

Assessing prisoner basic skills gaps- Corrections Victoria's Language Literacy and Numeracy Assessment Toolkit.

Yvette Bockisch, Corrections Victoria, Department of
Justice

Yvonne Russell, Kangan Batman Institute of TAFE



Overview of presentation

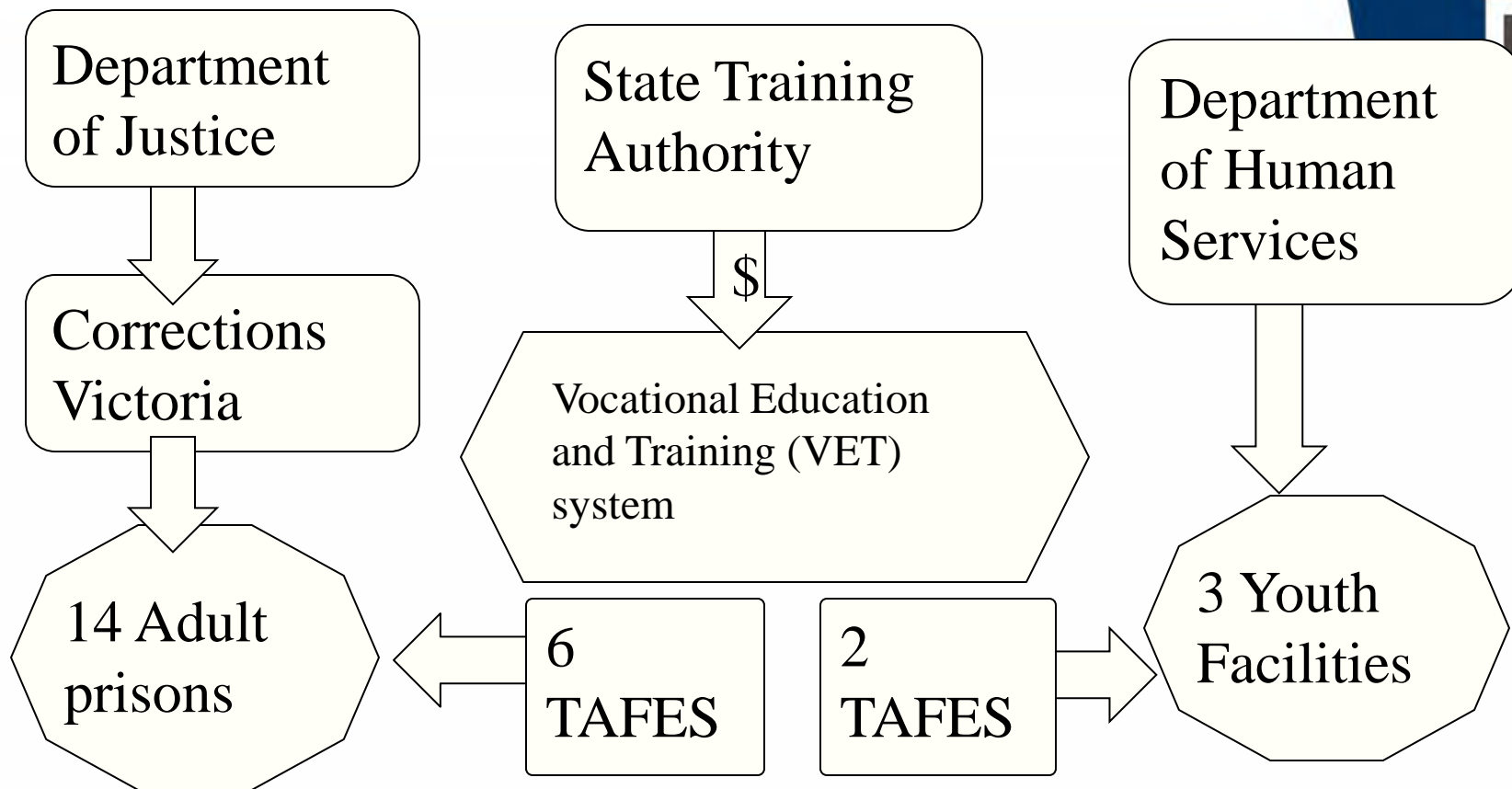


- Organisational background
- Project background
 - Context
 - Rationale
- Toolkit details and description
- Progress, findings and next steps.

