  
Membership form

All questions with a \* must be answered  
Use **BLOCK** letters and black pen



Q1 TITLE:       MR     MRS     MISS     MS

Q2NAME:      SURNAME LE

FIRST NAME MY VINH

\* Q3 ADDRESS:    NUMBER 12 STREET SHORT ST

SUBURB FOOTSCRAY POSTCODE 3011

\*Q4 PHONE NUMBER: 9687 0000 (H)

0400 121212 (MOB.)

Q5 LANGUAGES SPOKEN AT HOME: VIETNAMESE

(if only English go to Q7)

Q6 What items would you like to borrow in your language?

books     DVDs     music     magazines     CDs

\*Q7 DATE OF BIRTH :    15/06/1970

\*Q8. SIGNATURE:    My Vinh Le

(If under 16 a parent must sign)

**Membership is free and open to everyone**

Read the form to answer these questions

1. Look at the title of this form. What is this form for?

- to join an English class
- to join a library
- to join a tennis club

2. Why would you fill out this form?

- to join the library
- to get a job
- to get my driver's license

3. Tick **True** or **False**

My Vinh Le is over the age of 16.

True  False

You must use block letters to fill out the form.

True  False

My Vinh Le doesn't have a mobile phone.

True  False

My Vinh Le wants to borrow Italian books.

True  False

My Vinh Le needs to sign the top of the form

True  False

4. What questions have to be answered?

5. What is the name of the library?

6. How much does it cost to join the library?

7. Where does My Vinh Le live?

Read carefully and fill out the form below with your information.

## WESTERN PUBLIC LIBRARY Membership form

All questions with a \* must be answered  
Use BLOCK letters and black pen



Q1 TITLE:       MR     MRS     MISS     MS

\*Q2 NAME:      SURNAME \_\_\_\_\_

FIRST NAME \_\_\_\_\_

\* Q3 ADDRESS:    NUMBER \_\_\_\_\_ STREET \_\_\_\_\_

SUBURB \_\_\_\_\_ POSTCODE \_\_\_\_\_

\*Q4 PHONE NUMBER: \_\_\_\_\_ (H)

\_\_\_\_\_ (MOB.)

Q5 LANGUAGES SPOKEN AT HOME: \_\_\_\_\_

(if only English go to Q7)

Q6 What items would you like to borrow in your language?

books     DVDs     music     magazines     CDs

\*Q7 DATE OF BIRTH : \_\_\_\_\_

Q8. SIGNATURE: \_\_\_\_\_

(If under 16 a parent must sign)

**Membership is free and open to everyone**

1. Have you :

checked the form

used block letters

answered all the questions you  
have to

checked your spelling

signed the form

Marking Guide

## Marking Guide VU22593

### Elements 1-2

This task consists of 2 elements and may be given as a whole or separately. The focus on the first part of the task is to read a text message. The second part involves wiring skills and the ability to respond appropriately. In order to complete the task for VU22593 satisfactorily, the learner should show the following.

### Task A

#### Element 1

The first part of the assessment looks at the student's ability to read simple messages. Questions 1 & 3 need to be ticked appropriately and refer to the type and purpose of the message.

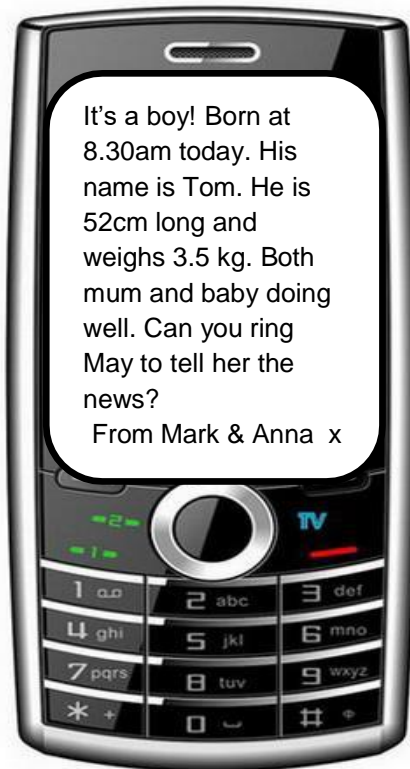
Questions 2, 4-9 require short answers and relate to key information. Most of these should be completed correctly for a satisfactory completion.

#### Element 2

The second part of the assessment looks at the student's ability to write a response to the text message and to write on an appropriate card.

