Competence goals for basic skills

Examples of local curricula in reading and writing, numeracy, digital skills and oral skills
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The competence goals are examples of local curricula in basic skills for adults. They are based on the curricula in the Knowledge Promotion Reform and the Framework for Basic Skills prepared by the Norwegian Directorate of Education and Training.

The competence goals are a revised version of the Competence Goals in Basic Skills for Adults. They can be used as an aid in adapting learning content to adults, irrespective of the setting in which this learning takes place.

The example of a local curriculum in reading and writing as a basic skill has been developed with a view to training of adults. In addition, it may be suitable for some students at the lower and upper secondary levels.
What is reading and writing?

Reading means to create meaning from text in the widest sense. Reading gives insight into other people’s experience, opinion and knowledge, independent of time and place. The reading of texts on screen and paper is a prerequisite for lifelong learning and for active participation in civic life.

To read involves engaging in texts, comprehending, applying what is read and reflecting on this. Texts include everything that can be read in different media, including illustrations, graphs, symbols or other modes of expression. Knowledge about what characterizes different types of texts and their function is an important part of reading as a basic skill.

Writing involves expressing oneself understandably and appropriately about different topics and communicating with others in the written mode. Writing is also a tool for developing one’s own thoughts in the learning process. Writing comprehensibly and appropriately means developing and coordinating different partial skills. This includes being able to plan, construct, and revise texts relevant to content, purpose and audience.

Mastering writing is a prerequisite for lifelong learning and for active and critical participation in civic and social life.

(_Framework for Basic Skills, Norwegian Directorate of Education and Training 2012_)

Categorization of levels

The competence goals for reading and writing are divided into three levels, in accordance with the Framework for Basic Skills. The levels describe the advancing ability to use reading and writing as tools in various situations.

**Level 1-2**
An ability to read and write at Level 1-2 includes reading and writing brief and familiar texts that one encounters frequently. Some support may be needed when reading and writing in new situations.

**Level 3**
An ability to read and write at Level 3 includes reading and writing comprehensible texts. One relates actively to written information and has strategies for refinement of these skills. One can use reading and writing in new situations, for learning and for solving some challenges in everyday life.

**Level 4**
An ability to read and write at level 4 includes mastery of formal requirements for a diversity of texts. One reads and writes in an independent, critical and flexible manner and selects strategies on the basis of settings and needs.
Competence goals for reading and writing

**Competence goals for Levels 1-2**

**Reading and writing strategies**
At this level the adult should be able to

- use basic strategies to decode and spell key words in everyday situations
- make use of adapted electronic reading and writing tools
- establish an impression of the text prior to reading it
- use the context to determine the subject of the text
- check his/her comprehension and request help if he/she fails to understand
- consider the purpose of the communication before writing
- reformulate his/her own texts after having received clear feedback
- use a dictionary to find the meaning of an unfamiliar word

**Read and understand**
At this level the adult should be able to

- read and understand brief texts using frequently occurring and familiar words
- find explicitly stated information in simple written material
- read and follow simple instructions and user manuals with the aid of illustrations
- identify the main topic in simple texts when clearly stated
- find relevant information unaided in familiar announcements, lists and other brief texts
- draw conclusions on the basis of simple texts in everyday situations
- read simple, unfamiliar texts with some help from others

**Write and communicate**
At this level the adult should be able to

- write legible, simple texts to known recipients or for personal use
- write simple texts for organization of everyday life, for example lists and messages
- write brief texts by hand or electronically
- fill in parts of a simple form
- communicate opinions or viewpoints plainly and clearly in simple, personal texts
- write brief, formal enquiries to known recipients
- make written notes of important information provided orally

**Competence goals for Level 3**

**Reading and writing strategies**
At this level the adult should be able to

- adapt his/her reading and writing to some extent to the medium, recipient and situation
- make use of varied strategies for critical reading of familiar texts
- use clarification strategies as needed while reading
- reflect on the relationship between form and content of words and texts
- assess the credibility of sources
- use knowledge on syntax and grammar to improve his/her own texts
- relate to functions and structures when using forms and templates
- systematize the content of his/her own writing
- identify the potential for improvement of his/her own writing
- draw on previous experience of various types of texts when formulating and interpreting texts

**Read and understand**
At this level the adult should be able to

- read well-structured texts written in a direct and clear language
- find and combine various kinds of information in known text types to solve practical problems
• assess what is relevant in texts containing competing information
• identify and relate to implicit information in texts that describe familiar topics
• read and follow written instructions, forms and user manuals
• assess the form and content of familiar text genres
• use various text types to obtain information