Organisational Background

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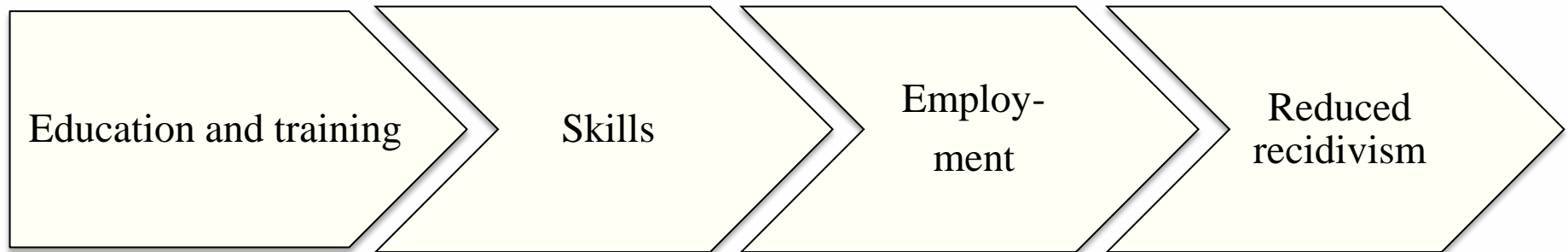


Policy position...



Corrections Victoria recognises the contribution that education and training makes towards reintegration into society and reduced recidivism by improving employment related outcomes.

Victorian prisoners have a legislated right to access education and training. Corrections Act 1986, s 47, 1, 0



Project Rationale: Why assess prisoners?



- Improve planning, monitoring and evaluation of training efforts
- Improve case management of prisoners.

Project Rationale:

