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Pre Level 1
What is the ACSF Pre Level 1 Supplement?

The ACSF Pre Level 1 Supplement, like the full ACSF document, describes performance in the five core skills of:

− Learning
− Reading
− Writing
− Oral Communication
− Numeracy.

The ACSF reflects contemporary use of English in Australia.

This supplement includes Performance Features and Sample Activities that provide a framework to:

− enable identification of the core skill requirements at ACSF Pre Level 1
− provide a common reference point for describing and discussing performance in the five core skill areas for Pre Level 1 performance
− guide teaching and assessment of the core skills at ACSF Pre Level 1.

Although performance at Pre Level 1 is extremely limited, it is nonetheless possible to identify skills and progress at this level and to assess performance. In order to guide the identification and benchmarking of core skills at Pre Level 1, Performance Features and Sample Activities have been developed. However, because of their limited scope, they have not been organised against Indicators and Focus Areas.

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<table>
<thead>
<tr>
<th>Level</th>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.01</td>
<td>Demonstrates some awareness of self as a learner</td>
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<tr>
<td></td>
<td>1.02</td>
<td>Takes first steps towards developing explicit learning strategies</td>
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<tr>
<td>2</td>
<td>2.01</td>
<td>Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process</td>
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<td></td>
<td>2.02</td>
<td>Applies a limited range of learning strategies in structured and familiar contexts</td>
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<tr>
<td>3</td>
<td>3.01</td>
<td>Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges</td>
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<tr>
<td></td>
<td>3.02</td>
<td>Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts</td>
</tr>
<tr>
<td>4</td>
<td>4.01</td>
<td>Accepts new learning challenges, explicitly designing, reflecting on and redesigning approaches to learning as an integral part of the process</td>
</tr>
<tr>
<td></td>
<td>4.02</td>
<td>Adapts a range of familiar strategies to new contexts and experiments with new approaches</td>
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<tr>
<td>5</td>
<td>5.01</td>
<td>Self directs learning, actively designing and managing learning processes appropriate to the context</td>
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<tr>
<td></td>
<td>5.02</td>
<td>Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning</td>
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<tr>
<td>DOMAINS OF COMMUNICATION</td>
<td>LEARNING LEVEL 1 - SAMPLE ACTIVITIES</td>
<td></td>
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</tbody>
</table>
| **Personal and community** | – Asks a friend for assistance  
– Recounts a personal experience that is connected to new information or ideas being presented  
– Joins a library or community group  
– Locates the TV guide in a newspaper by using the index  
– Logs on and off a computer website  
– Locates a given website with assistance  
– Begins to use email with support |
| **Workplace and employment** | – Attends work as required and informs the supervisor if they are unable to attend  
– Attends work ready with appropriate clothing, tools and other resources as required  
– Identifies and approaches a more experienced worker for assistance  
– Keeps a list of words frequently used in the workplace  
– Begins to locate information by using an index, contents page or menu  
– Logs on and off a computer website  
– Uses a diary or planner to record key dates  
– Begins to use email with support  
– Remembers and uses access codes |
| **Education and training** | – Asks a teacher/trainer or peer for assistance  
– Expresses a desire to improve skills, e.g. numeracy or reading skills  
– Establishes a suitable place for independent study  
– Attends class/training sessions regularly and informs others if they are not able to attend  
– Takes required materials to training/class  
– Reviews word list/definitions/spelling  
– Saves notes in a labelled folder  
– Keeps a list of frequently used words  
– Uses a diary or a planner to record training commitments, term dates and holidays  
– Identifies other learning supports, e.g. a computer in a public library or a bilingual dictionary |