- The student must be able to construct a simple message of one or two simple phrases
- The student uses the conventions of left to right and top to bottom orientation of texts
- The student uses conventions in their cards and messages – openings, salutations, layout
- The student uses legible writing
- The student uses appropriate vocabulary for the context
- The student ticks the appropriate card and message
- The student checks writing (with support) and make revisions as needed

## Marking Guide



1. What type of message is this?  
 an email                       a text message                       a postcard
2. Who sent this message? **Mark and Anna**
3. Why did they send this message?  
 to announce the birth of their son  
 to invite them to their place for dinner  
 to remind them to pick up their son from school
4. Did they have a daughter or a son? **A son**
5. What is the baby's name? **Tom**
6. What are the parent's names? **Mark and Anna**
7. When was the baby born? **Today at 8:30am**
8. How much does the baby weigh? **3.5kg**
9. What does the person who got the text message have to do? **Ring May**

## Marking Guide

Write a short text message to reply to Mark and Anna's baby news

The text will vary according to the student. Check evidence guide to ensure required evidence is met.



Hi Mark and Anna  
Congratulations on the  
baby. What great  
news. Will call May  
and let her know.  
Jenny x

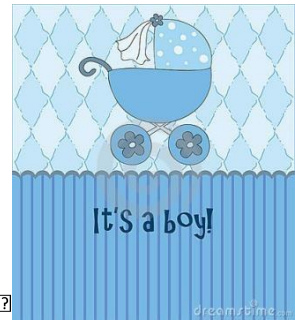
### Check

After you have written your text message check the following

- have you included the names of the people you are texting
- have you included your own name
- have you mentioned the new baby
- have you checked your spelling
- have you checked your punctuation
- have you passed on your best wishes
- have you let them know you will do what they asked

Final copy to be included

Which card should you buy? .....



**You send flowers to Mark and Anna to congratulate them on their new baby. You need to write on a card to send with the flowers.**

Now it's your turn to write on the card to Mark and Anna.

Remember to write:

- who it's to
- a short message congratulating them
- who it's from



*Dear Mark and Anna*

*Congratulations on the  
birth of your new baby  
boy*

*Lots of love*

*Jenny xx*

**The text will vary  
according to the  
student. Check  
evidence guide to  
ensure required**



## Marking Guide VU22593

### Elements 3-4

This task consists of 2 elements and may be given as a whole or separately. The focus on the first part of the task is to read a form. The second part involves completing a form with their personal details. In order to complete the task for VU22593 satisfactorily, the learner should show the following.

### Task B

#### Element 3

The first part of the assessment looks at the student's ability to read and interpret a form and must demonstrate that the student is able to:

- Read simple forms
- Use strategies such as visual cues to create meaning

Question 1 identifies the purpose of the form by ticking the appropriate box

Question 2-8 contains several parts relating to key information and organisational features of the form

Question 2 must be ticked appropriately

Questions 3- 8 requires short answers

#### Element 4

The second part of the assessment looks at the student's ability to complete a form with their personal information. The student must demonstrate

- The ability to complete required sections of the form
- The use of conventions to complete simple forms –dates, titles, abbreviations
- Ability to follow sequential or conditional instructions when completing the form – block letters, go to Q7
- Ability to identify the purpose of the form (question 9)
- Strategies to check and revise writing by ticking the elements in question 10 as done
- Legible handwriting (in this form it must be in block letters)

## Marking Guide

Read the form to answer these questions

1. Look at the title of this form. What is this form for? 
  - to join an English class
  - to join a library
  - to join a tennis club
2. Why would you fill out this form? 
  - to join the library
  - to get a job
  - to get my driver's license
3. Tick **True** or **False** 

My Vinh Le is over the age of 16.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
You must use block letters to fill out the form.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
You must answer Q5.	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False
My Vinh Le doesn't have a mobile phone.	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False
If I speak English I don't answer Q6.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
My Vinh Le wants to borrow Italian books.	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False
4. What questions have to be answered? **Q2, Q3, Q4, Q7**
5. What is the name of the library? **Western Public Library**
6. How much does it cost to join the library? **It's free**
7. Where does My Vinh Le live? **Footscray**

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## Marking Guide

Read carefully and fill out the form below with your information

To be completed with student's own personal information in BLOCK LETTERS. Signature not to be in block letters

### WESTERN PUBLIC LIBRARY Membership form

All questions with a \* must be answered  
Use BLOCK letters and black pen



Q1 TITLE:       MR     MRS     MISS     MS

\*Q2 NAME:      SURNAME \_\_\_\_\_

FIRST NAME \_\_\_\_\_

\* Q3 ADDRESS:    NUMBER \_\_\_\_\_ STREET \_\_\_\_\_

SUBURB \_\_\_\_\_ POSTCODE \_\_\_\_\_

\*Q4 PHONE NUMBER: \_\_\_\_\_ (H)

\_\_\_\_\_ (MOB.)

Q5 LANGUAGES SPOKEN AT HOME: \_\_\_\_\_

(if only English go to Q7)

Q6 What items would you like to borrow in your language?

books     DVDs     music     magazines     CDs

\*Q7 DATE OF BIRTH: \_\_\_\_\_

Q8. SIGNATURE: \_\_\_\_\_

(If under 16 a parent must sign)

**Membership is free and open to everyone**