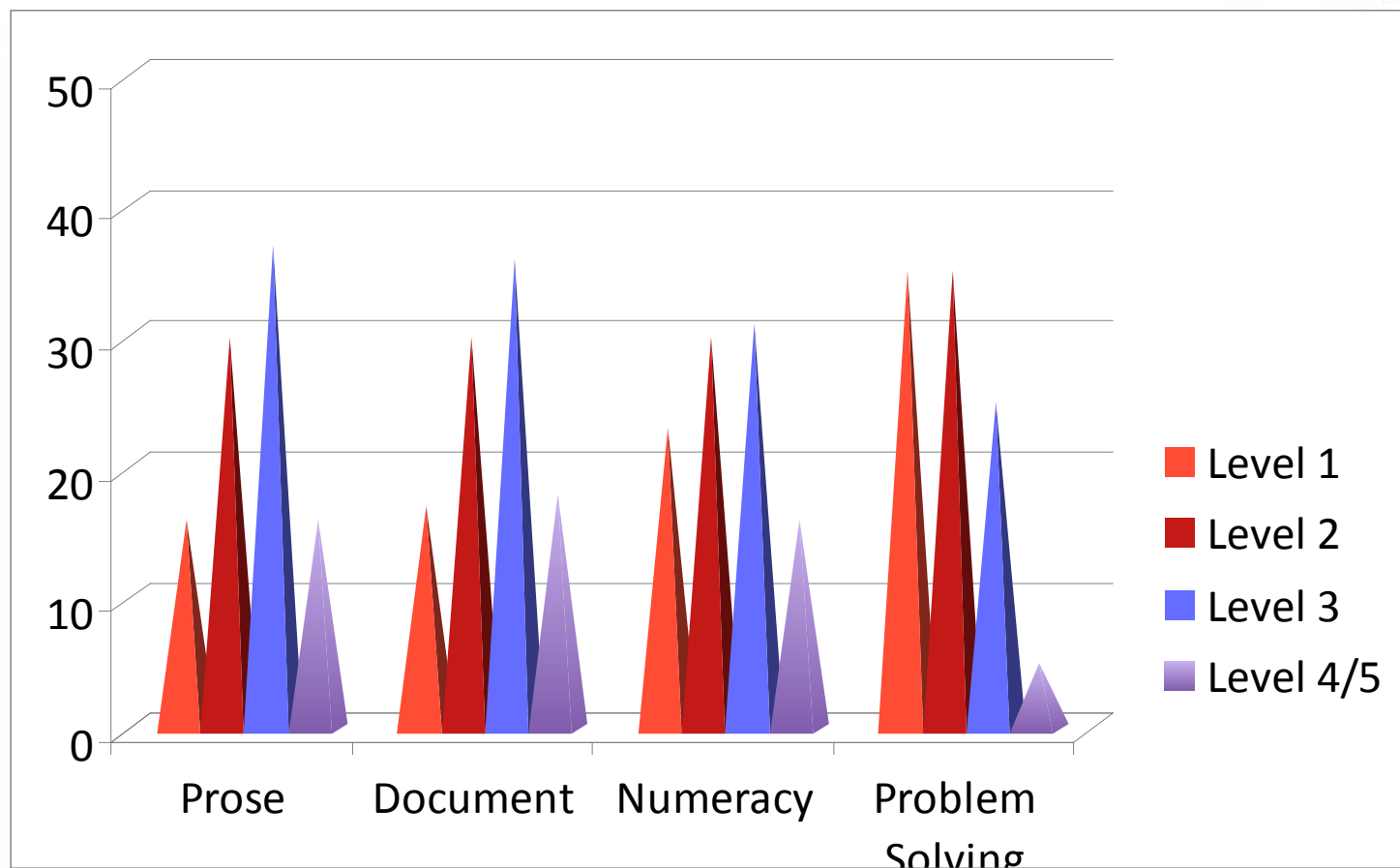


- Report recommendations:
 - Develop assessment tool
 - Integrate education goals into prisoner Management Plan
- Scan findings:
 - Range of assessment practices
 - No common assessment language
 - Limited data on prisoner skills levels.

How Australia performs- the Adult Literacy and Life Skills survey (ALLS)

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Toolkit Objectives

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Undertake detailed assessment and
validate screening questions

**Tier 1
assessment:
Reception prison**

Identify and
refer prisoners
most at need
for detailed
assessment

**Tier 2 assessments:
Sentenced location**

Customised/
improved
training
delivery.

Common
assessment
practices
across the
system

Moderated
assessment
of prisoner
LLN skills

Prisoner entry and
exit skill levels
reported against
national LLN
benchmarks.

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Project details



- Funded by DEEWR under Adult National Literacy Project
- Incorporates Correctional Services - Language, Literacy and Numeracy Indicator tool for Prisoner intake screening, 2005
- Managed by Corrections Victoria
- Undertaken by nationally recognised experts in LLN (Council of Adult Education and Kangan Batman Institute of TAFE).

Toolkit Development



- Scan of existing tools
- Draft assessment tasks developed
- Draft tool trialed by LLN practitioners with prisoners
- Alterations to tool to incorporate feedback
- Final tool presented to practitioners
- Ongoing moderation and professional development
- Initial findings.

The CV LLN Assessment Toolkit



- A moderated set of tasks.
 - Tasks are as realistic as possible and designed to reflect everyday experiences that the participant is likely to have encountered
- Based on good practice in assessment.
 - Are flexible and cover a range of contexts, levels, skills and methods of assessing skills (rather than a series of tests to be undertaken in isolation).

