ACER
Core Skills Profile for Adults (CSPA)

Online Writing Assessment Guide: *Barking Dog* prompt

Australian Council *for* Educational Research

About this Guide

This guide is intended to provide an insight into ACER's **Core Skills Profile for Adults (CSPA) Online Writing assessment**.

It will provide you with information about the content, structure and marking criteria used, and its relationship to the Australian Core Skills Framework. It also provides some detail of the reporting functionality on offer and how to read and interpret the reports.

If you have further questions, please use the following details to contact ACER personnel directly:

Email: cspa@acer.org

Phone: (03) 9277 5312

Telephone customer service and platform support is provided to administrators during standard business hours (Monday-Friday 9.00am-5.00pm AEST/AEDT).

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Core Skills Profile for Adults

The Core Skills Profile for Adults (CSPA) is a set of secure online adult literacy and numeracy assessments. The CSPA **Reading**, **Writing** and **Numeracy** assessments are all matched to the Australian Core Skills Framework (ACSF) and provide an efficient, psychometrically valid and reliable method for assessing the literacy and numeracy skills of adult learners, from young school leavers to adults who are studying, working or returning to training and study.

The CSPA has been developed by the Australian Council for Educational Research (ACER), a national, independent, not-for-profit educational organisation with a high level of expertise in designing online post-school assessments in language, literacy and numeracy. All items have been trialled with adult learners and have proven to be valid and reliable.

Australian Core Skills Framework

The Australian Core Skills Framework (ACSF) contains endorsed LLN standards that are to be reflected in all training packages and provides a common reference point to describe and discuss six levels of performance in the five core skills of:

- Learning
- Reading
- Writing
- Oral communication
- Numeracy

In addition, it also:

- provides a consistent national approach to identifying core skills in diverse personal, community, work and training contexts.
- draws on current theory and is informed by the extensive expertise of specialist practitioners in the relevant fields.
- provides a rich, detailed picture of real-life performance in adult learning and English LLN in particular.

CSPA Writing assessment

The **CSPA Writing** assessment is a secure, online assessment and reporting system for identifying the writing capabilities of learners in the Vocational Education and Training sector.

The CSPA Writing assessment is delivered entirely online, and is automatically scored with results available immediately. No new software needs to be installed. Candidates interact directly with the online assessment, typing into the web-based system. The scripts are then marked using the latest Intellimetric® essay scoring technology.

The CSPA Writing assessment contains two short writing tasks that are described in more detail in the following pages. The results from two pieces of writing provide a more reliable picture of candidates' skills. The assessment uses:

- Advanced analysis techniques that provide instant diagnostic feedback on candidates' writing skills.
- Detailed reports that pinpoint learner writing strengths and weaknesses are generated.
- A common reporting scale is used for both writing tasks.
- Assessment criteria and results are aligned to the Australian Core Skills Framework (ACSF).

Assessment criteria and the diagnostic feedback for the writing assessment align against the ACSF's two writing indicators and their focus areas, including in relation to:

- Vocabulary, grammatical structure, and the conventions of writing
- Purpose and audience
- Quality of ideas
- Text cohesion
- Language choices
- Sentence structure
- Spelling.

The CSPA Writing assessment offers information about candidates' writing to support client decision making processes in:

- candidate placement: to determine the optimal education, training or career pathways
- gap analysis: to identify specific areas on which candidates need to focus to make progress towards skills required for qualifications, work demands or social contexts
- staff development: to identify specific areas on which staff need to focus to help candidates meet their learning goals
- transition readiness: to identify candidates' readiness to cope with a new learning or training environment.

The CSPA Writing assessment scale

The CSPA Writing assessment scale describes the development of writing, in response to the two writing tasks in this assessment, by adult writers in a vocational setting. The scale provides a common metric for both tasks, and allows performance and growth to be described and monitored.

CSPA Writing assessment scale scores are estimates of candidate ability in writing, as measured by this assessment. Scores are located on the CSPA Writing assessment measurement scale, and can be validly compared across candidates. The common marking criteria and common candidates

completing both writing tasks are the two features of the development of the CSPA Writing assessment scale that allow this comparison. In all, approximately 2000 scripts were used to develop the scale.

Background

The criterion-referenced analytic marking guide was developed from close analysis of candidate work gathered during trials of the CSPA Writing assessment tasks. The guide was used to hand-mark over 2000 scripts. The human scores for the 2000 scripts were Rasch-analysed and a measurement scale was established.

300 scripts were required to develop the automated scoring system. Scripts and their scores were loaded into the online marking system to create a computer model that replicates the human scoring.

The computer analyses the human scores in relation to the corresponding features of writing of the trial scripts. Through this process, the online system is regulated to 'mimic' the way human scores have been assigned to particular features of writing.

As the human scores have been used to calibrate the measurement scale via Rasch analysis and by the computer to build a scoring model, the scores generated by the computer marking are mappable to the measurement scale.

The ACSF levels

The application of the Rasch measurement model allows the difficulty of test items (the categories of the marking criteria) and the abilities of candidates to be expressed as a scale score and mapped to the measurement scale.

During the developmental phase of the assessment, each category of the marking guide was illustrated and described by work samples and commentaries, exemplifying the qualities of writing expected for each category. Because the categories are expressed as a scale score and mapped to the measurement scale, writing quality at points along the scale can be described. It is these descriptions that are mapped to the ACSF and in this way, level boundaries can be drawn on the measurement scale and candidate performance expressed in terms of the ACSF levels.

