Title	Develop a plan for formative assessment in adult literacy and numeracy education		
Level	6	Credits	5

Purpose	This unit standard is for people with expertise in adult literacy and/or numeracy education, whose prime purpose is to improve the literacy and numeracy of learners in a range of settings: training, educational, community or workplace. People credited with this unit standard are able to describe how research on formative assessment relates to its application in adult literacy and numeracy education, and develop a plan based on research evidence for formative assessment in a specified context of practice.

Classification	Adult Education and Training > Adult Literacy and Numeracy Education

Available grade	Achieved

Explanatory notes

1   For the purposes of this unit standard, the domain Adult Literacy and Numeracy Education includes design, delivery, assessment, and evaluation.

2   *Learning Progressions for Adult Literacy* (Tertiary Education Commission, 2008), *Learning Progressions for Adult Numeracy* (Tertiary Education Commission, 2008), and supporting professional development resources should be referred to within the context of this unit standard.

3   Definitions
     Learner group refers to three or more people with diverse literacy needs who may include but are not limited to learners with English as an additional language.
     Formative (assessment) refers to the activities undertaken on an on-going basis during a course or programme intended to provide feedback on progress to the learner and the educator.
     Framework refers to a robust use of tools and resources, and a set of guiding principles, by which an approach to adult literacy and numeracy provision could be developed.
     Specified context of practice refers to subject area, skill area, job requirements, or everyday situations.

Outcomes and evidence requirements

Outcome 1

Describe how research on formative assessment relates to its application in adult literacy and numeracy education.

Evidence requirements

1.1   Main research findings are described in terms of its application to adult literacy and numeracy education.

   Range   main research findings may include but are not limited to – trends, impact of formative assessment on literacy and numeracy education, methods of formative assessment, assessment purpose;
   evidence of five pieces of research.

1.2   Definitions of formative assessment are described in terms of the roles and actions of educators.

   Range   evidence of two definitions.

1.3   Key principles of formative assessment are described in terms of promoting learners' learning.

   Range   key principles include but are not limited to – use of feedback to modify teaching and learning; use of feedback by educators and students.

Outcome 2

Develop a plan based on research evidence for formative assessment in a context of practice.

Evidence requirements

2.1   Plan includes a description of the selected context of practice in which formative assessment will be used.

2.2   Plan includes key principles which underpin the framework for formative assessment.

2.3   Plan includes a range of formative assessment strategies, described in terms of relevance for the learner group.

   Range   strategies may include but are not limited to – clarifying and sharing learning intentions, learners' involvement in self and peer evaluation, feedback related to learning intentions, levels of questioning, wait times, learner portfolios, case studies, scenarios;
   evidence of four strategies.

2.4 Plan addresses factors which influence the successful implementation of the plan.

Range factors include but are not limited to – educator acceptance, systems and processes, affordability, scale, professional development.

2.5 Plan is presented to identified recipients for consultation and feedback.

Range identified recipients include two from – peer, supervisor, learners.

2.6 Plan is adjusted to reflect the feedback received from identified recipients.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15 April 2011	31 December 2018
Rollover and Revision	2	20 June 2013	31 December 2018
Review	3	15 September 2016	31 December 2018

Consent and Moderation Requirements (CMR) reference	0045

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.

Please note
Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.