The LLN assessment tool includes:

- guidelines on use
- an LLN assessment interview form to guide the assessment interview
- an LLN self-assessment
- 24 LLN assessment tasks covering core skills
- LLN stimulus material (following slides)
- an assessment record form.



The assessment process:

- Conducted by qualified assessors (teachers)
- An interview with the candidate to ascertain oral communication skill level, interests, and background
- A self-assessment
- Completion of 2-3 of the assessment tasks selected by the interviewer

Then:

- The assessor completes the assessment record form, noting ACSF performance levels for each core skill.



LLN ASSESSMENT SUMMARY

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| Skill | Support | Notes | ACSF level |
|-----------|---------|---|----------------|
| Learning | high | Some awareness of self as a learner. Eg explained why he was “no good at maths. Worked from the negative in identifying vocational interests and training. Commenting on things he wouldn’t want to do eg. Labouring, trades or factory work. Not able to identify a particular area of interest but did volunteer for this program as he “needs skills to do something”. I.T. studies might provide an interest. Learns by watching and listening. | 2.01/2.02 |
| Reading | mid | Nick was quick and brief in responses but he appeared competent at this level. Eg. his response to the “water restriction” task was to identify himself as someone who didn’t “dob” and suggested that the purpose of the text was to encourage people to do so - he extended this to name people who he thought were doblers. Stated that he read at some length but wasn’t prepared to identify what he read – appeared to lack trust in the assessment process. | 3.03/3.04 |
| Writing | nil | Wrote quickly and in note form. Appeared to want to finish all undertaken tasks as quickly as possible but stated that he wasn’t in a hurry to be somewhere else. All upper-case but evidence of an understanding of grammatical features, sentence structures and conjunctive links (often in symbols). Some spelling problems and sporadic use of punctuation. Appeared to have strong opinions on many issues and this may be a focal point for future writing tasks. | 3.05/3.06 |
| Oral Comm | mid | Conservative in his responses. Speaks quickly, briefly and laterally, mainly using phrases and clauses, across a broad range of ideas. No questions apart from “when will this finish? Not able to offer personal information but responded to questions asked. Able to give a confident (brief) personal response to a number of issues – eg. Politics, technology, humanity etc. May have trouble focusing on a subject. Closed body language. No paralinguistic features. | 3.07/3.08 |
| Numeracy | high | Nick manages his own finances, shopping, can use timetables and brochures etc. but doesn’t see numeracy as a personal skill or something of import in his life. Basic estimation and calculation skills. Uses informal and formal math language. “dollars, bucks, kilometres, kilos” and could tell state the volume of his drink bottle. He may be operating at higher level but unable gain sufficient evidence here. Broke off the assessment during a numeracy task and stated he had “done enough”. Assessment discontinued. | 2.09/2.10/3.11 |

The LLN assessment tasks

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The daily taste

Pasta sauce

This simple, tasty tomato sauce can be used for lots of different purposes. Try it on your favourite pasta, or served as an accompaniment to steaks or chicken. This sauce can be frozen, or kept in the refrigerator for up to 4 days. Serves 6.

Ingredients

12 tomatoes, chopped
1 tablespoon cooking oil
2 cloves garlic, crushed
2 onions, finely chopped

Method

Heat oil in saucepan over medium heat. Fry onions and garlic for five minutes, until soft. Add the tomatoes, water and salt and pepper to taste. Bring to the boil, then turn down to simmer. Cook until volume has reduced to one third. Stir through fresh herbs.

Chocolate cup cakes

These delicious cup cakes are a great addition to a lunch box, or a special treat for friends when they come to visit. Makes 20.

Ingredients

150g butter
¼ cup cocoa
½ cup castor sugar
2 eggs
1 cup self-raising flour

Method

Preheat oven to 180°C. Lay out 20 patty papers on a baking tray. Place butter and sugar in mixing bowl and beat until light and fluffy. Add eggs and cocoa and beat. Add sifted flour and mix until combined. Spoon mixture into patty papers. Bake for 10-12 minutes.

