

Supportive ICT Practices for National Literacy Units

15th January 2014

<http://www.adapteddigitalexams.org.uk/Literacy-Assessments/>

Curriculum for Excellence

How can you be a:

- **Successful learner** - if you can't read books and learning materials?
- **Confident individual** - if you depend on others to read to you, write for you or talk for you?
- **Responsible citizen** - if you don't have access to information?
- **An effective contributor** - if you can't speak, write or communicate?



ASSESSMENTS!! NOT EXAMS!!



Math Boxes 1.6

1. Write $<$ or $>$.

a. 0.5 or 1.0

b. 3.2 or 3.02

c. 4.83 or 4.8

d. 6.25 or 6.4

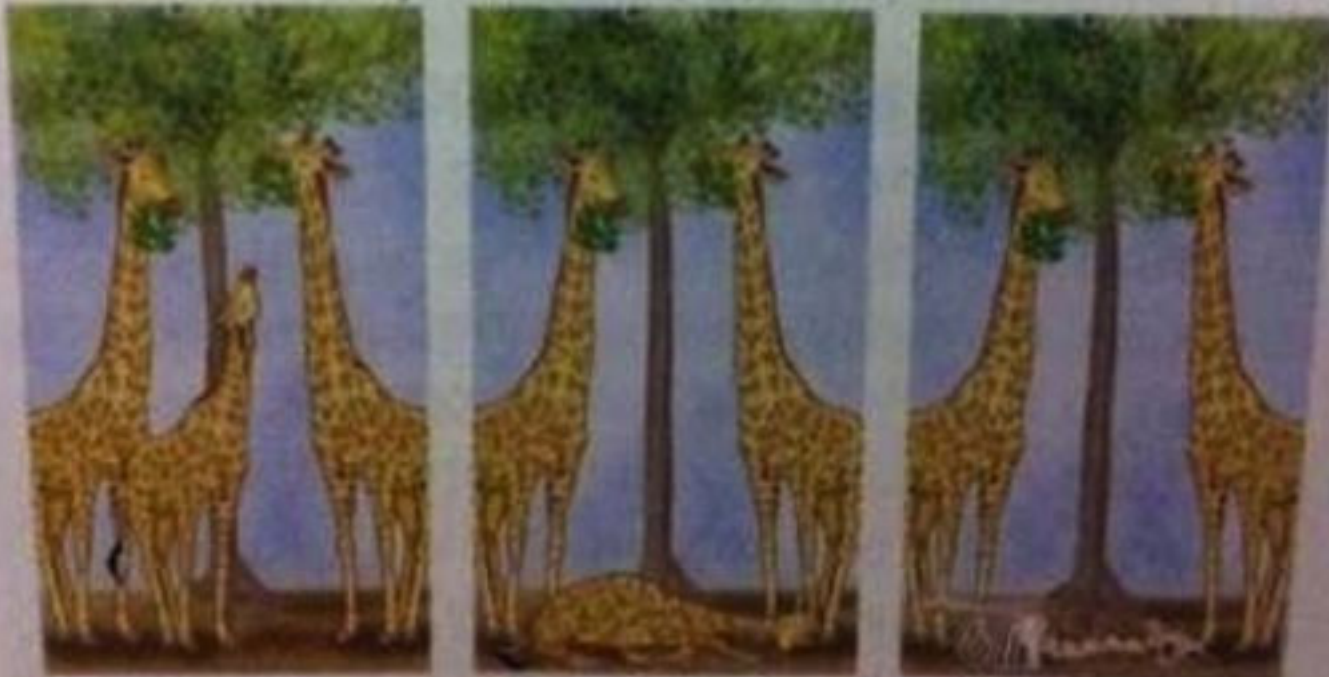
e. 0.7 or 0.07

2.

S

10. The diagram below best illustrates

- ~~a. Lamarck's theory of evolution.~~
- ~~b. Darwin's theory of evolution.~~
- ~~c. Malthus's principles.~~
- ~~d. Lyell's theory about past changes.~~
- e. Giraffes are heartless creatures.



PETER

1.21

4c) Expand

~~$a^2 + ac - 2$~~

$$(a+b)^n$$

Using Peter

$$= (a + b)^n$$

$$= (a + b)^n$$

$$= (a + b)^n$$

etc...