The CSPA Writing assessment is targeted to candidates working within Levels 1 – 4 of the ACSF. As scale scores are *estimates* of achievement from one assessment, assigning a level to a candidate whose score is in or near the level overlap region of the scale should be done with caution.

The CSPA Writing prompt

The instructions to candidates for undertaking the CSPA Writing assessment and the two prompts are detailed below. It is important to let candidates know that they should read the instructions and advice before they begin their assessments.

It is recommended to allow candidates about 20 to 30 minutes to write their two responses.

ACSF levels reported

As mentioned earlier, writing against the CSPA Barking Dog prompts are targeted at the lower levels of performance of the ACSF. Hence this writing tasks can only report up to ACSF Level 4 – it is possible that candidates who sit the existing CSPA writing task can write at a higher ACSF level (so at Exit Level 4 or higher), but they would need to be given the opportunity to write against more sophisticated and challenging prompts in order to be able to demonstrate that level of performance.

The Appendices show examples of the different levels reported, along with sample candidate responses.

The writing prompt

Instructions

CSPA Writing Assessment

You have about 30 to 40 minutes to complete the two writing tasks.

As a guide, spend about 10 to 15 minutes on Task 1 and about 20 to 25 minutes on Task 2.

Instructions will be present for each task.

You must complete Task 1 before going to Task 2.

You cannot go back to Task 1 once you have moved to Task 2.

Suggestions before you begin writing

Remember to plan what you are going to write, and who you are writing to.

Write as much as you can about the topic.

Use capital letters, full stops, and any appropriate punctuation.

Remember to check your writing before you finish.

Please click 'Next' when you are ready to begin.

Stimulus image

Prompt 1 question

Note to Neighbour:

Your neighbour has a dog that barks constantly and annoys you.

Write a polite and friendly note to your neighbour complaining about the dog.

Suggest a solution to the problem.

Prompt 2 question

Letter to Council:

Your neighbour has not replied to your note and will not talk to you about their barking dog.

Write a formal letter to your local council telling them about the dog and asking them to do something about it for you.

Reporting and alignment with the ACSF

The CSPA Writing assessment criteria align to the Australian Core Skills Framework's (ACSF) two Writing Indicators and their Focus Areas. Both the ACSF and the CSPA Writing assessment criteria describe writing performance in terms of a continua. Alignment of the assessment criteria and the ACSF requires points of connection between these continua. The links established can identify the strengths and weaknesses displayed in a candidate's writing on the CSPA Writing assessment in terms of the ACSF Writing Levels, Indicators and Focus Areas.

The CSPA Writing assessment criteria that are listed and reported on the CSPA Writing report are:

- Audience & Purpose (A&P)
- Quality of ideas (QI)
- Text cohesion (TC)
- Language choices (LC)
- Sentence structure (SS)
- Punctuation OF sentences (PofS)
- Punctuation WITHIN sentences (PinS)
- Spelling (SP)

For each assessment, consisting of the two writing tasks, the following results are reported:

- a breakdown of scores for each marking criterion, for both tasks
- a total score for each task
- a combined total score for both tasks
- a combined scale score for both tasks
- an overall ACSF level or performance.

These results are presented in the suite of CSPA Writing assessment reports.

The CSPA Writing Assessment Marking criteria

The following pages set out the different reporting aspects of the CSPA Writing assessment:

- Table 1 on page 10 shows the links between the CSPA Writing assessment criteria and the ACSF Indicators and Focus Areas.
- Table2 shows the brief descriptors for each of the score points against each of the individual marking criteria that appear on the *Individual Student Report for Professionals* Report.
- The different results that are reported are shown for the Sample *Individual Student Report for Professionals* Report shown on page 12.
- Table 3 on page 13 shows the ACSF Levels, CSPA Scale Scores and the matching generic ability descriptions for each of the levels reported.

Table1: Alignment of the Barking Dog marking criteria to ACSF indicators and Focus Areas.

CSPA Writing assessment marking criteria	**Focus**	**ACSF Indicators and Focus Areas**
Audience & Purpose (A&P)	The writer's capacity to orient and engage the reader through provision of relevant information and consistent and appropriate register (appropriate address of the reader, appropriate language choices, adequate and relevant information).	05: Range 05: Audience and purpose 05: Register
Quality of ideas (QI)	The generation of relevant, extended and elaborated ideas.	05: Range 05: Structure & cohesion 05: Plan, draft, proof and review
Text cohesion (TC)	The production of cohesive text, rendered navigable by text connectives.	05: Structure & cohesion 06: Grammar
Language choices (LC)	The range and precision of language choices.	06: Vocabulary 06: Grammar
Sentence structure (SS)	The production of grammatically correct, structurally sound and meaningful sentences (correct word form (e.g. singular or plural), correct verb tense, subject-verb agreement, correct use of prepositions and relative pronouns, correct arrangement of phrases and clauses.	06: Grammar
Punctuation OF sentences (PofS)	The correct use of appropriate punctuation of sentences (capital letters to begin sentences; full stops, question marks and exclamation marks to end sentences).	06: Punctuation
Punctuation WITHIN sentences (PinS)	The correct use of appropriate punctuation within sentences (noun capitalisation, apostrophes for contractions and possession, commas in lists, commas to mark clauses and phrases, correct hyphenation of compound words).	06: Punctuation
Spelling (SP)	The writer's capacity to generate and spell correctly words that have a range of difficulties.	06: Spelling

Each of these are detailed further on the following pages.

Table2: The individual marking criteria

The following are the set of brief descriptors for each of the Marking Criteria at each score point. The scores can go from 0 (no evidence of performance of this criteria), through to a maximum score of either 1, 2 or 3, depending on the criteria.