Weather

Today's forecast for Australia



Yesterday's maximum temperatures:

| | | | | | | | |
|----------|-----|----------|-----|-----------|-----|--------|-----|
| Adelaide | 30° | Canberra | 26° | Hobart | 21° | Perth | 24° |
| Brisbane | 23° | Darwin | 31° | Melbourne | 20° | Sydney | 23° |

Star Signs

- Aquarius** Jan 21 - Feb 19
This week you'll be less likely to be worried about your work and your career, and more in the mood to party! Remember to be sensitive to the moods of those around you.
- Pisces** Feb 20 - Mar 20
You will have more energy today than you have had for a long time. Use it to move your life in a different direction and leave the past behind. Start afresh.
- Aries** Mar 21 - Apr 20
The position of the planets this week puts you in an ideal space for making some changes. Cleaning and painting may be on the agenda as you notice how groovy your home has become.
- Taurus** Apr 21 - May 21
This week isn't the time to start a new relationship. Your energy is low, and you may be tempted to start new friendships for the wrong reasons. Stand back and observe, and take your time to make the right choices.
- Gemini** May 22 - Jun 21
This week you will find it difficult to avoid the harsh realities of life. You need to stay strong and face up to what comes your way - it will be a relief to get it over with.
- Cancer** Jun 22 - Jul 22
You must be careful not to judge yourself too hard this week. True, you don't have the life of a Hollywood star, but you have a lot of things to be thankful for! Try to stay positive.
- Leo** Jul 23 - Aug 23
A person close to you will turn out to be 'all talk' this week. It's disappointing, but don't worry. Remember that you have other friends who mean what they say and who are there when you need them.
- Virgo** Aug 24 - Sep 23
The planets are all lined up for a good week. Make the most of it! Write those letters, make those phone calls, and have those conversations that you've been putting off for too long.
- Libra** Sep 24 - Oct 23
A full moon will bring a few difficult days, but you'll get through them and move onto having better energy. Hang in there - it'll be worth it.
- Scorpio** Oct 24 - Nov 23
You've put in some long hours taking care of someone close to you. Now it's your turn for some care. Be sure to make the most of it.
- Sagittarius** Nov 23 - Dec 22
Strong emotions can be dangerous. Now is the time to think them through and deal with them. It's not easy, but it's important.
- Capricorn** Dec 23 - Jan 20
Love is in the air! This week you'll find that person you've been waiting for. You may not recognise this person immediately, but they will be there, so keep your eyes open.

Motoring

With Phil

Our Car writer, Phil has put together this summary of her recommendations and costs for some all wheel drive luxury cars by BMW, Mercedes and Audi. They may have little off-road ability but can be big on luxuries.

Got a favorite car you think we should know about? Or a new one we can review? Email Phil at: phil@communitytimes.com

Table One: Phil's ratings

| Phil's Star Ratings | | Space | Misc | Performance | Economy | Handling & Braking | Table Two: Costs | | | | | |
|---------------------|---|-------|------|-------------|---------|--------------------|----------------------------------|-----------------------------|-------------------------------|--------------------|------------|--------------------|
| BMW X5 |  | *** | ** | *** | ** | *** | BMW X5 \$45,000 reqd* | Front break pads (full set) | Frontal braces (top & bottom) | Headlight assembly | Windscreen | Original wheel rim |
| Mercedes ML350 |  | *** | ** | **** | ** | ** | Mercedes ML350 \$72,000 reqd* | 313 | 111 | 544 | 732 | 550 |
| Audi Q7 |  | *** | ** | *** | ** | ** | Audi Q7 \$45,074 reqd* | 363 | 136 | 672 | 805 | 801 |

*Includes GST but not on-road and delivery charges

SPORT

Round 9 AFL Footy is Indigenous Round

The AFL Indigenous round celebrates the contribution of current as well as past Indigenous players to Australian Rules football over the history of the game. Indigenous players are respected for the extra excitement that they bring to the game.