Write and communicate
At this level the adult should be able to
• write fluently and at an even speed, digitally or in a functional handwriting
• write instructions and messages adapted to the purpose and the recipient
• organize texts with a heading, an introduction and a conclusion
• structure texts that are adapted to a known recipient and purpose
• write brief, formal texts containing factual information
• master orthography, punctuation and various syntactical constructions
• fill in forms that have an unfamiliar structure
• give an account of events in a report format
• write brief texts with arguments and grounds for them
• write reflective, personal texts

Competence goals for Level 4

Reading and writing strategies
At this level the adult should be able to
• adapt his/her reading and writing to the medium, setting and need
• use professional skills and other pre-existing knowledge to read critically
• assess and analyse texts in a critical manner
• identify and use various stylistic elements in different text types
• vary between skimming, in-depth reading and searching through texts as needed
• reflect on direct and indirect information in a text
• organize the content of texts as needed
• structure a text chronologically or thematically
• choose varied strategies for writing different types of texts
• relate critically to his/her own writing and employ strategies for writing more appropriately

Read and understand
At this level the adult should be able to
• draw benefit from various texts for different purposes and needs
• read various academic texts and retrieve content appropriate for a relevant purpose
• find and compare information in different types of texts, tables and graphical presentations
• critically assess ideas and opinions from different sources
• assess whether the information provided by a source is relevant for a given problem
• summarize the main points of a text, while reading and afterwards
• read a text and understand implicit premises
• read large volumes of text and process them for learning purposes
• interpret complex instructions under time constraints

Write and communicate
At this level the adult should be able to
• write technical texts using suitable terminology
• integrate, reference and quote relevant sources
• write detailed texts related to his/her profession or interests
• write clear and concise instructions and explanations to others
• describe problems in an unbiased and well-structured manner
• organize text content and use varied narrative structures
• check and amend detailed forms and overviews
• write longer discursive texts
• write on the basis of multiple written sources and reference and quote them correctly
Reading and writing in everyday situations

Reading and writing skills can be applied in the everyday life of adults in various ways in their working life, private life and educational activities. The examples below are intended only as such. They are not exhaustive and should not be regarded as mandatory or restrictive. In a training situation, they should be adapted and supplemented with other examples and illustrations that are relevant to the participants.

Level 1-2

Reading and writing strategies
- read a letter from school and spell difficult and unfamiliar words
- look at the logo and headline of an announcement to decide whether or not to read it
- find out what a letter that has come through the mail is about
- find out where the time and place are stated in a summons
- re-complete a form after having been notified of errors or omissions
- amend statements in a message to school after having received comments on a draft
- use a digital thesaurus for text processing
- check automatic suggestions for words in text messages
- call a case officer and ask for help to understand a letter from public authorities
- use the table of contents to find the required chapter in a car user manual

Read and understand
- read a parking ticket and check that the times stated on the ticket are correct
- read a simple cake recipe to find out how many eggs are needed
- read simple real-life stories in weekly magazines
- read the headlines in online newspapers
- operate a vending machine for tickets
- read text messages from family members
- read the dosage instructions on medicine packaging
- read a simple information leaflet from the organizer of children’s leisure activities
- find out when to attend for work by consulting a known shift roster
- read and understand signs about safety measures
- read and follow an itemized description of a routine
- understand the main message in an announcement of required hygiene measures
- read brief emails from a superior
- update skills with the aid of speech generation software
- read and understand adapted training material
- understand the content of a brief, itemized message from a teacher

Write and communicate
- write a shopping list
- fill in personal information such as name and address on simple forms from authorities
- write short messages to family members
- write simple Christmas cards to friends
- note the name and telephone number of a case officer
- write a to-do list
- fill in a work log in keyword format
- order an item with the aid of a known order form
- write a short message to a superior
- write comments and updates on social media
- write short, personal comments in the comments field under news items online
- note down a simple message from a customer
- write a list of participants in an arrangement held by the sports club
Level 3

Reading and writing strategies
- split long sentences before sending an email
- use grammatical and syntax skills to assess suggestions from spellcheckers
- establish an overview of a form and enter information in the correct boxes
- assess the level of detail to be filled in by looking at the structure and purpose of a form
- write a shift report, review it and ensure that all important information is included
- look at formal features to distinguish advertising from editorial material in newspapers
- structure a complaint on the basis of notes
- ask a recipient to explain why he/she failed to understand an email
- write a job application on the basis of a template or applications written by others
- make notes of and explain key concepts in technical texts

Read and understand
- compare services from different banks
- understand information on price changes from an electricity supplier
- search the Internet for information about a disease and assess the reliability of sources
- participate in a reading circle to read fiction and discuss the books
- read various forum postings to solve a practical problem
- help children at the primary level with their homework
- find relevant information on a website to order an item online
- read about possible side effects of a drug in the package leaflet
- read and follow a set of safety instructions
- read and check minutes from a work meeting
- read toxicity information on products used at work
- read messages from customers and suppliers
- check work-related messages on the intranet
- read and understand a declaration of confidentiality
- read relevant professional texts and understand the main content
- read and use notes taken at a training session
- read information from a training provider on the training session’s learning platform