Marking criteria	**Score point/value**	**Descriptor of performance at this level**
Audience & Purpose (A&P)	1	Attempts to orient the reader by providing some relevant information.
Audience & Purpose (A&P)	2	Orients reader to task and uses an appropriate tone.
Audience & Purpose (A&P)	3	Controls writer/reader relationship by taking reader's values and expectations into account.
Quality of ideas (QI)	1	Gives little extension or elaboration of ideas (own ideas or those supplied in instructions).
Quality of ideas (QI)	2	Gives some extension or elaboration of ideas (own ideas or those supplied in instructions).
Quality of ideas (QI)	3	Extends or elaborates on ideas effectively.
Text cohesion (TC)	1	Uses some cohesive devices correctly.
Text cohesion (TC)	2	Uses cohesive devices correctly (in longer texts)
Language choices (LC)	1	Uses some precise words or word groups.
Language choices (LC)	2	Consistently uses contextually appropriate precise words or word groups consistently.
Sentence structure (SS)	1	Writes simple, compound and/or some complex sentences correctly (sentences lack variety).
Sentence structure (SS)	2	Writes correct sentences that show variety in length, structure and beginnings.
Punctuation OF sentences (PofS)	1	Punctuates sentences accurately.
Punctuation WITHIN sentences (PinS)	1	Uses some punctuation within sentences accurately.
Punctuation WITHIN sentences (PinS)	2	Uses punctuation within sentences accurately (in longer texts).
Spelling (SP)	1	Spells most simple and some common words correctly (without support).
Spelling (SP)	2	Spells most simple and most common words correctly (without support).
Spelling (SP)	3	Spells simple words, most common words and some difficult words correctly (without support)

Sample Report and available information

Scale score ranges from 90 to 560.

Candidate and RTO information

Total raw score ranges from 0 to 36.

ACSF level estimate

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:**
Name:	**Unique ID:**
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 35
Scale score estimate: 518	**ACSF level estimate:** working at level 4 / exit level 3

	A&P	QI	TC	LC	SS	PofS	PinS	SP	TOTAL
Max Score	3	3	2	2	2	1	2	3	18
● Task 1: Note to Neighbour									
Your Score	3	3	2	2	2	1	1	3	17
▲ Task 2: Letter to Council									
Your Score	3	3	2	2	2	1	2	3	18

Each of the 8 Marking Criteria. This shows the maximum possible score and then the individual scores for each criteria for each prompt.

BAND	SCALE	SCORE	
ACSF Level 4	575 … 490		
	485	3	**SP**: Spells simple words, most common words and some difficult words correctly (without support). ●▲
	480	2	**PinS**: Uses punctuation within sentences accurately (in longer texts). ▲
	475 … 440	3	**A&P**: Controls writer/reader relationship by taking reader's values and expectations into account. ●▲
	435	2	**LC**: Consistently uses contextually appropriate precise words or word groups consistently. ●▲
	430	2	**SS**: Writes correct sentences that show variety in length, structure and beginnings. ●▲
	425	3	**QI**: Extends or elaborates on ideas effectively. ●▲
ACSF Level 3	420 … 390	2	**TC**: Uses cohesive devices correctly (in longer texts). ●▲
	385	1	**PofS**: Punctuates sentences accurately. ●▲
	380	2	**QI**: Gives some extension or elaboration of ideas (own ideas or those supplied in instructions).
	375	1	**PinS**: Uses some punctuation within sentences accurately. ●
	370	2	**A&P**: Orients reader to task and uses an appropriate tone.
	365	2	**SP**: Spells most simple and most common words correctly (without support).
	360	1	**LC**: Uses some precise words or word groups.
	355 … 320	1	**SS**: Writes simple, compound and/or some complex sentences correctly (sentences lack variety).
ACSF Level 2	315 … 280	1	**TC**: Uses some cohesive devices correctly.
	275	1	**A&P**: Attempts to orient the reader by providing some relevant information.
	270 … 140	1	**QI**: Gives little extension or elaboration of ideas (own ideas or those supplied in instructions).

ACSF Scale score for this candidate.

The **scores** and their descriptors achieved for each Marking Criteria, for each prompt.

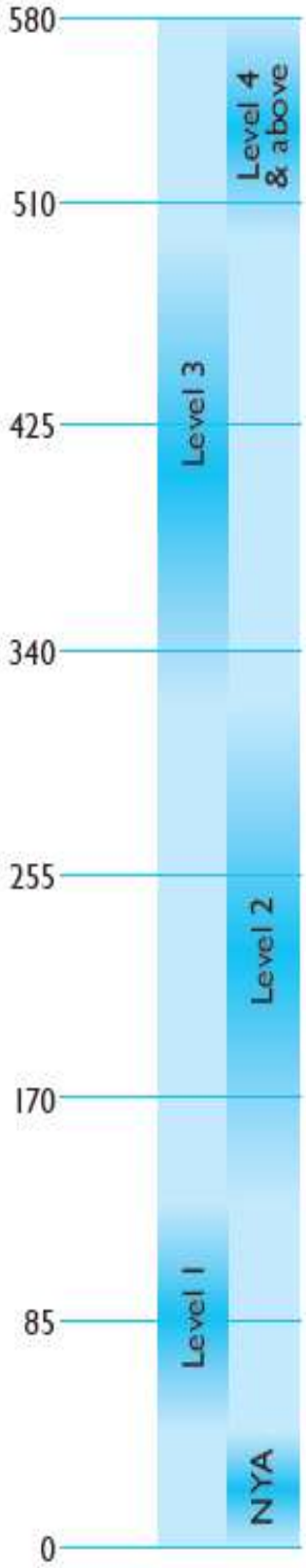
● for Prompt 1

▲ for Prompt 2

Brief descriptors for each of the Marking Criteria at each score point.