~~8.~~ The first cells were probably...?

lonely.

~~9.~~ What is chemosynthesis? (Bonus:

Give a brief explanation of the meaning of the term
'hard water'.

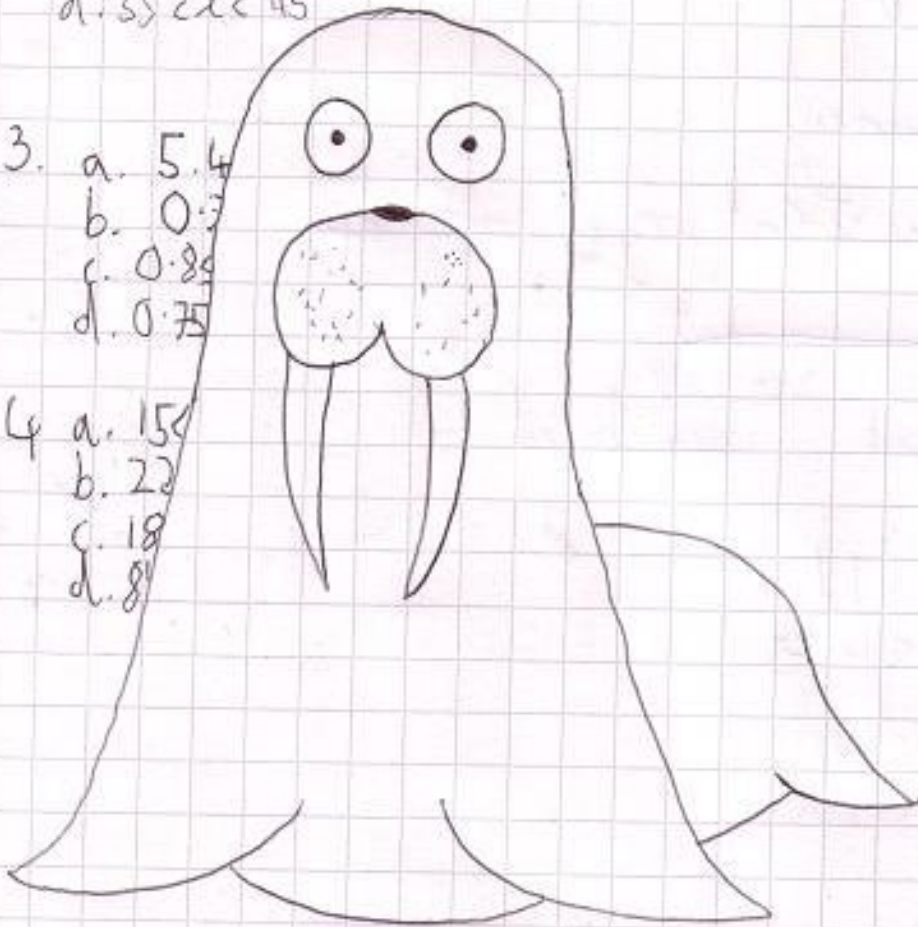
Ice



2. a. $5 \leq x < 15$
b. $25 \leq x < 35$
c. $145 \leq x < 155$
d. $35 < x < 45$

3. a. 5.4
b. 0.3
c. 0.89
d. 0.75

4. a. 15
b. 22
c. 18
d. 8



The walrus has lost its home due to Global Warming, and has chosen to reside in my maths book. I apologise for any inconvenience caused on his behalf.

use video, horizon readings + extra info.

HOMEWORK

You are to assume the role of a Chinese immigrant in 1870 and write a letter home describing your experiences

Your letter should include the following:

- your contributions and experiences in the West.

我在這裏生活得很善。

工作環境不佳，福利也少。

不過不用擔心，每天只有大概十個人受重傷，

而我也很小心。

我們開了一間小鋪，生意不俗。

雖然我英文不是很認識，但是也能略略

對

明白那些白人所說的話。

希望能夠出人頭地吧！我在這裏會努力工作，也

會小心身體的。

你們還好吧？

很掛念你們，希望我們能夠再見面。

Please give us feedback
as we go!