Write and communicate
- write an appeal for an unwarranted parking ticket
- write an extensive email to a friend
- write minutes from a meeting of the housing cooperative
- provide written information to a kindergarten on a child’s allergies and diseases
- participate in discussions on social media
- provide information on important discrepancies on a known form used for this purpose
- write an email with descriptions and justifications for acquisition of new equipment
- document incidents at work in a documentation system
- make notes of essential information while speaking with a customer on the telephone
- apply for welfare leave from work
- take notes during a training session
- write a summary of a relevant academic text
- write a final examination
Level 4

Reading and writing strategies
• write a scholarship application in which all requested information is included and at an appropriate level of detail
• skim through a manual to find the solution to a practical problem and read the required information in depth
• produce a brief, to-the-point presentation of a longer report
• prepare for writing a job application by collecting and structuring arguments
• collect information on children’s use of the Internet from journals, newspapers and websites to hold a presentation of this issue at a parent-teacher conference
• read technical literature and summarize the content as needed
• write an outline and a draft of a written assignment
• restructure written assignments on the basis of feedback from fellow students

Read and understand
• read consumer information on Internet shopping to understand return policies
• understand the argumentation in a newspaper article and discuss it with others
• read about pension entitlements
• assess and check a rental contract
• find solutions to problems in complicated user manuals
• read varied texts of fiction
• assess offers from different estate agents
• read new work instructions and summarize them for colleagues
• find relevant information in technical journals
• read minutes from workplace negotiations and understand the consequences of various outcomes
• read HSE regulations with the aid of links provided on the intranet
• stay professionally updated via the Internet
• find and assess the information needed for personal learning
• find information on educational opportunities and rights online

Write and communicate
• participate actively and relevantly in online discussion forums
• write a report to an insurance company
• fill in a loan application form to a bank
• write well-structured work logs
• write concise work instructions to colleagues
• write applications related to one’s own work
• write case documents for trade-union meetings
• report problems related to the psychosocial working environment
• provide balanced and constructive feedback during evaluation of a training course
• write a complaint regarding an examination grade
• write an assignment under time constraints
Competence goals for numeracy

Example of a local curriculum in numeracy as a basic skill

FACTS ABOUT THE COMPETENCE GOALS

The competence goals are examples of local curricula in basic skills for adults. They are based on the curricula in the Knowledge Promotion Reform and the Framework for Basic Skills prepared by the Norwegian Directorate of Education and Training.

The competence goals are a revised versions of the Competence Goals in Basic Skills for Adults. They can be used as an aid in adapting learning content to adults, irrespective of the setting in which this learning takes place.

The example of a local curriculum in numeracy as a basic skill has been developed with a view to training of adults. In addition, it may be suitable for some students at the lower and upper secondary levels.
What is numeracy?

Numeracy means applying mathematics in different situations. Being numerate means to be able to reason and use mathematical concepts, procedures, facts and tools to solve problems and to describe, explain and predict what will happen. It involves recognizing numeracy in different contexts, asking questions related to mathematics, choosing relevant methods to solve problems and interpreting validity and effect of the results. Furthermore, it involves being able to backtrack to make new choices. Numeracy includes communicating and arguing for choices by interpreting context and working on a problem until it is solved.

Numeracy is necessary to arrive at an informed opinion about civic and social issues. Furthermore, it is equally important for personal development and the ability to make appropriate decisions in work and everyday life.

(Framework for Basic Skills, Norwegian Directorate of Education and Training 2012)

Categorization of levels

The competence goals for numeracy are divided into three levels, in accordance with the Framework for Basic Skills. The levels describe advancing abilities to use calculation as a tool in various situations.

**Level 1-2**
Being basically numerate at Level 1-2 means being able to understand simple mathematical information in everyday situations and make use of simple calculations in known settings.

**Level 3**
Being basically numerate at Level 3 means being able to relate actively to mathematical information, process this information and use calculation in various settings.

**Level 4**
Being basically numerate at Level 4 means being able to understand and use complex mathematical information and use that knowledge to draw conclusions, communicate and present mathematical information.
Competence goals in numeracy

Competence goals at Level 1-2

**Numbers**
At this level the adult should be able to
- use the position system for positive integers
- use simple mathematical symbols such as +, −, % and fraction line
- use simple addition and subtraction in known settings
- use simple percentages such as 25%, 50%, 75% and 100%, decimals such as 0.25, 0.5 and 1.5, and fractions such as 1/4, 1/3 and 1/2
- use estimates with simple numbers and assess results
- make a count and compare numbers
- use the numbers line for estimates and for showing the size of a number
- undertake rounding to the nearest whole unit of currency or nearest value of ten
- double and halve
- perform simple operations on a calculator

