

Title	Use assessment to strengthen adult literacy and numeracy teaching and learning		
Level	5	Credits	10

Purpose	<p>This unit standard is for education practitioners who want to develop the literacy and numeracy skills of adult learners by embedding those skills into community, vocational or workplace programmes.</p> <p>People accredited with this unit standard are able to, in the context of adult literacy and numeracy education: describe assessments and select assessment processes, select contextualised assessment tasks and processes, conduct assessments, and analyse assessment results.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) [Ref: 2754].</p>
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Classification	Adult Education and Training > Adult Literacy and Numeracy Education
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Available grade	Achieved
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Guidance Information

- 1 A training or an education programme refers to a sequence of lessons with agreed outcomes and timeframes that covers teaching, learning, facilitation and assessment strategies to meet the literacy and numeracy needs and development of the adult learners. It is a programme with actual learners for which the candidate for this unit standard is responsible. Such a programme may be vocational and may take place in the workplace. It excludes a specialist literacy, numeracy and/or ESOL (English for Speakers of Other Languages) programme.
- 2 Candidates must act professionally, ethically, and with culturally appropriate educational practices during assessment against this standard. This will include compliance with relevant legislation and organisational requirements. Legislation may include the:
 - Health and Safety at Work Act 2015,
 - Privacy Act 2020,
 - Human Rights Act 1993,
 - Copyright Act 1994,
 - Children's Act 2014,
 - and any subsequent amendments.

- 3 This standard requires teaching practicum with actual learners in a training or education programme. During practical experience, candidates may be working with learners 18 years and under. In this case, practical experience will require the candidate to pass a safety check consistent with the requirements of the Children's Act 2014. For more information on the Children's Act 2014, safety checking regulations and guidelines see www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/.
- 4 References
Learning Progressions for Adult Literacy (Tertiary Education Commission, 2008),
Learning Progressions for Adult Numeracy (Tertiary Education Commission, 2008),
Literacy and Numeracy for Adults Assessment Tool, LNAAT (Tertiary Education Commission) and supporting professional development resources, available at <https://tec.govt.nz/>.
- 5 Definitions
Candidates refers to those people who are undertaking assessment against this unit standard.
Contextualised assessment refers to assessment that reflects the vocational workplace or community context e.g. plumbing, timber processing, hairdressing, budgeting.
Diagnostic (assessment) refers to assessment done to identify possible strengths and weaknesses of individual learners. It may be broad or specific and can take place at any time in a programme.
Formative (assessment) refers to activities undertaken on an on-going basis during a course of a programme intended to provide feedback on progress to the learner and educator.
Learners refers to those people receiving embedded adult literacy and numeracy education.
Non-contextualised assessments refers to generic assessments.
Summative (assessment) refers to an assessment done at the end of an identified group of learning activities to establish learner achievement and to inform programme development.

Outcomes and performance criteria

Outcome 1

Describe assessments and select assessment processes appropriate to adult literacy and numeracy learners.

Range assessments include – diagnostic, formative, summative; contextualised and non-contextualised assessments; *LNAAT* self-assessment.

Performance criteria

- 1.1 Assessments are described in terms of type and purpose.

- 1.2 Assessment processes selected are appropriate to adult learners and address the impact of environmental and affective factors.

Range affective factors include but are not limited to – test anxiety, test fatigue.

Outcome 2

Select contextualised assessment tasks and processes for adult literacy and numeracy learners.

Range includes already designed assessments and processes, as well as those of own design;
evidence of a minimum of six contextualised assessments, consisting of contextualised diagnostic and related formative and summative assessments; and may include but is not limited to – the *LNAAT*;
a minimum of three for each of literacy and numeracy.

Performance criteria

- 2.1 Assessment tasks are relevant to the identified literacy and numeracy demands of the programme and context.
- 2.2 Assessment tasks are relevant for the identified assessment type and purpose.
- 2.3 Assessment tasks include opportunities for learner self-assessment.
- 2.4 Assessment processes address environmental and affective factors that impact on assessment of adult learners.

Outcome 3

Conduct assessment of adult literacy and numeracy for a group of learners.

Range evidence of a minimum of six assessments, consisting of contextualised diagnostic and related formative and/or summative assessments; and may include but is not limited to – the *LNAAT*;
a minimum of three for each of literacy and numeracy.

Performance criteria

- 3.1 Assessment is completed in accordance with the designed assessment tasks and processes, including preparation of learners, venue and resources; adherence to organisational requirements; and recording of assessment results.
- 3.2 Feedback on assessment is provided in a way that is accessible and meaningful to the learner.

Outcome 4

Analyse literacy and numeracy assessment results.

Range evidence of a minimum of six assessments consisting of – contextualised diagnostic, and related formative and summative assessment, a minimum of one for each of literacy and numeracy.

Performance criteria

- 4.1 Analysis identifies individual learner’s strengths and needs in relation to identified literacy and numeracy demands of the programme and context.
- 4.2 Results of assessment informs the setting of and progress towards individual learner’s literacy and numeracy goals and the design of literacy and numeracy teaching and learning strategies.

Replacement information	This unit standard and unit standard 29631 replaced unit standard 21194. This unit standard and unit standards 29622, 29623, 29624, and 29628 replaced unit standard 21204.
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Planned review date	31 December 2027
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15 September 2016	31 December 2023
Review	2	30 June 2022	N/A

Consent and Moderation Requirements (CMR) reference	0045
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council info@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.