The heart of Indigenous Round is Dreamtime at the G – the annual match between Essendon and Richmond at the MCG. Both these clubs have a history of successful Indigenous players and are committed to acknowledging their role in improving AFL footy.

A major part of Dreamtime at the G has been to encourage the building of bridges between Indigenous cultures and communities and the rest of Australia. Football clearly provides a way to further encourage the building of these links and an increased understanding of the importance of Indigenous culture to Australia's past and present.

Another key event of Indigenous Round is The Long Walk which starts in Federation Square at 4pm and continues through Birrarung Marr, across William Barak Bridge and into the MCG to be a part of the pre-match entertainment for the Richmond v Essendon clash beginning at 7.40pm.

Indigenous Australians have played a major role in the evolution of football. Here are some figures about the contribution of Indigenous players past and present:

- There are 87,000 Aboriginal and Torres Strait Islander people involved in Australian Football programs. This represents 12.4 per cent of the Aboriginal and Torres Strait Islander population.
- There are 71 Indigenous players listed with AFL clubs representing nearly 10 per cent of players, the most to be listed in a single season in VFL/AFL history.
- Indigenous players have won three Brownlow Medals; six Norm Smith Medals; three AFL/NAB Rising Star awards
- In 2006 Gavin Wanganeen became the first Indigenous player to reach 300 career games.
- 10 Indigenous players have played more than 200 games.
- Between 2002 and 2006 Indigenous children participating in AFL Kickstart clinics grew 300 per cent to 6000.
- More than 500 Indigenous coaches were accredited in 2006.

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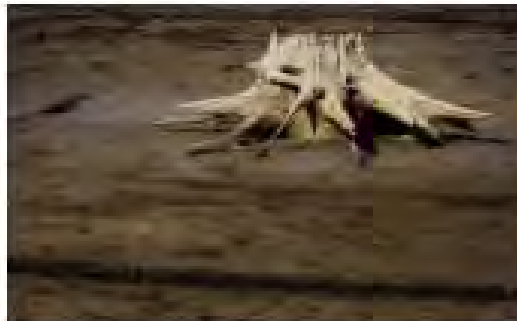
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The LLN assessment tasks

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Task 8: Write, write, write!

Choose one of the pictures below and write as much as you can.
Use capital letters, full stops, and any appropriate punctuation.



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COMPETITION

WIN! WIN!

Win a free meal for 4 people.

In the space below explain why pizzas are your favourite food.

Pizzas are my favourite food because...

Your name: _____

Your phone: _____

Entries close: 30th June

Conditions: Best winning entry to be decided by Dan's Pizza Restaurant.

Dan's Pizza

Restaurant



THE BEST PIZZAS IN TOWN
Open 7 days a Week

Sunday to Thursday: 11.00 am to 9.30 pm
Friday and Saturday: 11.00 am to 11.00 pm

