



This diagnostic assessment is applicable for multiple qualifications relevant to the education and care profession. Please note, the assessment responses will be marked according to the level of the qualification.

**Certificate II
Certificate III
Certificate IV
Diploma and
Advanced Diploma**



**LANGUAGE, LITERACY,
AND NUMERACY EVALUATION**

OUR TRAINING, YOUR CAREER, **THEIR FUTURE.**

TABLE OF CONTENTS

This is an interactive table of contents. If you are viewing this document in Acrobat, clicking on a heading will transfer you to that page. If you have this document open in Word, you will need to hold down the Control key while clicking for this to work.

LANGUAGE, LITERACY, AND NUMERACY (LLN)	
EVALUATION OVERVIEW.....	3
INSTRUCTIONS TO STUDENT.....	4
ASSESSMENT WORKBOOK COVER SHEET	4
LLN EVALUATION.....	5
Activity 1 – Writing.....	5
Activity 2 – Spelling.....	7
Activity 3 – Numeracy and Comprehension	8
Part A	8
Part B	10
Activity 4 – Reading and Comprehension.....	12
Activity 5 – Visual Comprehension.....	16

Document Title	Version	Date	Author
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LANGUAGE, LITERACY, AND NUMERACY (LLN) EVALUATION OVERVIEW

The purpose of this evaluation is to ensure that you have the required Language, Literacy and Numeracy (LLN) skills to successfully complete your course. You can use the spell check on your computer, software, dictionary, thesaurus and/or calculator to assist you in completing these activities. Please take your time to consider your answers carefully and check your work for accuracy and thoroughness before submitting.

Do I need to complete this evaluation?

As part of the enrolment phase outlined in the ACCCO Enrolment Policy, ACCCO requires all prospective students to complete a Language, Literacy and Numeracy (LLN) diagnostic assessment. The information obtained from the LLN diagnostic assessment contributes to determining a prospective student's ability to undertake the course and the level of support that may be required for each individual. The process will assist ACCCO in determining whether:

- the prospective student is academically suited to the learning program; and/or
- an individualised learning program is required and/or achievable to best support a potential student's engagement and participation in a learning program; and/or
- ACCCO has the capacity to support the prospective learning according to their learning needs.

Upon receipt of the LLN diagnostic assessment, an ACCCO employee holding the qualification *Address adult language, literacy and numeracy skills* will assess your completed LLN Assessment. If it is found that you need assistance to improve your Language Literacy and Numeracy (LLN) to successfully complete this qualification, your Trainer and Assessor will be in contact. Your training provider will discuss the level of assistance you will require to successfully complete this course and what we can do to assist you in successful completion. Where we determine that your training provider is unable to provide you with the LLN support required for successful completion of this qualification you may be advised to undertake an LLN foundation skills course. This will assist you to raise the standard of your LLN skills to an appropriate level, prior to commencement of your qualification.

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ACCCO_LLN_Diagnostic_Assessment	1.2	19/11/2018	Compliance Manager

INSTRUCTIONS TO STUDENT

The purpose of this form is to check if you have the required language, literacy and numeracy skill level to successfully complete your training in this course. If it is found that you do not meet the required level. Your training provider will assist where possible throughout this course when you encounter difficulties. You may be advised to undertake an LLN course.

ASSESSMENT WORKBOOK COVER SHEET

WORKBOOK:	Language, Literacy, and Numeracy Evaluation
FIRST AND SURNAME:	
PHONE	
EMAIL	

Please read the Candidate Declaration below and if you agree to the terms of the declaration sign and date in the space provided.

By submitting this work, I declare that:

I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time.

This work is my own and contains no material written by another person.

