

# LLN Assessment

## Certificate Level



ROSEWOOD  
INTERNATIONAL COLLEGE

### Background

Registered Training Organisations' have a responsibility to identify the language, literacy and numeracy needs of all students prior to the delivery of training and assessment services. This enables a training organisation to tailor its support services to meet individual student requirements.

This LLN Self-Assessment Tool is designed to assess the core skills of learning, reading, writing, oral communication and numeracy as described in the Australian Core Skills Framework (ACSF).

### Instructions to students

This self-assessment is suitable for students wishing to enroll into a Certificate level qualification, who have not previously completed a Certificate III level course or above.

The tasks in this LLN Assessment are similar to the types of tasks that you will need to complete as part of the course that you are intending to enroll into.

This is not a test and it is not counted towards your overall results. It is designed to help your trainer to identify any areas where you may need further assistance or support in your training.

This LLN Assessment should take approximately 45 minutes to complete.

If you have already undertaken this LLN self-assessment with Rosewood International College, please notify the RTO Manager or your Trainer/Assessor.

### Instructions

- Please read each question carefully and then answer them as fully as possible
- Please do not leave any spaces blank or questions unanswered
- Do not accept any help from another person
- It is in your best interest please be honest!

### CANDIDATE DETAILS

<b>Family Name:</b>	
<b>Given Name:</b>	
<b>Course Name</b>	
<b>Date of Birth:</b>	Day/Month/Year    ___ ___ / ___ ___ / ___ ___ ___ ___
<b>Email Address:</b>	
<b>Do you speak a language other than English at home?</b>	<input type="checkbox"/> No English only <input type="checkbox"/> Yes, other – please specify _____



1. In a minimum of two (2) sentences, please explain why you decided to enroll into this course?




2. For each word in the left hand column, please TICK the word on the same line which has a similar meaning. The first one has been completed for you as an example.

There is no right or wrong answer, this assessment will give us a better understanding of how you think.

School (EXAMPLE)	<input checked="" type="checkbox"/> Fish	<input type="checkbox"/> College	<input type="checkbox"/> Books	<input type="checkbox"/> Teacher
Excursion	<input type="checkbox"/> Detour	<input type="checkbox"/> Group	<input type="checkbox"/> Tour	<input type="checkbox"/> Trip
Remove	<input type="checkbox"/> Add	<input type="checkbox"/> Take Away	<input type="checkbox"/> Join	<input type="checkbox"/> Erase
Locate	<input type="checkbox"/> Find	<input type="checkbox"/> Next	<input type="checkbox"/> Travel	<input type="checkbox"/> Ignore
Complete	<input type="checkbox"/> Entire	<input type="checkbox"/> Finished	<input type="checkbox"/> Participate	<input type="checkbox"/> Start
Circle	<input type="checkbox"/> Shape	<input type="checkbox"/> Ring	<input type="checkbox"/> Face	<input type="checkbox"/> Answer
Shade	<input type="checkbox"/> Sunburn	<input type="checkbox"/> Shadow	<input type="checkbox"/> Shampoo	<input type="checkbox"/> Dark
Example	<input type="checkbox"/> Guide	<input type="checkbox"/> Result	<input type="checkbox"/> Method	<input type="checkbox"/> Response
Exercise	<input type="checkbox"/> Jog	<input type="checkbox"/> Sample	<input type="checkbox"/> Activity	<input type="checkbox"/> Game
Instructions	<input type="checkbox"/> Result	<input type="checkbox"/> Feedback	<input type="checkbox"/> Directions	<input type="checkbox"/> Follow
Resources	<input type="checkbox"/> Store	<input type="checkbox"/> Text books	<input type="checkbox"/> People	<input type="checkbox"/> Equipment
Index	<input type="checkbox"/> Table	<input type="checkbox"/> List	<input type="checkbox"/> Desk	<input type="checkbox"/> Directory
Read	<input type="checkbox"/> Explain	<input type="checkbox"/> Book	<input type="checkbox"/> Recite	<input type="checkbox"/> Perform
Write	<input type="checkbox"/> Inscribe	<input type="checkbox"/> Contact	<input type="checkbox"/> Enter	<input type="checkbox"/> Pen
Discuss	<input type="checkbox"/> Deliberate	<input type="checkbox"/> Converse	<input type="checkbox"/> Chat	<input type="checkbox"/> Talk about
Trainer	<input type="checkbox"/> Teacher	<input type="checkbox"/> Shoe	<input type="checkbox"/> Transport	<input type="checkbox"/> Mentor
Assessment	<input type="checkbox"/> Test	<input type="checkbox"/> Judge	<input type="checkbox"/> Measure	<input type="checkbox"/> Check
Class	<input type="checkbox"/> Lesson	<input type="checkbox"/> Discussion	<input type="checkbox"/> Group	<input type="checkbox"/> Category
Time	<input type="checkbox"/> Period	<input type="checkbox"/> Clock	<input type="checkbox"/> Spell	<input type="checkbox"/> Minutes
Schedule	<input type="checkbox"/> Place	<input type="checkbox"/> Agenda	<input type="checkbox"/> Plan	<input type="checkbox"/> Idea
Induct	<input type="checkbox"/> Initiate	<input type="checkbox"/> Install	<input type="checkbox"/> Train	<input type="checkbox"/> Instruct
Age	<input type="checkbox"/> Old	<input type="checkbox"/> Number	<input type="checkbox"/> Era	<input type="checkbox"/> Phase