FREE HOME DELIVERY

21 Smith Street, Diamond Hill
Phone: 9123 4567

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| AB or TSI? | Site Location | Assessment Date | Assessor Name | Learning score (ACSF) | Reading score (ACSF) | Writing score (ACSF) | Oral score (ACSF) | Numeracy score (ACSF) | CGEA Literacy Level | Site Location |
|------------|---------------|-----------------|---------------|-----------------------|----------------------|----------------------|-------------------|-----------------------|-----------------------|---------------|
| AB | PV | 21/04/2009 | Josie | 2 | 2 | 2 | 2 | | INTRODUCTORY | |
| | PV | 21/04/2009 | Josie | 2 | 3 | 3 | 2 | | 3 CERTIFICATE I (low) | |
| | PV | 21/04/2009 | Josie | 2 | 2 | 2 | 2 | Initial (1) | INTRODUCTORY | |
| | PV | 28/04/2009 | Josie | 3 | 3 | 3 | 3 | | CERTIFICATE II (LOW) | |
| | PV | 28/04/2009 | Josie | 2 | 2 | 2 | 2 | | INTRODUCTORY | |
| | PV | 28/04/2009 | Josie | 2 | 3 | 3 | 3 | | 3 CERTIFICATE I+ | YES |
| | PV | 28/04/2009 | Josie | 2 | 3 | 2 | 3 | | 3 CERTIFICATE I | |
| AB | PV | 28/04/2009 | Josie | 1 | 1 | 1 | 1 | | 1 INITIAL | YES |
| | PV | 1/05/2009 | Josie | 2 | 3 | 3 | 3 | | 3 CERTIFICATE I | |
| | PV | 5/05/2009 | Josie | 2 | 2 | 2 | 2 | Cert 1 (3) | INTRODUCTORY | |
| | PV | 12/05/2009 | Josie | 3 | 3 | 3 | 3 | | CERTIFICATE I+ | YES |
| | PV | 19/05/2009 | Josie | | | | | | In hospital | YES |
| | PV | 26/05/2009 | Josie | 3 | 3 | 3 | 3 | | 3 CERTIFICATE I | |
| | PV | 26/05/2009 | Demet | 2 | 2 | 2 | 2 | | 2 INTRODUCTORY | YES |
| | PV | 26/05/2009 | Josie | 3 | 3 | 3 | 3 | | 3 CERTIFICATE I | |
| | PV | 26/05/2009 | Demet | 3 | 3 | 3 | 3 | | 3 CERTIFICATE I | YES |
| AB | PV | 26/05/2009 | Josie | 1 | 1 | 1 | 1 | | INITIAL | YES |
| AB | PV | 27/05/2009 | Astrida | 2 | 2 | 2 | 2 | | INTRODUCTORY | YES |
| AB | PV | 27/05/2009 | Astrida | 2 | 2 | 2 | 2 | | INTRODUCTORY | |
| | PV | 2/06/2009 | Josie | 2 | 3 | 3 | 3 | | Certificate I (low) | YES |
| AB | PV | 2/06/2009 | Josie | 3 | 3 | 3 | 3 | | 3 CERTIFICATE I+ | |
| | PV | 2/06/2009 | Yvonne | 4 | 4 | 4 | 4 | | 4 Certificate II | |
| | PV | 2/06/2009 | Demet | 3 | 3 | 3 | 3 | | 4 CERTIFICATE II | YES |
| AB | PV | 9/06/2009 | Josie | 2 | 2 | 2 | 2 | | INTRODUCTORY | |
| AB | PV | 9/06/2009 | Josie | 3 | 3 | 3 | 3 | | CERTIFICATE I | YES |
| | PV | 16/06/2009 | Josie | 2 | 2 | 2 | 2 | | INTRODUCTORY | YES |
| | PV | 16/06/2009 | Josie | 2 | 2 | 2 | 2 | | INTRODUCTORY | YES |

Youth Justice Findings

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| | |
|--|----|
| Total assessed from April 21st – June 30th | 26 |
| Level 1 ASCF Emerging literacy and numeracy skills. (Initial General education for Adults) | 2 |
| Level 2 ASCF Can comprehend and or produce simple short and explicit texts, Can recognise, use, check on and communicate in straight forward mathematical procedures. Requires extensive and structured support. (Certificate 1 (Introductory) in General Education for Adults) | 10 |
| Level 3 ASCF Can comprehend and produce structurally simple and cohesive texts which are typically short and explicit in familiar and predictable contexts. (Certificate 1 in General education for Adults) | 11 |
| Level 4 ASCF Can comprehend and/or produce cohesive texts which may be short yet have some structural complexity. (Certificate 2 in General education for Adults) | 3 |

Toolkit Objectives

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Undertake detailed assessment and
validate screening questions

**Tier 1
assessment:
Reception prison**

Identify and
refer prisoners
most at need
for detailed
assessment

**Tier 2 assessments:
Sentenced location**

Customised/
improved
training
delivery.