**Measurements**
At this level the adult should be able to
- use basic units for length, area, volume, weight, temperature, time and angles in specific situations
- describe the features of simple geometrical shapes such as triangles, rectangles, squares and circles
- use measuring equipment such as clocks, thermometers, scales, measuring tapes and litre-measuring jugs
- read simple tables, user manuals and maps
- check sums and compare costs when buying or selling

**Statistics**
At this level the adult should be able to
- collect, sort, note and illustrate data using tables and bar charts, and comment on the illustrations
- read and understand simple diagrams
- fill in data in a pre-formatted spreadsheet

Competence goals at Level 3

**Numbers**
At this level the adult should be able to
- use basic rules for addition, subtraction, multiplication and division with integers, simple decimals and simple fractions
- use the multiplication table and perform multiplications and divisions in practical situations
- multiply and divide by 10 and 100
- use the position system for simple decimal numbers
- compare the size of simple fractions with 1 as the numerator, such as 1/10 and 1/8
- compare the size of simple decimal numbers, such as 0.1, 1.8 and 0.33
- describe the correlation between simple fractions, percentages and decimal numbers such as 1/10, 10% and 0.1, and between 3/4, 75% and 0.75.
- use estimates involving addition and subtraction with the aid of mental calculation
- calculate simple percentages
- perform rounding-up of figures
- perform simple calculations in a spreadsheet
Measurements
At this level the adult should be able to
• identify simple two- and three-dimensional geometrical shapes
• use suitable units and perform simple recalculations of units for length, area, volume, weight and time
• measure and calculate the circumference and area of simple geometrical shapes
• assess and identify practical solutions to concrete problems
• explain mathematical problems with the aid of sketches and examples
• apply information in a user manual or blueprint
• confirm results of estimates

Statistics
At this level the adult should be able to
• read and interpret tables, diagrams and graphs
• calculate the average of a simple collection of numbers
• systematize and present numerical material orally and in writing

Competence goals at Level 4

Numbers
At this level the adult should be able to
• describe the position system for decimal numbers, calculate using positive and negative integers, decimal numbers, fractions, percentages and thousandths, and place them on the numbers line
• read a system of coordinates
• recognize and use the concepts percentage point, percentage factor and thousandth in practical settings
• use simple formulas for calculation of magnitudes such as circumference, area and volume
• draw up a simple budget and make calculations related to personal finances
• use ratios in practical settings

Measurements
At this level the adult should be able to
• use scales to calculate distances and prepare simple blueprints
• use ratios in practical settings, calculate speed and calculate between currency values
• compare results and make appropriate choices

Statistics
At this level the adult should be able to
• use simple statistics and probabilities
• present a numerical material, including the use of diagrams
• interpret and assess an estimate of a numerical material
• calculate probabilities through experimentation, simulation and estimation of daily occurrences and games
• systematize a numerical material in a spreadsheet
• use databases to search for statistical data
• assess statistical material presented in the media in a critical and independent manner
Numeracy in everyday situations

Numerical skills can be applied in the everyday life of adults in various ways in their working life, private life and educational activities. The examples below are intended only as such. They are not exhaustive and should not be regarded as mandatory or restrictive. In a training situation, they should be adapted and supplemented with other examples and illustrations that are relevant to the participants.

Level 1-2

Numbers
- interpret and check bills
- understand price tags on packaged goods
- assess the costs of visiting a museum or an amusement park
- understand simple work plans
- read a payslip
- search for/find information in price lists
- use a calculator to perform simple calculations
- relate to time schedules for teaching sessions and breaks
- double a simple food recipe

Measurements
- read the daily outside temperature
- follow food recipes
- read a tyre pressure gauge
- determine sufficiency or insufficiency of an item
- understand the amounts stated in the description of a commodity
- read gauges of measuring equipment needed for training purposes
- measure correct amounts
- measure right-angles in construction work

Statistics
- count objects efficiently
- follow rules and use strategies for the game of Yatzy
- keep overview of a football team's inventory
- understand simple bar charts in newspaper articles
- read an overview of incoming and outgoing goods
- count and check an inventory of goods
- fill in working hours on a form
- interpret simple numerical data that are important for training purposes
- understand simple diagrams in a technical manual

Level 3

Numbers
- compare different prices for travel
- estimate time needed and plan a visit to the cinema
- make an estimate of the total costs involved when shopping
- use online banking services
- calculate the discounted price when discounts are stated as percentages
- understand a payslip
- compare prices and order goods online
- double and halve food recipes
- use simple software for maths training
- include children in activities such as baking or games, and notice the things they learn
Measurements
• estimate distances on a road map
• make an estimate of the volume of waste to be delivered to a waste disposal site
• plan a journey involving several means of transport
• change money and give back change when staffing a kiosk at an event
• assess free height under a bridge or in a tunnel relative to the height of a vehicle
• understand a blueprint and take necessary measurements of actual sizes
• estimate the height of a wall relative to the height of a person
• interpret a blueprint

