# VCAL provider name:

**VCAL strand: Literacy Skills**

**VCAL level/unit: Intermediate Oral Communication**

**Teacher name:**

**Teacher email address:**

**Teaching VCAL for the 1st time Y/N**

**Teaching the VCAL strand for the 1st time Y/N**

**Date:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| ***Overview of the assessment task and the project/theme it is linked to: (100 words maximum)***  ***Student roles and responsibilities in relation to the task:***  ***Level of teacher support:***   |  |  |  | | --- | --- | --- | | **Is the activity included in this template part of an integrated program?** | **Yes** | **No** | |  |  |   ***Please indicate the other VCAL units and learning outcome/s that are also met by this integrated program***   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Unit title1** | **Level2** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** | **LO7** | **LO8** | | **Literacy Skills** |  |  |  |  |  |  | **N/A** | **N/A** | **N/A** | **N/A** | | **Numeracy Skills** |  |  |  |  |  |  |  |  |  |  | | **Work Related Skills** |  |  |  |  |  |  |  |  |  |  | | **Personal Development Skills** |  |  |  |  |  |  |  |  |  |  | |

1 You may abbreviate unit references, e.g. ‘R/W’ for Literacy Skills – Reading and Writing, ‘O/C’ for Literacy Skills – Oral Communication or ‘U1’ for Unit 1.

2 You may abbreviate level references, i.e. ‘F’ for Foundation, ‘I’ for Intermediate or ‘S’ for Senior.

**Assessment Template: Literacy Skills Intermediate Oral Communication**

**Learning outcome 1**

Oracy for self-expression

Use and respond to spoken language to communicate story and life experience*.*

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

|  |  |  |
| --- | --- | --- |
| **Task Description:** **Must be completed by the teacher** | | |
| **Elements** | **Activities to demonstrate achievement of elements** | **Evidence to demonstrate achievement of elements** |
| * 1. Share a narrative, recount or anecdote. |  |  |
| * 1. Make use of verbal and non-verbal features of spoken communication, including intonation, eye contact, gesture, pace and pronunciation. |  |  |
| * 1. Demonstrate an understanding of the role of verbal and non-verbal features by commenting on the effectiveness of others’ oral presentation. |  |  |

NB: It is important that cultural awareness and sensitivity is considered in developing assessment tasks.

**Learning outcome 2**

Oracy for knowledge

Use and respond to spoken language in informative talks in a range of contexts.

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

|  |  |  |
| --- | --- | --- |
| **Task Description:** **Must be completed by the teacher** | | |
| **Elements** | **Activities to demonstrate achievement of elements** | **Evidence to demonstrate achievement of elements** |
| a) Give an oral presentation answering questions if appropriate. |  |  |
| b) Identify key points and supporting information in an informative talk. |  |  |
| c) Comment on the content and effectiveness of an informative talk. |  |  |
| d) Make systematic notes from a spoken text in a chosen field of knowledge. |  |  |

**Learning outcome 3**

Oracy for practical purposes

Use and respond to spoken language in instructions and transactions.

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

|  |  |  |
| --- | --- | --- |
| **Task Description:** **Must be completed by the teacher** | | |
| **Elements** | **Activities to demonstrate achievement of elements** | **Evidence to demonstrate achievement of elements** |
| a) Give instructions in several steps. |  |  |
| b) Identify the key points in an oral text that offer support, advice or service. |  |  |
| c) Comment on the content and effectiveness of oral instructions and transactions. |  |  |

**Learning outcome 4**

Oracy for exploring issues and problem-solving

Use and respond to spoken language to explore issues or solve problems.

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

|  |  |  |
| --- | --- | --- |
| **Task Description:** **Must be completed by the teacher** | | |
| **Elements** | **Activities to demonstrate achievement of elements** | **Evidence to demonstrate achievement of elements** |
| a) Participate in a group discussion on an issue, responding to and contributing alternative ideas. |  |  |
| b) Use spoken language to identify and work towards solving problems with at least one other person. |  |  |
| c) Comment on the range of ideas presented on an issue in a discussion. |  |  |
| d) Demonstrate active listening. |  |  |