# ACSF Core Skills Indicators by Level

| | **LEARNING INDICATORS BY LEVEL** | | **READING INDICATORS BY LEVEL** | | **WRITING INDICATORS BY LEVEL** | | **ORAL COMM. INDICATORS BY LEVEL** | | **NUMERACY INDICATORS BY LEVEL** | |
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| 1 | 1.01 | Demonstrates some awareness of self as a learner | 1.03 | Identifies personally relevant information and ideas from texts on highly familiar topics | 1.05 | Conveys a simple idea, opinion, factual information or message in writing | 1.07 | Gives or elicits basic information in a short, simple spoken context | 1.09 | Locates and recognises key mathematical information in simple activities or texts |
| | 1.02 | Takes first steps towards developing explicit learning strategies | 1.04 | Uses a limited range of strategies to locate specific information and construct measuring from explicit and highly familiar texts | | Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text | 1.08 | Listens for basic information in short, simple oral texts | 1.10 | Uses simple mathematical and personal problem solving strategies in highly familiar contexts |
| 2 | 2.01 | Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process | 2.03 | Identifies and interprets relevant information and ideas from texts on familiar topics | 2.05 | Conveys intended meaning on familiar topics for a limited range of purposes and audiences | 2.07 | Uses everyday language to provide information or maintain a conversation in familiar spoken contexts | 2.09 | Identifies and comprehends relevant mathematical information in familiar activities or texts |
| | 2.02 | Applies a limited range of learning strategies in structured and familiar contexts | 2.04 | Uses a number of reading strategies to identify and interpret relevant information within familiar text types | 2.06 | Produces familiar text types using simple vocabulary, grammatical structures and conventions | 2.08 | Listens for relevant information in oral texts across familiar contexts | 2.10 | Selects and uses appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts |
| 3 | 3.01 | Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges | 3.03 | Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types | 3.05 | Communicates relationships between ideas and information in a style appropriate to audience and purpose | 3.07 | Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts | 3.09 | Selects and interprets mathematical information that may be partly embedded in a range of familiar, and some less familiar, tasks and texts |
| | 3.02 | Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts | 3.04 | Selects and applies a range of reading strategies as appropriate to purpose and text type | 3.06 | Selects vocabulary, grammatical structures and conventions appropriate to the text | 3.08 | Derives meaning from a range of oral texts in familiar and some unfamiliar contexts | 3.10 | Selects from and uses a variety of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts |

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| 4 | 4.01 | Accepts new learning challenges, explicitly designing, reflecting on and redesigning approaches to learning as an integral part of the process | 4.03 | Interprets and critically analyses complex texts | 4.05 | Communicates complex relationships between ideas and information, matching style of writing to purpose and audience | 4.07 | Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts | 4.09 | Extracts and evaluates the mathematical information embedded in a range of tasks and texts |
| | 4.02 | Adapts a range of familiar strategies to new contexts and experiments with new approaches | 4.04 | Applies appropriate strategies to construct meaning from complex texts | 4.06 | Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text | 4.08 | Applies appropriate strategies to extract main ideas from oral texts across a range of contexts | 4.10 | Selects from, and applies, an expanding range of mathematical and problem solving strategies in a range of contexts |
| 5 | 5.01 | Self directs learning, actively designing and managing learning processes appropriate to the context | 5.03 | Organises, evaluates and critiques ideas and information from a range of complex texts | 5.05 | Generates complex written texts, demonstrating control over a broad range of writing styles and purposes | 5.07 | Establishes and maintains complex and effective spoken communication in a broad range of contexts | 5.09 | Analyses and synthesises highly embedded mathematical information in a broad range of tasks and texts |
| | 5.02 | Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning | 5.04 | Draws on a broad range of strategies to build and maintain understanding throughout complex texts | 5.06 | Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning | 5.08 | Displays depth of understanding of complex oral texts which include multiple and unstated meanings | 5.10 | Selects from, and flexibly applies, a wide range of highly developed mathematical and problem solving strategies and techniques in a broad range of contexts |