Table 3: ACSF Levels, CSPA Scale Scores and Ability descriptions

Scale Score & Estimated Working at ACSF level



ACSF Writing Ability Descriptions

L4 & Above: Candidates are likely to be able to communicate complex relationships between ideas and information, matching style of writing to purpose and audience across a range of text types (reports, procedures, narratives). They may also display knowledge of a broad vocabulary, grammatical structures, and punctuation and spelling appropriate to the text. They:

- control writer/reader relationship by taking reader's values and expectations into account;
- extend or elaborate on ideas effectively;
- use cohesive devices correctly in longer texts;
- consistently use contextually appropriate precise words or word groups;
- write correct sentences that show variety in length, structure and beginnings;
- use punctuation within sentences accurately in longer texts;
- use a range of spelling strategies to accurately spell frequently used words, including relevant technical terms and specialised vocabulary

L3: Candidates are likely to be able to communicate relationships between ideas and information in a style appropriate to purpose and audience, selecting vocabulary, grammatical structures, and punctuation and spelling appropriate to the text. They:

- provide enough information to orient a reader to the task;
- use an appropriate tone;
- give some extension or elaboration to their own ideas or those supplied;
- use some precise words or word groups;
- write simple, compound and some complex sentences correctly but which may lack variety;
- punctuate sentences accurately;
- use some punctuation within sentences accurately;
- spell most simple and most common words correctly, without support.

L2: Candidates are likely to be able to write short texts using familiar text types to convey the intended meaning on familiar topics for a limited range of purposes and audiences. They may also use simple vocabulary, grammatical structures and basic punctuation markers, and correctly spell words that have common and familiar letter patterns. They:

- give some relevant information to attempt to orient the reader;
- give slight extension or elaboration to ideas;
- use some cohesive devices correctly;
- spell most simple and some common words correctly, without support.

L1: Candidates are likely to be able to only write short simple texts with a simple structure to convey intended meaning on highly familiar topics for a very limited range of purposes and audiences. They:

- write simple, short sentences
- may show some recognition that texts have different purposes
- have limited vocabulary of highly familiar words related to giving personal details or meeting survival needs
- spell some highly familiar words correctly, e.g. the, and, own name
- may write with mixed upper/lower case
- use basic punctuation (e.g. capital letters and full stops), but this may be inconsistent
- write using mostly legible script and may prefer to print rather than write in cursive script.

Interpreting the CSPA Writing assessment reports

This section briefly explains issues related to interpreting the CSPA Writing assessment reports.

Working at level versus Competent/Exit level

ACER's foundation skills assessment tools report against the ACSF as both **working at** levels, as well as **exit** (or **competent**) levels. The mapping of the two approaches is:

Working at level 5	=	Exit level 4
Working at level 4	=	Exit level 3
Working at level 3	=	Exit level 2
Working at level 2	=	Exit level 1
Working at level 1	=	Not yet achieved

Understanding Individual Student Reports

The performance of each candidate is shown on the *Individual Student Report for Professionals* (see sample on page 13) which maps them on a continuum the skills and understandings assessed through the CSPA Writing assessment marking guide. Descriptors are placed on the continuum from those which are relatively less difficult lower down the scale through to those which are more difficult. The profile gives a way of studying the details of candidate performance and identifying strengths and weaknesses they may show on the assessment.

Table 3: *ACSF Levels, CSPA Scale Scores and Ability descriptions* provides a set of generic ability descriptions for each of the ACSF levels reported. For example, if a candidate scored 350 on the assessment, this suggests that the candidate is typically able to demonstrate aspects of the skills and understandings described opposite this score, which is Working at ACSF Level 3. This also means they will have an increased likelihood of demonstrating the skills and understandings described below that score, as you read down the profile. Similarly, the likelihood of demonstrating the skills and understandings described above that score decreases as you read to the top of the profile.

The Appendices attached will also help to illustrate the differences in the expected writing performance across the different ACSF Levels.

Interrogating Student Performance

The reports are a valuable tool to use when interrogating individual and group performance. Strengths and weaknesses in learning and teaching programs can be diagnosed and adjusted according to the specific learning needs of the candidate or group. The following questions can be useful in guiding teacher interrogation of performance.

Individual student reports

Focus on the candidate

- What does the candidate's response pattern show about the strengths of the candidate?
- What does the candidate's response pattern show about the areas of concern for the candidate?
- Does the performance match expectations/reflect teacher judgement about the candidate?
- Did the candidate perform as well as expected?
- Has the candidate achieved higher than expected, or lower than expected?
- Do the results of the candidate need further investigating?

Focus on the teaching program

- Are any areas of concern preventing the candidate from making progress?
- Has any teaching impacted on the candidate's results?
- What teaching would this candidate benefit from most?

Appendices

The following Appendices are some actual Writing examples from adults who have undertaken the CSPA Writing assessment. They are used to illustrate the differences in the expected writing performance across the different ACSF Levels, and also give an indication of those responses that do not provide sufficient information to provide a valid and reliable assessment of writing skills.