Common
assessment
practices
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Moderated
assessment
of prisoner
LLN skills

Prisoner entry and
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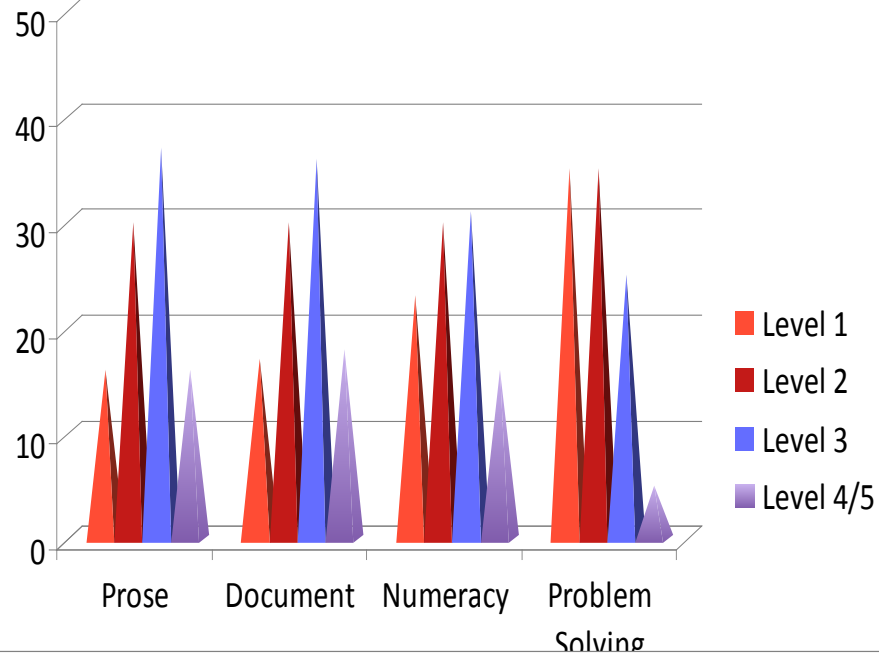
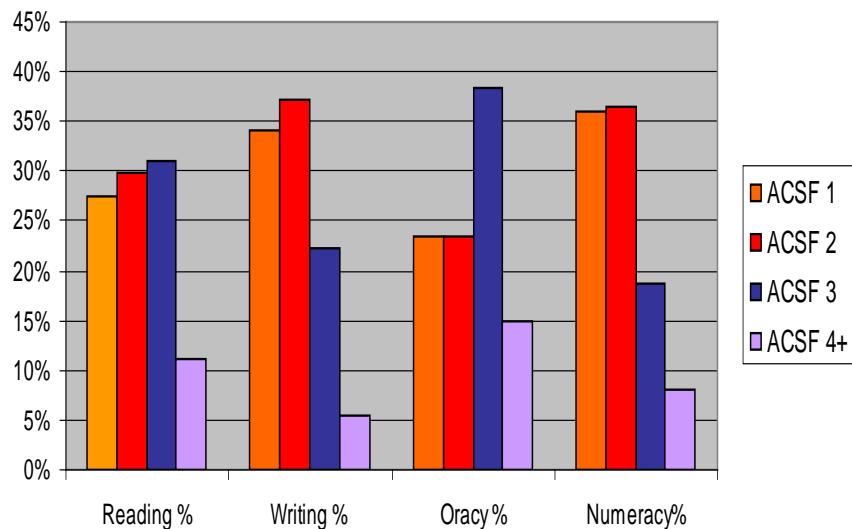
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Findings- scores

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Prisoner Language scores



Findings and next steps

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Identify and refer prisoners most at need for detailed assessment

» Next stage of development (over 2010)

Undertake detailed assessment and validate screening questions

» Common assessment processes across the system ✓

» Prisoner entry and exit skill levels reported against national LLN benchmarks ✓

» Customised and improved training delivery ✓