Statistics
• interpret height and weight curves for children
• critically interpret data in advertisements
• assess whether the price of a service is above or below the average
• interpret a diagram showing production volume
• understand statistics on work absenteeism
• interpret graphical data on the nutritional content of foodstuffs

Level 4

Numbers
• identify and choose a supplier of mobile phone services on the basis of personal needs
• compare total travel costs of various destinations
• calculate the percentage discount of a commodity
• calculate weekly wages from hourly pay, or monthly wages from annual wages
• write reports containing numerical information and simple graphs of, for example, sales or production figures
• make a cost estimate for major purchases
• assess the degree of accuracy using a calculator
• use a calculator to process fractions and decimal numbers
• use percentage factors to calculate population growth over time

Measurements
• assess the nutritional and caloric value of a meal
• adapt a recipe to the number of portions
• calculate average speed when knowing the time and distance
• use ratios to mix detergents
• calculate the consumption and cost of materials for housing renovation
• understand coordinate systems, distances and areas on a map
• prepare a sketch to scale of work to be undertaken

Statistics
• interpret public data, for example on health, unemployment, crime and education
• assess repayment of a loan on the basis of the loan period and interest rate using tables
• calculate purchases of goods based on inventory
• present accounting figures with the aid of a spreadsheet
• retrieve relevant data from a database
• present collected data in diagrams prepared for an assignment
• process collected data in a spreadsheet and present the result to other course participants
The competence goals are examples of local curricula in basic skills for adults. They are based on the curricula in the Knowledge Promotion Reform and the Framework for Basic Skills prepared by the Norwegian Directorate of Education and Training.

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The example of a local curriculum in digital skills as basic skills has been developed with a view to training of adults. In addition, it may be suitable for some students at the lower and upper secondary levels.
What are digital skills?

Digital skills involve being able to use digital tools, media and resources efficiently and responsibly, to solve practical tasks, find and process information, design digital products and communicate content. Digital skills also include developing digital judgement by acquiring knowledge and good strategies for the use of the Internet.

Digital skills are a prerequisite for further learning and for active participation in working life and a society in constant change. The development in digital technology has changed many of the conditions for reading, writing and oral forms of expression. Consequently, using digital skills is a natural part of learning both in and across subjects, and their use provides possibilities for acquiring and applying new learning strategies while at the same time requiring new and increased powers of judgment.

(Framework for Basic Skills, Norwegian Directorate of Education and Training 2012)

Categorization of levels

The competence goals for digital skills are divided into three levels on the basis of the Framework for Basic Skills. The levels describe advancing abilities to use digital skills as a tool in various situations.

Level 1-2
Having digital skills at Level 1-2 means being able to relate to digital information when required and use digital tools, and being familiar with simple precautions when using the Internet.

Level 3
Having digital skills at Level 3 means being able to relate actively to digital information and use this information in new settings and situations. Digital tools and services are known and being used.

Level 4
Having digital skills at Level 4 means being a reflective user of complex digital tools and services. Production of personal ICT-based information is adapted to the situation and based on prior experience.
Competence goals for digital skills

Competence goals at Level 1-2

Use of ICT systems
At this level the adult should be able to
• recognize and use interface solutions (icons, radio buttons)
• follow recommended routines for secure and safe use of equipment and services
• follow recommendations for occupational health
• make use of simple digital tools and services according to instructions/guidance

Searching for and exchanging digital information
At this level the adult should be able to
• use information sources
• retrieve relevant information from a known digital source
• receive and process ICT-based information
• send information to one or more users
• be critical of sources and be familiar with copyright regulations

Production and presentation of digital information
At this level the adult should be able to
• enter and edit information needed to gain access to digital services
• identify and correct simple errors
• use word-processing tools
• use spreadsheets
• use presentation tools

Competence goals at Level 3

Use of ICT systems
At this level the adult should be able to
• make use of new digital tools and services unaided
• follow recommended routines for storing information
• understand and ensure personal safety by using routines for secure and safe use, with particular emphasis on privacy and data protection

Searching for and exchanging digital information
At this level the adult should be able to
• select and use appropriate information sources with due consideration to copyright
• use ICT to search for, find and use information
• assess information from digital sources, with an emphasis on their reliability

Production and presentation of digital information
At this level the adult should be able to
• assess content and correct errors
• enter, format and edit information for a specific purpose
• present information for a specific target group with due consideration to ethics issues
• use and produce spreadsheet models to present estimates
• find and use presentation tools with multimedia content
Competence goals at Level 4