They include:

- Appendix 1: An example of a non- scoreable response.
- Appendix 2: An example of a non- scoreable response that is considered "Off Topic".
- Appendix 3: ACSF Level 1 response
- Appendix 4: ACSF Level 2 response
- Appendix 5: ACSF Level 3 response
- Appendix 6: ACSF Level 4 response.

Appendix 1: An example of a non-scoreable response

In some cases, an adult will not provide enough content across the two prompts in order for the system to validly and reliably provide an assessment of their writing skills. Reported currently as "Not Yet Achieved", but will be updated in the future and reported as "Response not scoreable".

The candidate response

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:** 17 September 2018
Name:	**Unique ID:**
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 0
Scale score estimate: 0	**ACSF level estimate:** not yet achieved

Task 1: Note to Neighbour	Total	0

Hi there,

Just thought i would let you know that your dog is ma

Task 2: Letter to Council	Total	0

Comments

This response provides insufficient evidence for a valid and reliable assessment to be made on their writing skills.

The report details

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:** 17 September 2018
Name:	**Unique ID:** *N/A*
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 0
Scale score estimate: 0	**ACSF level estimate:** not yet achieved

	A&P	QI	TC	LC	SS	PofS	PinS	SP	TOTAL
Max Score	3	3	2	2	2	1	2	3	18
● Task 1: Note to Neighbour									
Your Score	-	-	-	-	-	-	-	-	0
▲ Task 2: Letter to Council									
Your Score	0	0	0	0	0	0	0	0	0

BAND	SCALE	SCORE

Appendix 2: An example of a non-scoreable response that is considered "Off Topic"

In some cases, an adult will write content in one or both of the prompts that is not considered appropriate or relevant. The system considers these as "off topic" and will not score them. Reported currently as "Not Yet Achieved", but will be updated in the future and reported as "Response not scoreable" or similar.

The candidate response

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:** 17 September 2018
Name:	**Unique ID:**
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 5
Scale score estimate: 0	**ACSF level estimate:** not yet achieved

Task 1: Note to Neighbour	Total	5

mate. please could, you try and control your dog. from barking as im not sleeping well. if you dont i will walk over with my shoot gun and send that dog to heaven thank you

Task 2: Letter to Council	Total	0

there is no more dog as i shoot it last night warning i dont tolarate stupid people

Comments

The wording in this response is not considered appropriate or relevant. The system considers these as "off topic" and will not score them. You are able to sit down and discuss this with the candidate.

The report details

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:** 17 September 2018
Name:	**Unique ID:**
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 5
Scale score estimate: 0	**ACSF level estimate:** not yet achieved

	A&P	QI	TC	LC	SS	PofS	PinS	SP	TOTAL
Max Score	3	3	2	2	2	1	2	3	18
● Task 1: Note to Neighbour									
Your Score	1	1	1	0	0	1	0	1	5
▲ Task 2: Letter to Council									
Your Score	-	-	-	-	-	-	-	-	0

BAND	SCALE	SCORE

Appendix 3: ACSF Level 1 response

This is an example of a candidate writing that is considered to be at an ACSF **Working** Level 1.

The candidate response

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:**
Name:	**Unique ID:** *N/A*
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 4
Scale score estimate: 117	**ACSF level estimate:** working at level 1 / not yet at level 1

Task 1: Note to Neighbour	Total	2

hi neighbor can you please tell your dog to be quit.

Task 2: Letter to Council	Total	2

hi council im conplaning about my neighbors dog barking all the time.

Comments

Marking criteria	**Max Score**	**Task A**	**Task B**	**Comments**
Audience & Purpose (A&P)	3	0	1	Minimal attempts to orient the reader or use appropriate tone.
Quality of ideas (QI)	3	1	0	Mainly based on the information provided in the Task with minimal elaboration.
Text cohesion (TC)	2	0	0	No sentence structure or linking devices used.
Language choices (LC)	2	0	0	Only uses simple and general words, apart from words already in the Task.
Sentence structure (SS)	2	0	0	Ability to write a sentence is very limited. No evidence of being able to construct a compound sentence.
Punctuation OF sentences (PofS)	1	0	0	Sentences are not punctuated, apart from the full stop at the end.

Punctuation WITHIN sentences (PinS)	2	0	0	Insufficient evidence that they can use correct punctuation within sentences.
Spelling (SP)	3	1	1	Correctly spelt simple words and some common words: *tell*, *please, your, time*. Many other errors in spelling.

The report details

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:**
Name:	**Unique ID:** *N/A*
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 4
Scale score estimate: 117	**ACSF level estimate:** working at level 1 / not yet at level 1

	A&P	QI	TC	LC	SS	PofS	PinS	SP	TOTAL
Max Score	3	3	2	2	2	1	2	3	18
● Task 1: Note to Neighbour									
Your Score	0	1	0	0	0	0	0	1	2
▲ Task 2: Letter to Council									
Your Score	1	0	0	0	0	0	0	1	2