<b>Employment</b>	<input type="checkbox"/> Work	<input type="checkbox"/> Service	<input type="checkbox"/> Job	<input type="checkbox"/> Slave
<b>Spell</b>	<input type="checkbox"/> Period	<input type="checkbox"/> Word	<input type="checkbox"/> Mean	<input type="checkbox"/> Curse

**3. Read the story below and provide brief answers to the questions that follow:**

Sally completed school at the age of seventeen and wanted a job that would allow her to work in many countries. Sally is now nineteen years of age and is considering a hairdressing career.

Sally has always been very fashion conscious and is fascinated by the way a different hairstyle can completely change a person's personality. Sally often experiments on her little sister's hair but is limited by her hairdressing skills.

Sally would like to do a hairdressing course to get a job, in order to save money so that she can travel overseas for a working holiday. With the right qualifications and experience Sally hopes to travel for several years before returning to Australia. When Sally returns to Australia she will not only have hairdressing qualifications and experience, but will have many travel memories and overseas experience.

<b>How old is Sally?</b>	
<b>Is Sally's sister older or younger than Sally?</b>	
<b>How long does Sally hope to travel for?</b>	
<b>How old was Sally when she left school?</b>	
<b>According to Sally, what can help change a person's personality?</b>	



**4. Read the following instructions and complete the questions below:**

**Instructions for 2 Minute Noodles**

**Stove Top**

1. Break noodle cake into quarters
2. Cook in 1 ½ cups (375ml) of boiling water on stove top for 2 minutes
3. Stir in contents of flavour sachet

**Microwave**

1. Break noodle cake into quarters
2. Cook in 1 ½ cups (375ml) of boiling water in a 850 watt microwave oven on HIGH for 2 minutes.
3. Stir in contents of flavour sachet

CAUTION Take care when removing as contents will be very hot

Serve with or without broth as desired

1. You will require \_\_\_\_\_ ml of water.
2. Why should you take caution when removing the contents?

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3. The temperature for the microwave instructions should be set on \_\_\_\_\_
  4. Are you required to have the broth with your noodles? YES / NO
  5. You should cook the noodles for \_\_\_\_\_ minutes
  6. What is the difference between the two instructions?

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7. Why is it important to read the instructions prior to use?
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**5. Please read the following timetable and answer the questions that follow:**

TRAINING TIMETABLE				
DAY	TIME	ACTIVITY	EQUIPMENT NEEDED	ROOM
Monday	9:00am – 1230pm	Revision	Notes	3
	1:00pm – 4:30pm	Excursion	Excursion Note	
Tuesday	9:00am – 1230pm	Team Exercise	Text Book and Notes	1
	1:00pm – 4:30pm	Written Assessment	Text Book and Notes	2
Wednesday	9:00am – 1230pm	Computers	Computer Exercise Book	3
	1:00pm – 4:30pm	Team Exercise	Text Book and Notes	1

1. What equipment would you bring to class on Monday afternoon?	
2. What activity will you be doing on Wednesday morning?	
3. When and where do you have Revision?	
4. Which room are you usually in for Team Exercise?	
5. What time is lunch break each day?	
6. What activity will you be doing on Tuesday afternoon?	

