

Benchmark	Assessment of required institutional response	Description of benchmark category		
		ACADEMIC LITERACY	QUANTITATIVE LITERACY	MATHEMATICS
<b>PROFICIENT</b>	<p>Performance in domain areas suggests that academic performance will not be adversely affected.</p> <p>If admitted, students may be placed into regular programmes of study.</p>	<p><b>Writers performing at the <i>Proficient</i> Level should be able to:</b></p> <p>Select and use a complex range of vocabulary; understand and interpret non-literal language; understand and critically evaluate the structure and organisation of texts and ideas within these texts; evaluate and use a complex range of different text genres; develop academic arguments; evaluate and interpret the evidence for claims.</p>	<p><b>Writers performing at the <i>Proficient</i> Level should be able to:</b></p> <p>Select and use a range of quantitative terms and phrases; apply quantitative procedures in various situations; formulate and apply complex formulae; read and interpret complex tables, graphs, charts and text and integrate information from different sources; do advanced calculations involving multiple steps accurately; identify trends/patterns in various situations; reason logically &amp; competently interpret quantitative information.</p>	<p><b>Writers performing at the <i>Proficient</i> Level should be able to:</b></p> <p>Demonstrate insight, and integrate knowledge and skills to solve non-routine problems and make competent use of logical skills (conjecture, deduction). Tasks typically require competence in multi-step procedures, represented in the framework outlined below:</p> <p>Modelling, financial contexts, multiple representations of functions (including trigonometric), differential calculus, trigonometric and geometric problems (2D and 3D), measurement, representation and interpretation of statistical data,</p>
<b>INTERMEDIATE</b>	<p>The challenges in domain areas are such that it is predicted that academic progress will be affected.</p> <p>If admitted, students' educational needs should be met as deemed appropriate by the institution (e.g. extended or augmented programmes, special skills provision).</p>	<p><b>Writers performing at the <i>Intermediate</i> level should be able to:</b></p> <p>Derive word-meanings from context; recognise non-literal language; recognise the fundamental structural and organisational characteristics of texts; recognise and be able to use a specific range of text genres; understand difference between academic and everyday arguments; make conclusions on the basis of evidence given for claims.</p>	<p><b>Writers performing at the <i>Intermediate</i> level should be able to:</b></p> <p>Select and use many quantitative terms and phrases; apply known quantitative procedures in familiar situations; formulate and apply simple formulae; read and interpret moderately simple tables, graphs, charts and text; do routine calculations accurately most of the time; identify trends/patterns in familiar situations; reason moderately in simple situations.</p>	<p><b>Writers performing at the <i>Intermediate</i> level should be able to:</b></p> <p>Integrate knowledge and skills to solve routine problems with tasks that involve multi-step procedures and require some information processing and decision-making skills, within the framework below:</p> <p>Estimation, calculation, pattern recognition and comparison (in numerical algebraic and financial contexts); solution of equations; use and interpretation of relevant functions represented algebraically or graphically; geometric properties (2D and 3D); geometric and trigonometric problems (2D); calculation and application of statistical measures; representation and interpretation of statistical data.</p>
<b>BASIC</b>	<p>Serious learning challenges identified: it is predicted that students will not succeed without extensive and long-term support.</p> <p>Institutions admitting students performing at this level would need to provide this support through bridging programmes (e.g. FET provision or non credit preparatory courses).</p>	<p><b>Writers performing at the <i>Basic</i> level should be able to:</b></p> <p>Cope with a limited range of vocabulary; summarise key ideas related to the organisational structure of texts; recognise that texts have different purposes; understand the fundamental syntactical features of English language; interpret textually explicit information</p>	<p><b>Writers performing at the <i>Basic</i> level should be able to:</b></p> <p>Select and use some basic quantitative terms and phrases; apply some known quantitative procedures partially correctly in familiar situations; formulate or apply simple formulae; interpret simple tables, graphs, charts and text; sometimes do simple calculations correctly; identify trends/patterns in familiar situations.</p>	<p><b>Writers performing at the <i>Basic</i> level should be able to:</b></p> <p>Carry out mathematical computations that require direct application of simple concepts and procedures in familiar situations. Tasks involve single-step problems requiring recall and reproduction of basic knowledge or procedures, within the real numbers system; simple algebraic contexts; single representations of relevant functions and recognition of their graphs; identification of objects (2D and 3D); simple geometric and trigonometric calculations; identification and use of some statistical measures; simple representation of statistical data.</p>