BAND	SCALE	SCORE	
ACSF Level 3	485		
	480		
	475		
	470	2	**PinS**: Uses punctuation within sentences accurately (in longer texts).
	465		
	460		
	455		
	450	3	**A&P**: Controls writer/reader relationship by taking reader's values and expectations into account.
	445		
	440		
	435	2	**LC**: Consistently uses contextually appropriate precise words or word groups consistently.
	430		
	425	2	**SS**: Writes correct sentences that show variety in length, structure and beginnings.
	420	3	**QI**: Extends or elaborates on ideas effectively.
	415		
	410	2	**TC**: Uses cohesive devices correctly (in longer texts).
	405		
	400		
	395		
	390		
	385		
	380		
	375		
	370		
	365		
	360		
	355		
	350		
	345		
	340		
	335		
	330		
	325	1	**PofS**: Punctuates sentences accurately.
	320	2	**QI**: Gives some extension or elaboration of ideas (own ideas or those supplied in instructions).
	315		
	310	1	**PinS**: Uses some punctuation within sentences accurately.
	305		
	300	2	**A&P**: Orients reader to task and uses an appropriate tone.
	295		
	290		
	285	2	**SP**: Spells most simple and most common words correctly (without support).
	280	1	**LC**: Uses some precise words or word groups.
	275		
	270		
	265		
	260		
	255	1	**SS**: Writes simple, compound and/or some complex sentences correctly (sentences lack variety).
	250		
	245		
	240		
	235		
	230		
	225		
	220		
	215		
	210		
ACSF Level 2	205	1	**TC**: Uses some cohesive devices correctly.
	200		
	195		
	190	1	**A&P**: Attempts to orient the reader by providing some relevant information.▲
	185		
	180		
	175		
	170		
	165		
	160		
	155	1	**QI**: Gives little extension or elaboration of ideas (own ideas or those supplied in instructions).●
	150		
	145		
	140		
	135		
	130		
	125	1	**SP**: Spells most simple and some common words correctly (without support).●▲
	120		
	115		SCALE SCORE
	110		
	105		
	100		
ACSF Level 1	95		
	90		
	85		
	80		
	75		
	70		
	65		
	60		
	55		
	50		

Appendix 4: ACSF Level 2 response

This is an example of a candidate writing that is considered to be at an ACSF **Working** Level 2.

The candidate response

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:**
Name:	**Unique ID:** *N/A*
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 10
Scale score estimate: 202	**ACSF level estimate:** working at level 2 / exit level 1

Task 1: Note to Neighbour	Total	6

Hi Neighbour,
How are you?!

I would like to let you know that your dog has been barking all night and keep us up mostly of time - if you could try and stop this, much appricated

Thank you :)

Task 2: Letter to Council	Total	4

Hi Council,

I'm here to let you know that I've sent a note to neighbour about their dog barking all night, and they hasnt replies so I was wondering if you can do something about it to solve the problem for us please and thank you :)

Comments

Marking criteria	Max Score	Task A	Task B	Comments
Audience & Purpose (A&P)	3	1	1	Attempts to orient the reader by providing some relevant information and attempting an appropriate tone, but minimal.
Quality of ideas (QI)	3	1	1	Uses own ideas and those offered in the instructions with little elaboration or extension.

Text cohesion (TC)	2	1	1	There are mainly long sentences that are awkwardly structured. Could have used better devices to make them more coherent, or used separate, better connected sentences.
Language choices (LC)	2	0	0	Uses predominantly simple and general words, apart from words already in the Task.
Sentence structure (SS)	2	1	0	Control is very limited. Attempts long, compound sentences, but awkward structure and not very effective.
Punctuation OF sentences (PofS)	1	0	0	Sentences are not adequately punctuated.
Punctuation WITHIN sentences (PinS)	2	0	0	Consistent omissions and inaccuracies are evident.
Spelling (SP)	3	1	1	Correctly spelt common words: *would, could, something, please, etc.* Correctly spelt one more difficult words: *wondering*. Errors in spelling include *appricated.*

The report details

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:**
Name:	**Unique ID:** *N/A*
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 10
Scale score estimate: 202	**ACSF level estimate:** working at level 2 / exit level 1

	A&P	QI	TC	LC	SS	PofS	PinS	SP	TOTAL
Max Score	3	3	2	2	2	1	2	3	18
● Task 1: Note to Neighbour									
Your Score	1	1	1	0	1	0	0	2	6
▲ Task 2: Letter to Council									
Your Score	1	1	1	0	0	0	0	1	4

BAND	SCALE	SCORE	
ACSF Level 3	485		
	480		
	475		
	470	2	**PinS**: Uses punctuation within sentences accurately (in longer texts).
	465		
	460		
	455		
	450	3	**A&P**: Controls writer/reader relationship by taking reader's values and expectations into account.
	445		
	440		
	435	2	**LC**: Consistently uses contextually appropriate precise words or word groups consistently.
	430		
	425	2	**SS**: Writes correct sentences that show variety in length, structure and beginnings.
	420	3	**QI**: Extends or elaborates on ideas effectively.
	415		
	410	2	**TC**: Uses cohesive devices correctly (in longer texts).
	405		
	400		
	395		
	390		
	385		
	380		
	375		
	370		
	365		
	360		
	355		
	350		
	345		
	340		
	335		
	330		
	325	1	**PofS**: Punctuates sentences accurately.
	320	2	**QI**: Gives some extension or elaboration of ideas (own ideas or those supplied in instructions).
ACSF Level 2	315	1	**PinS**: Uses some punctuation within sentences accurately.
	310		
	305	2	**A&P**: Orients reader to task and uses an appropriate tone.
	300		
	295		
	290	2	**SP**: Spells most simple and most common words correctly (without support). ●
	285	1	**LC**: Uses some precise words or word groups.
	280		
	275		
	270		
	265		
	260		
	255	1	**SS**: Writes simple, compound and/or some complex sentences correctly (sentences lack variety). ●
	250		
	245		
	240		
	235		
	230		
	225		
	220		
	215		
	210		
	205	1	**TC**: Uses some cohesive devices correctly. ●▲
	200		SCALE SCORE
	195		
	190	1	**A&P**: Attempts to orient the reader by providing some relevant information. ●▲
	185		
	180		
	175		
	170		
	165		
	160		
	155	1	**QI**: Gives little extension or elaboration of ideas (own ideas or those supplied in instructions). ●▲
	150		
	145		
	140		
	135		
	130		
	125	1	**SP**: Spells most simple and some common words correctly (without support). ▲
	120		
	115		
	110		
	105		
	100		
ACSF Level 1	95		
	90		
	85		
	80		
	75		
	70		
	65		
	60		
	55		
	50		

Appendix 5: ACSF Level 3 response

This is an example of a candidate writing that is considered to be at an ACSF **Working** Level 3.