Use of ICT systems
At this level the adult should be able to
• select, use and take advantage of various digital tools to perform familiar and new tasks unaided
• follow recommended routines for safe and secure use, and manage stored information effectively

Searching for and exchanging digital information
At this level the adult should be able to
• select and use different information sources related to complex tasks
• search for, select and register information from ICT-based sources and assess the relevance of content
• be aware of possible reuse of material he/she has published

Production and presentation of digital information
At this level the adult should be able to
• enter, organize, develop, format and link information appropriate for the content and purpose
• master word-processing tools for production, storage and systematization of digital information
• assess and use different methods to organize and present information adapted to the situation and the recipients
• use spreadsheets to develop calculation models
• produce and use presentations with multimedia content
Digital skills in everyday situations

Digital skills can be applied in the everyday life of adults in various ways in their working life, private life and educational activities. The examples below are intended only as such. They are not exhaustive and should not be regarded as mandatory or restrictive. In a training situation, they should be adapted and supplemented with other examples and illustrations that are relevant to the participants.

Level 1-2

Use of ICT systems
- interpret information presented as on-screen icons
- use a touch-sensitive screen
- use PIN codes and passwords safely
- receive and send text messages
- use digital tools to perform simple work-related tasks
- name and save a document in a folder
- retrieve and open documents
- be able to distinguish between the Internet and intranet
- use digital learning platforms
- follow simple instructions in educational programs

Searching for and exchanging digital information
- find information online with the aid of search engines
- select good search terms
- send, receive and read emails with attachments
- use simple digital archive functions
- find information on training courses and education online
- select relevant digital sources based on the task at hand
- identify friends on social media
- protect against unwanted advertising and telephone sales

Production and presentation of digital information
- respond to entries in online news media and blogs
- establish a personal profile in a social network
- use simple presentation tools
- use simple functions in spreadsheets
- fill in and respond to digital forms
- produce examination papers in digital format
- respond to academic questions from a teacher by email
- produce simple presentations using images and text
- use simple strategies for assessing the reliability of sources

Level 3

Use of ICT systems
- transfer money between online bank accounts
- order tickets and amend travel arrangements online
- manage new versions of documents
- write-protect and unprotect a document
- create folders and sub-folders for safe storage and retrieval
- use the help function to find troubleshooting information
- show a list of recently used documents
- organize bookmarks in folders
- use various functions for data transfer on a mobile phone
Searching for and exchanging digital information
• send emails to multiple recipients in a group
• find and use application forms on the local authority’s website
• relate to copyright when using images and text
• enter an advertisement on a website
• enter and retrieve information in a spreadsheet or a database
• recognize safe web pages (the padlock symbol)
• establish and add recipients to email address lists
• assess the relevance and quality of the hits resulting from a search
• participate in professionally oriented online discussions
• use a tablet computer and mobile phone to search for information
• recognize the most common symptoms of Internet addiction disorder
• critically assess information retrieved from the Internet

Production and presentation of digital information
• draw up a spreadsheet with an overview of personal finances
• produce a CV
• add tables to a document
• add hyperlinks to a document
• add illustrations to documents and presentations
• establish and operate a personal blog
• use multiple online sources to ensure high information quality
• avoid online harassment and bullying

Level 4

Use of ICT systems
• follow safety routines when using wireless networks
• synchronize a mobile telephone with a computer
• establish a folder structure in an email application
• use an electronic accounting system
• link a computer to a network printer
• scan a document and send it as an attachment to an email
• compress images and files
• set and change the keyboard language
• download podcasts

Searching for and exchanging digital information
• be aware that others may abuse digitally published material
• be aware of the possibility to delete unwanted personal online information
• use advanced archive functions
• use the distributor’s services to trace goods ordered online
• establish search criteria for searching in a database
• use digital dictionaries and translation tools
• upload personal material for sharing and use, e.g. through Creative Commons

Production and presentation of digital information
• create and publish a personal webpage
• send entries to a blog via a Smartphone
• add media clips to a presentation
• set up personal digital photo albums
• add an electronic watermark to personal material to ensure copyright
• create multimedia documents including numerical material, graphs and tables
• enter, accept and delete comments in a document
• adapt a presentation to the appropriate target group and genre
• link information from different sheets in a workbook with multiple spreadsheets
• ask permission from family and friends before posting images online
Competence goals for oral skills

Example of a local curriculum in oral skills as basic skills

FACTS ABOUT THE COMPETENCE GOALS

The competence goals are examples of local curricula in basic skills for adults. They are based on the curricula in the Knowledge Promotion Reform and the Framework for Basic Skills prepared by the Norwegian Directorate of Education and Training.

The competence goals are a revised version of the Competence Goals in Basic Skills for Adults. They can be used as an aid in adapting learning content to adults, irrespective of the setting in which this learning takes place.