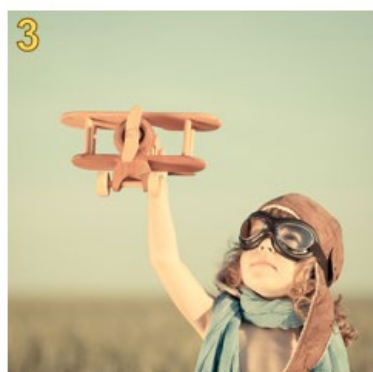
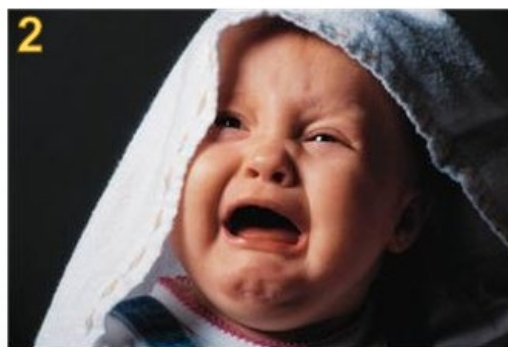
Name :

Date:

LLN EVALUATION

Activity 1 – Writing

Choose one (1) of the five (5) photos below and write a minimum of two (2) and maximum of four (4) paragraphs about the image of your choice. You can write about whatever you see in the photo and use your imagination to describe what has happened (before and after). The purpose of your text is to inform Sally and Bob (the child in the photo's parents) about what has happened that day. There is no right or wrong answer to this activity.



Document Title	Version	Date	Author
ACCCO_LLN_Diagnostic_Assessment	1.2	19/11/2018	Compliance Manager

Guidance: Before you start writing you should...

- Think about what you are going to write and plan the beginning, middle, and end
- Ensure that your writing is easy to follow and appropriately addresses the reader
- Ensure that your writing is well structured and uses paragraphs to separate different ideas or topics
- Remember to use correct punctuation, e.g. capital letters, commas, full stops, etc.
- Focus on spelling all words correctly.

Which image did you choose?	1	2	3	4	5
Write your text in this space:					

Activity 2 – Spelling

INSTRUCTIONS: Tick the box next to the correct spelling of the following words.

i.	Communicate	Comunicate	Comunikate
ii.	Disinfectent	Disinfectant	Disinphectant
iii.	Staypler	Stapler	Stappler
iv.	Wellcome	Welcum	Welcome
v.	Connected	Conectted	Conected
vi.	Arive	Arrive	Aryve
vii.	Grashus	Gratious	Gracious

Activity 3 – Numeracy and Comprehension

Prepare Infant Formula

You are an educator at Sparkling Stars Family Day Care. You have been asked to prepare and administer an infant formula for a 5-month old baby. The instructions for preparing the formula have been provided below.

Part A

Review the preparation instructions and answer the questions below:

INFANT CARE Preparation Guide

Use the guide below to prepare a single feeding

Age	Cooled boiled water	Level teaspoon of infantCARE*	Number of feeds per day
Up to 1 week	45 mL	1	7-9
1 week to 1 month	90 mL	2	6-8
1 to 2 months	135 mL	3	5-6
3 to 5 months	180 mL	4	5
6 to 7 months	225 mL	5	4-5
Over 7 months	225 mL	5	3-4

*1 standard level teaspoon = 5g of powder.

IMPORTANT: These feeding instructions should be used as a guide ONLY; your own baby may require more or less than the quantity listed in these instructions.

1. How many millilitres of water would you need to prepare one portion of feed for this infant?

2. How many teaspoons of formula would you need to prepare one portion of feed for this infant?

3. How should the water be prepared before being added to the formula?

4. How many grams of powdered formula is in one teaspoon?

5. Refer to the statement, '5g of powder'. What does 'g' mean?

Part B

Complete the Preparation Instructions for an 8-month old baby

INSTRUCTIONS: Complete the preparation instructions *TABLE 2 – Prepare Formula for an 8-month Old Baby* by adding the missing words and quantities to prepare formula for an 8-month-old baby.

Using the information in the *infantCARE Preparation Guide* found in **Part A** and the **TABLE 1 - Six Easy Steps to Prepare infantCARE Formula** provided below.

TABLE 1 – Six Easy Steps to Prepare *infantCARE* Formula

Step 1.	Step 2.	Step 3.
Wash your hands thoroughly.	Sterilise utensils in boiled water OR by using a steriliser.	Boil drinking water & allow to cool. Measure the required volume of cooled, boiled water into a sterilised feeding bottle.
Step 4.	Step 5.	Step 6.
Fill one standard level teaspoon.	Add one level teaspoon of powder for each 45ml of water. Screw the cap on the bottle & shake to dissolve the powder.	Test temperature on wrist before feeding. If at desired temperature feed immediately. Do not store unfinished feeds.