The candidate response

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:** 01 February 2017
Name:	**Unique ID:**
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 30
Scale score estimate: 420	**ACSF level estimate:** working at level 3 / exit level 2

Task 1: Note to Neighbour	Total	14

Dear Sir/Mam,

I am a nearby neighbour of yours, just writing to let you know that your dog has been barking quite a bit for a while now.

Just letting you know so you are aware so if there may be a reason why, you may be able to rectify the problem.

I know if you call the Council they may be able to provide you with some solutions on helping your dog with excessive barking.

Thankyou for your time, hope your dog is ok.

Yours Sincerely, your Neighbour.

Task 2: Letter to Council	Total	16

To whom it may concern,

I am writing to make a complaint about my neighbour's dog who has been excessively barking for the past 3 months.

I have written to my neighbour making him aware of the problem, asking him if his dog is ok, suggesting that he call the council to find anyway to help his dog from abrking.

I have not heard back, and his dog is still barking excessively.
Would appreciate it if the Council could please help out the residents by making contact with him to rectify this problem.

Thankyou for your time, look forward to hearing back.
Yours Sincerely, Julie T.

Comments

Marking criteria	**Max Score**	**Task A**	**Task B**	**Comments**
Audience & Purpose (A&P)	3	2	3	Orients reader to task and uses an appropriate tone and register, especially in task 2. Relevant information is included for the different audiences.
Quality of ideas (QI)	3	2	2	Gives some elaboration of ideas, including own ideas along with some supporting arguments and information.
Text cohesion (TC)	2	2	2	Texts are organised into paragraphs. Meaning is quite clear and ideas flow.
Language choices (LC)	2	2	2	Consistent use of appropriate words and phrases (you may be able to rectify the problem, his dog is barking excessively).
Sentence structure (SS)	2	2	2	Meets the criteria in category descriptor, and most of the time writes correct sentences that show variety in length, structure and beginnings. Some sentence structures are awkward.
Punctuation OF sentences (PofS)	1	1	1	The majority of the sentences are punctuated correctly.
Punctuation WITHIN sentences (PinS)	2	1	1	Correct capitalisation of proper nouns, apostrophes for possession (neighbour's dog). But some issues with punctuation and structure in some sentences. Some long, awkward sentences, e.g. in paragraph 2 in Task 2.
Spelling (SP)	3	2	3	Correctly spelt common words, and spelt most of the more difficult words correctly, e.g., excessively, appreciate. But some spelling mistakes, e.g.,abrking.

The report details

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:** 01 February 2017
Name:	**Unique ID:**
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 30
Scale score estimate: 420	**ACSF level estimate:** working at level 3 / exit level 2

	A&P	QI	TC	LC	SS	PofS	PinS	SP	TOTAL
Max Score	3	3	2	2	2	1	2	3	18
● Task 1: Note to Neighbour									
Your Score	2	2	2	2	2	1	1	2	14
▲ Task 2: Letter to Council									
Your Score	3	2	2	2	2	1	1	3	16

BAND	SCALE	SCORE	
ACSF Level 4	575		
	570		
	565		
	560		
	555		
	550		
	545		
	540		
	535		
	530		
	525		
	520		
	515		
	510		
	505		
	500		
	495		
	490	3	**SP**: Spells simple words, most common words and some difficult words correctly (without support).▲
ACSF Level 3	485		
	480		
	475		
	470	2	**PinS**: Uses punctuation within sentences accurately (in longer texts).
	465		
	460		
	455		
	450	3	**A&P**: Controls writer/reader relationship by taking reader's values and expectations into account.▲
	445		
	440		
	435	2	**LC**: Consistently uses contextually appropriate precise words or word groups consistently.●▲
	430		
	425	2	**SS**: Writes correct sentences that show variety in length, structure and beginnings.●▲
	420	3	**QI**: Extends or elaborates on ideas effectively.
	415		
	410	2	**TC**: Uses cohesive devices correctly (in longer texts).●▲
	405		
	400		
	395		
	390		
	385		
	380		
	375		
	370		
	365		
	360		
	355		
	350		
	345		
	340		
	335		
	330	1	**PofS**: Punctuates sentences accurately.●▲
	325	2	**QI**: Gives some extension or elaboration of ideas (own ideas or those supplied in instructions).●▲
ACSF Level 2	320		
	315	1	**PinS**: Uses some punctuation within sentences accurately.●▲
	310	2	**A&P**: Orients reader to task and uses an appropriate tone.●
	305		
	300		
	295	2	**SP**: Spells most simple and most common words correctly (without support).●
	290	1	**LC**: Uses some precise words or word groups.
	285		
	280		
	275		
	270		
	265		
	260	1	**SS**: Writes simple, compound and/or some complex sentences correctly (sentences lack variety).
	255		
	250		
	245		
	240		
	235		
	230		
	225		
	220		
	215		
	210		
	205	1	**TC**: Uses some cohesive devices correctly.
	200		
	195		
	190	1	**A&P**: Attempts to orient the reader by providing some relevant information.
	185		
	180		
	175		
	170		
	165		
	160	1	**QI**: Gives little extension or elaboration of ideas (own ideas or those supplied in instructions).
	155		
	150		
	145		
	140		

Appendix 6: ACSF Level 4 response

This is an example of a candidate writing that is considered to be at an ACSF **Working** Level 4.

