

Assessment Task 3 - Brainstorming Demands

Looking at the big picture: Identifying key literacy and numeracy demands

You need to:

- *Map the overall demands of your training or education programme to the Learning Progressions for Adult **Literacy**.*
- *Start with the big picture and identify the top two overall skill demands for your teaching for literacy. This means identifying which specific Learning Progressions are most important for your context.*
- *Refer to your notes and brainstorming. You need to complete this background work first.*
- *Remember that you're concerned with your programme and training demands here only. Not what your learners can actually do. We'll get to that soon when we look at diagnostic assessment.*
- *Answer the questions adding details including the relevant strands, why these skill demands are important, as well as what it means for learners, your teaching, and programme design.*
- *Use the prompts below to get started writing. Make sure your comments cover two demands for literacy.*
- *There are examples of demands and progressions for literacy and numeracy. You can use these or type over them.*

3.1 What are the big picture literacy demands?

Literacy	What are the key demands? What progressions?	What strand or strands are we talking about here?
#1	E.g. Vocabulary	E.g. Listening, Speaking, Reading, Writing
#2	E.g. Comprehension	E.g. Reading, Listening

Remember: Focus on the broad literacy demands of the training or programme

Why are these literacy skill areas so demanding?

These skill areas are demanding because ...

For example, ...

What does this affect?

The high literacy demands here affect ...

What does this mean for learners?

For my learners, this means ...

What does this mean for teaching?

For my teaching, this means, ...

What does this mean for programme design?

For longer term planning and programme design, this means ...

Anything else?

This has made me think about ...