<https://www.surveymonkey.com/s/ICT-Literacy>

National 3 Literacy

- *“The purpose of this Unit is to develop the learners’ reading, listening, writing and talking skills in a variety of forms relevant for learning, life and work. Learners will develop the ability to understand simple ideas and information presented orally and in writing. Learners will also develop the ability to communicate ideas and information orally and in writing with technical accuracy.”*

National 3 Assessment of Reading

“The learner will:

- 1 Read and understand simple word-based texts by:*
 - 1.1 Selecting and using relevant information*
 - 1.2 Identifying audience and purpose*
 - 1.3 Showing awareness of effectiveness”¹.*

The actual text itself that learners will read should:

- *“contain a few ideas or sets of ideas;*
- *contain familiar vocabulary;*
- *use simple expression.”² p.18*

National 3 Unit Specification: Literacy (National 3): H23W

73 <http://www.sqa.org.uk/sqa/47502.html>

SQA Assessment Exemplars

On the SQA Secure Website there are:

- Three exemplar assessments for Literacy
- Three exemplar 'combined assessments' covering both Literacy and English

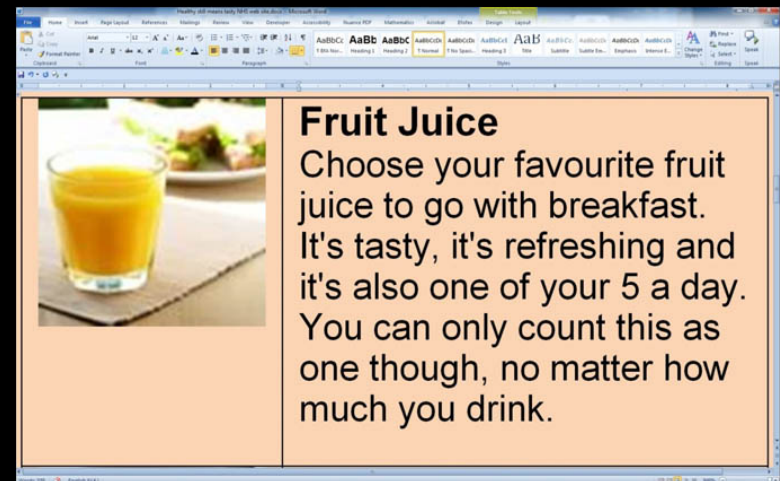
at National 3 and National 4.

Accessing the text

- Print the text out on white or coloured paper;
- Enlarge the text using a photocopier;
- Copy the text and give it to the learner as a Word file, for reading on a laptop, tablet, iPad, mobile phone etc;
- Change the font and font size and then print it out, or give the adapted digital file to the candidate to read on a computer or other device;
- Ask the local authority visual impairment transcription service to convert the file into Braille;
- Convert the Word file to another format such as PDF or AZW (e.g. for reading on a Kindle).

Accessing the text with MS Word

- Change font, size and line spacing.
- Use different views (Web layout / Full Screen layout)
- Use colours (Page Background)
- Use text-to-speech e.g.:
 - Word Speak Button
 - WordTalk
 - Read and Write Gold
 - ClaroRead
 - MiniReader etc



Accessing the text with iPad

- Change font, size and line spacing.
- Use colours
- Use text-to-speech.
- Some apps:
 - Pages + Speak Selection
 - iBooks
 - ClaroPDF
 - ClaroSpeak
 - iReadWrite
 - Voice Dream

Answering questions on the text

The learner can use different methods to respond to the questions, including:

- hand-writing;
- typing or using ICT;
- dictating to a scribe;
- recording their answers as audio or video using a hand-held recorder;
- recording their answers as audio or video directly into the computer.

Writing assessment

“The learner will:

Write simple technically accurate texts by:

3.1 Selecting and using appropriate language

3.2 Organising writing appropriately

3.3 Using appropriate spelling, punctuation and grammar”¹

Learners are expected to *“write simple formal continuous prose which:*

- *“contain a few ideas or a set of ideas;*
- *contain familiar vocabulary;*
- *uses simple expression;*
- *is more than 80 words in length.”*

Writing assessment methods and tools

- Handwriting;
- Handwriting with transcription (i.e. where a member of staff re-writes the pupil's handwritten work);
- An electronic device e.g. laptop, iPad, tablet, mobile phone etc (with spellchecker);
- Speech recognition software or other assistive technology.
- Extra time;
- Dictionaries;
- A practical assistant;
- A prompter;
- A reader.