The candidate response

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:**
Name:	**Unique ID:**
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 35
Scale score estimate: 518	**ACSF level estimate:** working at level 4 / exit level 3

Task 1: Note to Neighbour	Total	17

Hi Jane,

How have you been? I hope all is well.

I'm dropping you a quick line to ask if you have noticed your dog has been barking a lot lately. I was wondering if there is a specific reason this is happening. It's not really a problem during the day, but has woken us up several times at night. Is there anything we might be able to do help you out with him?

When this behaviour happened with our dog, we found moving him inside to the laundry overnight, especially during winter was an effective fix.

Let me know what you think. I'd love to catch up for a cuppa.

Ruth

Task 2: Letter to Council	Total	18

To whom it may concern,

I am writing to request assisstance from the council regarding my neighbour's pet dog. It has been barking constantly for several weeks, including at night. I have written a letter to her broaching the subject, but she has not replied and refuses to talk to me about this problem.

We have been patient, and tried to resolve this issue in person with our neighbour, to no avail. What is the next step for us in making a formal complaint in order to gain resolution for our neighbourhood? What can you, as the council, do to help us?

The property with the dog is 5 Moonlight Drive, my neighbour's name is Jane. I live at 3 Moonlight Drive and my phone number is 0411 110 011. I look forward to hearing from you as soon as possible.

With Regards,

Ruth

Comments

Marking criteria	Max Score	Task A	Task B	Comments
Audience & Purpose (A&P)	3	3	3	Appropriate tone and register used in each task, and relevant information is included for the different audiences.
Quality of ideas (QI)	3	3	3	Effectively elaborates, extends and supplements their ideas, with supporting arguments and information.

Text cohesion (TC)	2	2	2	Texts are organised into paragraphs. Meaning is clear and ideas flow.
Language choices (LC)	2	2	2	Consistent use of contextually appropriate words and phrases (I'm dropping you a quick line, I was wondering if, We have been patient, to no avail).
Sentence structure (SS)	2	2	2	Meets all criteria in category descriptor, and writes correct sentences that show variety in length, structure and beginnings.
Punctuation OF sentences (PofS)	1	1	1	All sentences are punctuated correctly.
Punctuation WITHIN sentences (PinS)	2	1	2	Correct capitalisation of proper nouns, apostrophe for possession (neighbour's pet dog), apostrophes for contractions (I'm and it's), comma to delineate clause in complex sentence (What can you, as the council, do to help us?). Some awkward sentences in Task 1 though.
Spelling (SP)	3	3	3	Correctly spelt common words, and a number of more difficult words: e.g., happening, behaviour, effective, broaching, resolution.

The report details

Individual Student Report for Professionals

Core Skills Profile for Adults

Username:	**Date:**
Name:	**Unique ID:**
Skill: Writing NT	**Group:**
Summary	**Combined Score:** 35
Scale score estimate: 518	**ACSF level estimate:** working at level 4 / exit level 3

	A&P	QI	TC	LC	SS	PofS	PinS	SP	TOTAL
Max Score	3	3	2	2	2	1	2	3	18
● Task 1: Note to Neighbour									
Your Score	3	3	2	2	2	1	1	3	17
▲ Task 2: Letter to Council									
Your Score	3	3	2	2	2	1	2	3	18

BAND	SCALE	SCORE	
ACSF Level 4	575 570 565 560 555 550 545 540 535 530 525 520 515 510 505 500 495 490		
	485	3	**SP**: Spells simple words, most common words and some difficult words correctly (without support).●▲
	480 475 470	2	**PinS**: Uses punctuation within sentences accurately (in longer texts). ▲
	465 460 455 450	3	**A&P**: Controls writer/reader relationship by taking reader's values and expectations into account.●▲
	445 440 435	2	**LC**: Consistently uses contextually appropriate precise words or word groups consistently.●▲
	430 425 420	2 3	**SS**: Writes correct sentences that show variety in length, structure and beginnings.●▲ **QI**: Extends or elaborates on ideas effectively. ●▲
ACSF Level 3	415 410 405 400 395 390 385 380 375 370 365 360 355 350 345 340 335 330	2	**TC**: Uses cohesive devices correctly (in longer texts).●▲
	325	1	**PofS**: Punctuates sentences accurately.●▲
	320	2	**QI**: Gives some extension or elaboration of ideas (own ideas or those supplied in instructions).
	315 310	1	**PinS**: Uses some punctuation within sentences accurately.●
	305 300	2	**A&P**: Orients reader to task and uses an appropriate tone.
	295 290 285	2	**SP**: Spells most simple and most common words correctly (without support).
	280	1	**LC**: Uses some precise words or word groups.
	275 270 265 260	1	**SS**: Writes simple, compound and/or some complex sentences correctly (sentences lack variety).
ACSF Level 2	255 250 245 240 235 230 225 220 215 210 205 200	1	**TC**: Uses some cohesive devices correctly.
	195 190 185 180	1	**A&P**: Attempts to orient the reader by providing some relevant information.
	175 170 165 160	1	**QI**: Gives little extension or elaboration of ideas (own ideas or those supplied in instructions).
	155 150 145 140		