The example of a local curriculum in oral skills has been developed with a view to training of adults. In addition, it may be suitable for some students at the lower and upper secondary levels.
What are oral skills?

Oral skills relate to creating meaning through listening and speaking. This involves mastering different linguistic and communicative activities and coordinating verbal and other partial skills. It includes being able to listen to others, to respond to others and to be conscious of the interlocutor while speaking.

Oral skills are a precondition for exploring interactions in which knowledge is constructed and shared.

Oral skills are a precondition for lifelong learning and for active participation in working and civic life.

(Framework for Basic Skills, Norwegian Directorate of Education and Training 2012)

Categorization of the levels

The competence goals for oral skills are divided into three levels on the basis of the Framework for Basic Skills. The levels describe advancing abilities to use oral skills as a tool in various situations.

**Level 1-2**
Having oral skills at Level 1-2 means being able to engage in simple communication in known settings. The main content of messages and instructions is comprehended and simple communication strategies are applied.

**Level 3**
Having oral skills at Level 3 means being able to communicate actively on topics of interest in known settings. Personal interests and needs in daily life can be fulfilled, and oral communication abilities can be developed as needed.

**Level 4**
Having oral skills at Level 4 means being able to communicate flexibly and effectively in known as well as unfamiliar settings. The adult can engage in exchanges of opinion in public and private settings and assume responsibility for the communicative process.
Competence goals for oral skills

Competence goals at Levels 1-2

Communication and learning strategies
At this level the adult should be able to
• initiate a simple conversation
• signal interest and understanding verbally and non-verbally during a conversation
• point out what has not been understood and ask for help

Listening and responding
At this level the adult should be able to
• listen and respond during a simple conversation
• recognize common formulas for courtesy and greetings
• receive and follow up simple messages and instructions
• recognize key information in a simple description or narrative
• identify plain expressions of emotions, opinions and needs in verbal and non-verbal forms

Speaking and communicating
At this level the adult should be able to
• use common formulas of courtesy and greetings
• give simple messages, explanations and instructions
• express needs in everyday situations
• have a pronunciation that is not a major obstacle to communication
• give an account of his/her job, daily life and interests
• respond to and pose simple questions on personal matters and well-known topics
• participate in simple conversation about everyday matters, work and training

Competence goals at Level 3

Communication and learning strategies
At this level the adult should be able to
• establish and maintain conversations in daily situations
• adapt his/her use of language to the recipient, purpose and situation
• reflect on his/her communication challenges
• adapt pronunciation to the recipient and the situation
• use strategies to decode unfamiliar pronunciation and forms of expression
• use strategies to clarify and confirm shared understanding
• use various strategies to learn new idiomatic expressions, words and terms

Listening and responding
At this level the adult should be able to
• react when key information contained in messages, agreements and instructions has not been fully comprehended
• comprehend relevant information in formal settings
• grasp the main content of relevant TV and radio broadcasts
• retrieve information for personal interest
• adapt listening and feedback signals to the situation at hand
• understand various linguistic and dialect variants
Speaking and communicating
At this level the adult should be able to
• use key technical terms in everyday situations
• express and give grounds for personal opinions and show respect for those of others
• express personal thoughts, emotions and needs
• give instructions and explanations for relevant job tasks
• solve problems and misunderstandings occurring during communication
• make appointments and discuss practical tasks clearly and distinctly
• express personal opinions on current topics reported in the media
• interact with others in conversations and discussions and follow norms for such types of communication

Competence goals at Level 4

Communication and learning strategies
At this level the adult should be able to
• adopt and use new technical terms in new situations
• make use of a repertoire of varied learning strategies
• adapt and comprehend the use of non-verbal signals of communication
• adapt and comprehend the importance of the choice of words and their usage in various settings
• adapt communication strategies to the recipient, purpose and context

Listening and responding
At this level the adult should be able to
• comprehend opinions, expectations and attitudes that are expressed indirectly
• comprehend and relate critically to information from various social arenas
• receive and respond to positive and negative feedback
• listen and respond flexibly in formal and informal settings

Speaking and communicating
At this level the adult should be able to
• provide relevant contributions and help discussions progress
• interrupt and change the subject of conversation in an appropriate manner
• provide feedback to others in a constructive manner
• provide arguments for personal viewpoints
• communicate information collected from various social arenas in an appropriate manner
• hold pre-planned presentation on the basis of personal experience or technical knowledge
• be aware of how language can express and create attitudes towards individuals and groups
• chair and write minutes from meetings and discussions
Oral skills in everyday situations

Oral skills can be applied in the everyday life of adults in various ways in their working life, private life and educational activities. The examples below are intended only as such. They are not exhaustive and should not be regarded as mandatory or restrictive. In a training situation, they should be adapted and supplemented with other examples and illustrations that are relevant to the participants.