TABLE 2 – Prepare Formula for an 8-month Old Baby

Step 1.	Step 2.	Step 3.
Wash your hands thoroughly.	Sterilise utensils by using a steriliser OR in	Boil drinking water & allow to cool. Measure mL of cooled, boiled water into a feeding bottle.
Step 4.	Step 5.	Step 6.
Fill one standard level teaspoon OR g of powder.	Add standard level teaspoons of powder to the mL of water. Screw the cap on the bottle & shake to dissolve the powder.	Test temperature on wrist before . If at desired temperature feed immediately. Do not store unfinished feeds.

Activity 4 – Reading and Comprehension

INSTRUCTIONS: Read the “Secure, Respectful and Reciprocal relationships” text below, and then select the correct answer from the multiple choice questions (1-5).

Secure, Respectful and Reciprocal Relationships

Educators who are attuned to children’s thoughts and feelings, support the development of a strong sense of wellbeing. They positively interact with the young child in their learning. Research has shown that babies are both vulnerable and competent. Babies’ first attachments within their families and within other trusting relationships provide them with a secure base for exploration and learning. Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and to interact positively with them. Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others. They also help children to learn about their responsibilities to others, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.

Source: Excerpt taken from the *Early Years Learning Framework for Australia* produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments. © Commonwealth of Australia 2009

Document Title	Version	Date	Author
ACCCO_LL_N_Diagnostic_Assessment	1.2	19/11/2018	Compliance Manager

INSTRUCTIONS: Tick the box that corresponds to your answer.

1. Educators help children to learn...

	i. The value of collaboration and teamwork.
	ii. To appreciate their connectedness and interdependence as learners.
	iii. Their responsibilities to others and to value collaboration and teamwork
	iv. All of the above.

2. An Educator who is attuned to a child's thoughts and feelings...

	i. Is better able to support the needs of a child and ensure a positive learning environment.
	ii. Will understand the child needs and interact more positively at the developmental level of the child.
	iii. Shows greater understanding of the emotional needs of the child.
	iv. Can support the development of a strong sense of wellbeing.

3. The babies' first attachments within their families and other trusting relationships...

	i. Provide a platform that ensures their emotional stability and understanding for future development.
	ii. Provide them with a secure base for exploration and learning.
	iii. Ensure a well attached and secure, trusting relationship with their educator and family.
	iv. Assist in the development of early cognitive awareness and emotional security.

4. Educators should give priority to nurturing relationships and ensuring they give children consistent emotional support to...

	i. Assist children to develop the skills and understanding required to interact positively with others.
	ii. Ensure the development of a well-rounded and emotionally stable child.
	iii. Develop the emotional and social skills required to ensure positive and connected relationships.
	iv. Have a positive impact on the child's future relationships.

5. A wide network of secure relationships develops...

	i. Confidence in children.
	ii. A feeling of being respected.
	iii. A feeling of being valued.
	iv. All of the above.

Activity 5 – Visual Comprehension

INSTRUCTIONS: Look at the safety signs below. Select the correct label or meaning of the sign from the options provided.



- a. Ice skating in progress
- b. Slippery when wet
- c. Hazardous spill ahead
- d. Beware. Groovy dancing ahead



- a. Please conserve the water
- b. Do not drink
- c. Wash your hands
- d. Turn tap off after use



- a. Tap not working
- b. Only drink this water
- c. Do not drink
- d. Caution when drinking this water



- a. Ambulance
- b. Public Health Service
- c. Accident and Emergency
- d. First Aid

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Version control & document history

Date	Summary of modifications made	Version
21 April 2017	Version 1 final produced following assessment validation.	1.0
16 November 2018	Introduction amended to reflect education and care industry	1.1
19 November 2018	Direction of General Manager, removal of signature for declaration for use in online check declaration format via online enrolment process.	1.2

End of Document

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