EVERYDAY ADULT STANDARDS

Purpose

This policy outlines the required approach to embedding the everyday adult standards into TASC accredited courses.

Students must demonstrate each of the three everyday adult standards to be eligible to achieve the Tasmanian Certificate of Education (TCE).

This policy supports course developers seeking to embed one or more standards into a course.

Policy Statement

- **Standards maximise the inherent characteristics of a course**
  Where the nature of learning and assessment in a course naturally enables the everyday adult standards ('standards') to be evidenced, the opportunity to embed the standards into that course ought to be maximised. The standards ought not be imposed when the relevant skills are not fundamental to the course. For example, 'reading and writing' would generally arise naturally in an English course but may not be fundamental to a more practical course.

- **The measure of standards achievement is consistent**
  In each course that has a standard embedded within the course, the minimum requirement for a student to demonstrate the standard(s) will be to achieve a Satisfactory Achievement (SA) award. The inclusion of one or more 'essential' criterion in the award requirements for a course will be avoided.

- **Higher level skills demonstrate lower level standards**
  The standards in reading, writing and communication (in English) and in mathematics are aligned with Australian Core Skills Framework (ACSF) Level 3 in reading, writing and numeracy. Demonstration of relevant skills at ACSF Level 3, 4 or 5 will be sufficient evidence that the standards have been met. Similarly, for the use of computers and the internet, higher level skills will be accepted as evidence for lower level skills.

- **Standards may be embedded in courses at Level 2 or above**
  Standards may be embedded in courses with a complexity at Australian Qualifications Framework Level 2 or above. While there will be opportunity in courses at all levels to support student literacy, numeracy and digital literacy, the standards will not be embedded in Level 1 or Preliminary courses for the purpose of the TCE.

- **TASC determines embedded standards on accreditation**
  Course developers may request recognition through the course accreditation process that one or more standards are embedded within the course. The determination of such characteristics will be made by TASC.

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ASSESSMENT, STANDARDS
& CERTIFICATION

- **Standards tests provide a safety-net**
  Students will be encouraged to demonstrate each of the everyday adult standards by achieving a Satisfactory Achievement or higher in courses that have the standards embedded, or by satisfactory completion of recognised formal learning, such as the International Baccalaureate, which TASC recognises as evidence of one or more of the standards having been achieved. If a student's program of learning does not include courses with each of the standards embedded, they may demonstrate that they meet the required standard by undertaking relevant 'Safety-net' test(s).

Related policies

- Policies pending

Related procedures

- Procedures pending

Supporting information/tools

- Attachment 1: The Standards

- Australian Core Skills Framework

- Australian Qualifications Framework

Definitions

Embedded standard(s)
A standard is 'embedded' if the learning and assessment undertaken during the course enables students to provide evidence of the relevant standard(s) and thereby be recognised as achieving the standard for the purpose of the TCE.

Standard(s) Students must demonstrate three 'everyday adult' standards to be eligible to receive the Tasmanian Certificate of Education. The three standards are:
- everyday adult standard in reading, writing and communication (in English)
- everyday adult standard in mathematics
- everyday adult standard in the use of computers and the internet.

Legislation

TASC determines the standards of the TCE under Section 33C of *Office of Tasmanian Assessment, Standards and Certification Act 2003.*

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The Standards

Everyday adult reading, writing and communication (in English)

Much of the writing component of this standard relates to the application of reading strategies. These may be demonstrated, for example, by a student's degree of comprehension and the range/types of texts read.

The scope of the writing component is summarised as follows:

Element	Description
Audience	Capacity to engage the reader, appropriateness of the writing's tone.
Structure and organisation	Organisation of the components of the text into effective structure.
Vocabulary	Range and precision of the contextually appropriate language choices.
Cohesion	Control of multiple threads and relationships across the text.
Sentence structure	Grammatically correct, structurally sound and meaningful sentences.
Punctuation	Correct and appropriate punctuation to aid reading and understanding.
Spelling	Accuracy of spelling and the relative difficulty of the words.

Everyday adult mathematics

The scope of the standard is summarised as follows:

Element	Examples
Use basic maths operations to solve real world problems	How many boxes of tiles do I need to tile my bathroom floor if the floor is $(x \times y)$, and there are 10 tiles of $(a \times b)$ in a box?
Interprets routine maps and plans	Use given scale to work out distances between two points.
Interprets routine tables, graphs and charts	Identify which is the best choice to present a given type of data. Read a graph and report on a trend or find a required data point or set.
Finds angles, areas and surfaces in simple 2D and 3D shapes	Estimate angles in everyday objects. Find the area of a simple shape.
Uses and converts routine metric units/measurements	Convert mm to cm. How many metres in 1.3 km?
Uses and converts measurements of time	An hour and a half plus 45 min = ? Read an analogue clock. Fill out a simple timesheet and work out total hours/minutes.
Uses and converts fractions, decimals and percentages in everyday contexts.	Rounding to nearest 5c, if item is $14.90 and I pass over a $50 note how much change do I get? Convert 50% to a fraction.

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Everyday adult use of computers and the internet

This standard focuses on ensuring students can use a computer, common software, emails and the internet effectively, safely and productively. While the ACSF does not have digital literacy as a core skill, a theoretical underpinning for the ACSF is '*a recognition of the key role played by digital technology in the creation of many kinds of texts, and in facilitating access to, and navigation of, texts*' (ACSF 2011, p 4). As such, activities and skills relating to the use of computer and the internet, can be identified throughout the ACSF.

The scope of the standard is illustrated below:

Element	Description
Finds and retrieves relevant information	Operate computer equipment. Open and close files. Use common software.
Organises and stores information for retrieval and reuse	Retrieve data and carry out file maintenance. Understand storage, backup and virus protection requirements.
Identifies reliable, relevant and useful information online to respond to issues	Use manuals and online help to solve problems. Use the internet to source information.
Works effectively with information and communications technology	Use a range of software to complete tasks. Adapt to new developments.
Creates and shares information appropriately for the audience, context and medium	Produce simple documents on a computer. Use email software. Print documents.
Uses computers and the internet responsibly, legally and ethically	Demonstrate awareness of health and safety guidelines. Apply ethical standards, email and internet etiquette. Use equipment provided in the workplace or public place appropriately.

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