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

Purpose

This unit standard is for existing education practitioners who seek to develop the literacy and numeracy skills of adult learners within the content of a training or education programme.

People accredited with this unit standard are able to, in the context of adult literacy and numeracy education: describe and select assessments and assessment processes, select contextualised assessment tasks and processes, conduct assessments and analyse assessment results.

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], and the New Zealand Certificate in Adult Literacy and Numeracy Education (Educator) [Ref: 2755].

Classification

Adult Education and Training > Adult Literacy and Numeracy Education

Available grade

Achieved

Entry information

Recommended skills and knowledge

29622, Describe adult literacy and numeracy education in Aotearoa New Zealand; 29623, Design strategies to embed adult literacy and numeracy in the delivery of a training or education programme; and 29624, Plan and facilitate embedded adult literacy and numeracy skills development in a training or education programme; or demonstrate equivalent knowledge and skills.

Explanatory notes

1 For the purposes of this unit standard, adult literacy and numeracy education includes design, facilitation, assessment, and evaluation.
2 A training or an education programme refers to a sequence of lessons with agreed outcomes and timeframes that covers teaching, learning, delivery and assessment strategies to meet the literacy 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.

3 Candidates must act professionally, ethically, and with cultural sensitivity 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 1993, Human Rights Act 1993, and Copyright Act 1994, and any subsequent amendments.

4 This standard requires teaching practicum with actual learners in a training or education programme. During practicum, candidates may be working with learners 18 years and under. In this case, practical experience will require a safety check to comply with the requirements of the Vulnerable Children Act 2014. For more information on the Vulnerable Children Act 2014, safety checking regulations and guidelines see http://childrensactionplan.govt.nz.

5 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 (Tertiary Education Commission) and supporting professional development resources.

6 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.
Pasifika refers to a diverse group of Pacific nations including Samoa, Tonga, Cook Islands, Tokelau, Niue, Fiji and Tuvalu.
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 evidence requirements

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; Literacy and Numeracy for Adults Assessment Tool (Tertiary Education Commission), self-assessment, collaborative assessment.

Evidence requirements

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, or those of the candidate’s own design; evidence of a minimum of six contextualised assessments, consisting of contextualised diagnostic and related formative and summative assessments; a minimum of three for each of literacy and numeracy.

Evidence requirements

2.1 Assessment tasks are relevant to the identified literacy and numeracy demands of the programme and context.

Range context may include but is not limited to – community, intensive literacy and numeracy programmes, marae-based, whānau (family/extended family), pre-employment, workplace, vocational education, and industry training.

2.2 Assessment tasks are relevant for the identified assessment type and purpose.

2.3 Assessment tasks include opportunities for learner-self and collaborative 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 *Literacy and Numeracy for Adults Assessment Tool* (Tertiary Education Commission); a minimum of three for each of literacy and numeracy.

Evidence requirements

3.1 Assessment is completed in accordance with the designed assessment tasks and processes.

Range assessment processes include but are not limited to – preparation of learners, venue and resources; adherence to organisational requirements; 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.

Evidence requirements

4.1 Analysis identifies individual learner’s strengths and needs in relation to identified literacy and numeracy demands of the programme and context.

Range context may include but are not limited to – community, intensive literacy and numeracy programmes, marae-based, whanau (family/extended family), pre-employment, workplace, vocational education, and industry training.

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.
Planned review date 31 December 2021

Status information and last date for assessment for superseded versions

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Consent and Moderation Requirements (CMR) reference 0045

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 (CMR). 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.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.