Levels 1-2

Listening and responding
• comprehend doctor's appointments
• understand and follow simple directions to the nearest ATM
• understand a simple description at a pharmacy of how to use a medication
• understand a message from a teacher about a school outing
• follow up simple work instructions
• understand and respond to a colleague's request for help in carrying out a job task
• understand the main points made in small talk during breaks
• understand the parts of a message that apply to him/her
• receive a simple message about new job tasks from a superior
• understand what should be done as homework
• understand information about an upcoming training session
• to some extent understand other course participants' contributions to the learning situation
• comprehend the main content of text being read aloud
• understand instructions about job tasks
• understand relevant information in parent-teacher meetings
• understand the main content of TV and radio news broadcasts

Speaking and communicating
• initiate a conversation with a neighbour
• provide personal details to obtain a library lending card
• order a travel ticket at a counter
• talk about everyday matters with acquaintances
• ask for help to get off the bus at the correct stop
• give notification about absence from work
• give a brief account of key events at a work session
• provide instructions to a colleague on familiar job tasks
• explain how a machine works to someone with poor Norwegian skills
• communicate simple work-related messages
• initiate a conversation with colleagues during breaks
• ask for help to carry out an assignment
• take the floor in a group setting
• relate to humour when conversing with a colleague
• participate in conversations on shared experiences with other course participants
• describe personal learning needs to the teacher in a simple manner
• tell other course participants about oneself
• hand over a gift and hold a small speech
• make and cancel an appointment with a dentist
• explain how a simple dish should be prepared
Level 3

Listening and responding
- ask for a repetition if one has failed to understand instructions about how to use a Laundromat
- understand the main content of a feature story on TV
- understand an oral description of a commodity
- understand the user manual for a purchased item
- ask a colleague or a manager to repeat work instructions to ensure shared understanding
- comprehend information and messages pertaining to one’s own work at personnel meetings
- be aware of unfamiliar technical terms and ask for a repetition and explanation as needed
- participate in parent-teacher conferences and understand any information that must be passed on to the children
- follow the gist of a group conversation among colleagues during a break
- understand the main content of a presentation on a familiar topic
- comprehend messages about preparations
- understand instructions on how to use a computer
- listen actively in group conversations
- listen to technical texts being read aloud with the aid of speech generation software
- distinguish between information and argumentation

Speaking and communicating
- express concern for one’s own health in meetings with health personnel
- speak to a case officer at NLWA to obtain information on how to use a healthcare exemption card
- repeat messages in one’s own words to ensure having understood them correctly
- complain about a commodity in a shop
- make an appointment with the caretaker about repairs to be made in the apartment
- adapt one’s use of language to a discussion in a formal meeting
- alert others to violations of a routine
- call employers to enquire about advertised vacancies
- explain one’s own job tasks to a substitute
- order goods over the telephone
- explain personal needs for training
- give an account of motivations and expectations with regard to training
- participate in discussions during training sessions
- formulate specific goals for personal learning
- give grounds for disagreement with another participant in a respectful manner
- give an account of personal experiences that are relevant to the training
- show a map on a mobile phone and give directions
- describe personal thoughts and emotions
- explain a discrepancy at work and describe why things went wrong
- hold a prepared presentation about a given topic
Competence goals for oral skills

Level 4

Listening and responding
• remain updated on political party programmes presented on TV and form an opinion on them
• understand and assess information in encounters with public agencies
• be an attentive listener when others describe their life situation
• listen actively and critically to a telephone salesperson
• determine what kinds of information should be included in the minutes of a meeting
• understand technical presentations related to one’s own workplace
• understand and follow work instructions
• relate to the use of humour and irony in conversations with colleagues
• understand and assess a description of a workplace accident
• follow presentations in vocational training with no special facilitation
• notice hints from other course participants regarding one’s own efforts in group sessions
• comprehend and remember new concepts introduced at training sessions
• receive feedback on a presentation in a constructive manner
• lead a project
• participate in a discussion on health and use relevant medical terms

Speaking and communicating
• chair meetings in associations
• voice personal viewpoints in parent-teacher meetings
• talk to people in public agencies to explore personal rights and obligations
• summarize discussions in the housing cooperative
• argue for personal rights in encounters with people in authority
• provide positive and negative feedback to the children’s teachers
• give an account of discussions in a trade-union meeting
• chair team meetings
• present technical material relevant to others at the workplace
• bargain about one’s own working hours and wages
• solve conflicts with superiors
• provide training to new employees in how to operate machinery
• present a simple text and make it relevant to other course participants
• introduce new topics in a group discussion
• ask a supervisor to elaborate on feedback regarding the quality of an assignment
• hold a lecture for a large group of people
• show respect for the opinions of others despite disagreement
• hold a prepared speech at a party
• express regret to others about an error one has committed and accept criticism