**6. Circle the red box**





### 7. Describe a new skill that you have learned recently

Prompt

*How did you learn it? People learn new skills every day, such as how to use the internet, how to record TV shows or how to drive a car. (NOTE: This question is to gather information about HOW the learning occurred, rather than WHAT the learning was about.)*

### 8. What do you like about learning? Can you talk about how you think you like to learn?

PROMPT

*What helps you to learn? People learn in different ways. Some learn best by listening and writing, some from visual aids such as the whiteboard or the TV, some learn by watching and doing. Others like to learn in a group, while some people prefer to learn one-on-one with a support person.*

### 9. Describe something that you would consider that you are good at doing?

PROMPT

*This may include reading (newspapers, emails, websites, notice boards, manuals); writing (letters, emails, forms, lists, messages, reports); numeracy (calculations, times tables, 24-hour clock, measurement, money and finance); speaking and listening (talking on the phone, asking for information, giving instructions or presentations).*

### 10. What is a new skill that you would like to learn?

PROMPT

*This might include specific vocational tasks, or it may be more general, such as reading novels or TV guides, writing letters, reading maps, using a calculator or reading a bus timetable.*



### 11. What helps you to learn?

**PROMPT**

*You could ask if there are barriers, for example the need for glasses; medication or family issues; unsuccessful previous schooling; English is second language.*

*Some may be able to identify a preference for small groups, extra time, one-on-one support, a mentor, tape recorder, computer, dictionary, calculator, etc.*

### 12. Educational background

When did you leave school? For example, 1992 \_\_\_\_\_

Have you been enrolled in training (vocational training or tertiary studies) since you left school? If yes, which courses?

### 13. Employment

In what sort of jobs have you worked?

Did you receive on the job training?





Did you do any writing at work? If so, what sort? What types of tasks involved writing?  
For example, taking telephone messages or filling in forms.

Did you use a computer at work? If yes, for what types of tasks?

**14. What sort of mathematics have you used in work, study or life?**

PROMPT

*Did you use a calculator, count stock and materials, or measure? Did you use calculations?  
Give directions? Read maps?*

**15. What work skills do you already have?**

PROMPT

*Team work, using technology, communication, self-management, problem solving,  
learning, initiative, planning.*

**16. What skills would you like to develop?**






**17. A self-reflection...**

**Tell us about your reading, writing and numeracy skills.**

I can ...	Yes	Sometimes	No
understand signs			
fill in a time sheet			
count and check change when shopping			
Send a text message			
use the internet to get information like telephone numbers			
fill in a leave form			
read a staff memo			
use a computer to email			
use a calculator for + – x ÷			
read a newspaper			
read a work roster			
follow instructions for mixing a solution or to follow a recipe			
read a Google map or street directory			
read and understand an MSDS			
use an equipment manual			
complete a log book			
write an incident report			

**Please return this form to the RTO once completed.**



### Core LLN Skill Assessment Summary

<b>Candidate's name:</b>		<b>Date assessed:</b>		<b>Assessed by:</b>	
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For questions 7-17, the Assessor is to complete a summary of the students core LLN skills (refer to the ACSF for details of what defines the levels of performance within each skill), using the following form.

Skill	Support Note the level of support given, if any, during assessment	Notes	ACSF level of performance
Learning			
Reading			
Writing			
Oral communication			



Numeracy			
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Assessment tasks completed:

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Notes about educational background:

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Strengths and weaknesses:

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Other comments:

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Recommendations for support (if any):

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**Reference list** – LLN assessment tools adapted from:

Precision Consultancy Australia ACSF assessments 2014, Use a SDS, assessment tasks, Precision Consultancy Australia, North Fitzroy, Victoria, viewed 19 December 2014, <[http://www.precisionconsultancy.com.au/acs\\_framework](http://www.precisionconsultancy.com.au/acs_framework)>.

Further details can be found via the following link <https://www.education.gov.au/australian-core-skills-framework>