Can learners use a spellchecker?

- Yes: all learners can use a spellchecker:
“Learners should be supported to spell words accurately, using a range of strategies and resources to do so. Commonly available support, such as an electronic spell checker and other technical support, is acceptable for on-screen writing.” (2, p. 9)

Common questions about writing

- **Can text-to-speech software be used?**
- Yes. Many learners find text-to-speech software very helpful for proof-reading their work. By having the text read back, learners can identify mis-spelled words and improve sentence structure and meaning.
- **Can mind-mapping [software] be used?**
- Yes: *“Learners should be encouraged to plan their writing, for example, by creating mind maps, through peer discussion or by considering options about content, layout and format. In planning and preparing for writing, learners will consider the genre, audience and purpose for their writing.”* (2, p. 8)

ICT writing tools

- Word processor
- Spellchecker
- AutoCorrect
- Word banks
- Word prediction
- Speech recognition
- Laptop / netbook / iPad / tablet / mobile phone

Keyboarding

Solubility and Saturated Solution

When a solute is added to a solvent a solution is formed. How much solute we can dissolve depends on temperature of the solvent, the solvent used, and the volume of the solvent. When a solution contains as much solute as it possibly can at that temperature, we say the solution is saturated. No amount of stirring or shaking will allow more solute to dissolve. Only by heating the solution or adding more solvent is it likely that more solute will dissolve.

Solubility and Saturated Solution

When a solute is added to a solvent a solution is formed. How much solute we can dissolve depends on temperature of the solvent, the solvent used and the volume of the solvent. When a solution contains as much solute as it possibly can at that temperature, we say the solution is saturated. No amount of stirring or shaking will allow more solute to dissolve. Only by heating the solution or adding more solvent is it likely that more solute will dissolve.

Without spellchecker:

it is reelly imprtant to eet enuf frut and vestidl but about 25% of yung peepol eat junk food moste of teh time. evryon sood eat at leest 5 porshuns of friut or vegtibls evry day. this is abuot 80 g. You cud have an appel, sum graps or a glas of frut juis. at dinnr yoo cud eat sum peas, carrots or sald dont just drink 5 cups of ounsh juic becos you need to have difirnt kinds of frut and vegtbls.

Sum foods like potatos and bens do not cownt becuse they are too starchy like bred and pasta.

hur ar sum iders for helthy eating:

- hav frut with sereul
- hac rasins not crisps
- hav vegible sup
- try a bean burgr.

With Word spellchecker:

It is really important to eat enough fruit and vegetables but about 25% of young people eat junk food most of the time. Everyone should eat at least 5 portions of fruit or vegetables every day. This is about 80 g. You could have an apple, some grapes or a glass of fruit juice. At dinner you could eat some peas, carrots or salad don't just drink 5 cups of orange juice because you need to have different kinds of fruit and vegetables.

Some foods like potatoes and beans do not count because they are too starchy like bread and pasta.

Here are some ideas for healthy eating:

- have fruit with cereal
- have raisins not crisps
- have vegetable soup
- try a bean burger.

Useful links

- CALL's [ICT in Literacy Assessment web pages](#)
- SQA Guidance on reasonable adjustments that cannot be made in assessments: [SQA Section 96\(7\) Equality Act 2010: Specifications on Reasonable Adjustments in National Qualifications in Scotland](#)
- SQA Guidance on reasonable adjustments for National Literacy Units: [Specification 3 - Literacy Units](#)
- SQA literacy unit specifications and descriptions: [Literacy and Numeracy Unit Specifications, Support Notes and Assessment Support Materials](#)
- The [Unit Support Notes at National 3](#) and [National 4](#) give guidance on the Literacy Unit, approaches to teaching and learning, approaches to assessment and gathering evidence, and suggested web resources.
- SQA's [Guide to Supportive Practices for National Literacy Units](#) (leaflet and animation).
- A suggested approach to [National 4 Literacy Unit](#), based on a thematic study of the Holocaust, from Education Scotland.
- An example of the successful introduction of text-to-speech software in [Denny High School](#).