Norwegian Directorate
for Education and Training

FRAMEWORK
for Basic Skills

To use for subject curricula groups appointed by the Norwegian Directorate for Education and Training

NORWEGIAN MINISTRY
OF EDUCATION AND RESEARCH

Framework for Basic Skills

This Framework is a tool for subject curricula groups appointed by the Norwegian Directorate for Education and Training to develop and revise National Subject Curricula. It has been approved by the Ministry of Education and Research.

Oslo, 11th January, 2012

Contents

1. Introduction

This Framework is based on decisions made in the Norwegian Parliament based on White Paper No. 30 (2003- 2004) *Culture for Learning*, Report No 268 (2003-2004) from The Standing Committee on Education, Research and Church Affairs.

The Framework is to be used by subject curricula groups appointed by The Norwegian Directorate for Education and Training to develop and revise National Subject Curricula.

2. Framework for basic skills

The Norwegian Directorate for Education and Training has developed this Framework for the five basic skills, namely orals skills, reading, writing. digital skills and numeracy.

What are the basic skills defined in the Framework?

In the compulsory and secondary education reform of 2006 five skills were defined as basic to learning in school, work and social life. These skills are basic in the sense that they are fundamental to learning in all subjects as well as a prerequisite for the pupil to show his/her competence and qualifications.

From the 2006 reform all subject-specific curricula describe how the five basic skills contribute to developing the pupils` competence and qualifications and how these skills are integrated into the subject.

Each subject curriculum integrates competence aims, basic skills and subject content. The skills are consequently expressed in different manners and to a varying degree in the different curricula, depending on the relevance of different skills aspects for the subject in question.

What is the Framework for basic skills?

The Framework for basic skills is a document defining the five basic skills mentioned, describing their functions at different levels covering compulsory and secondary education. It is a generic Framework developed to serve as a reference document for developing and revising the National Subject-Specific Curricula.

For these five basic skills grids have been developed describing their progression through levels. The cells of each grid formulate what is required at the different levels. The requirements are general and serve as a basis and point of reference for developing subject and grade relevant competence aims.

How to use the Framework

The Framework is a tool for subject curricula groups appointed by the Norwegian Directorate for Education and Training to develop and revise National Subject Curricula .

The grids' skills descriptors are points of reference for relating skills development to subject content in a given subject as a first step in formulating competence aims reflecting these skills as well as subject content. Each subject curriculum group will therefore make decisions on which grids, cells and levels are relevant for their subject as well as for different age groups of students, and formulate competence aims based on these decisions.

2.1 Oral skills

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.

Sub-categories
Understand and reflect describes receptive skills and includes the ability to listen attentively and to comprehend, interpret and assess oral texts.

Produce includes using a variety of oral expressions to formulate an utterance and to support spontaneous as well as prepared speech.

Communicate includes expressing opinions, discussing topics and structuring and adapting one's own oral text according to recipients, content and purpose.

Reflect and assess includes listening and responding to others and expressing one's own opinion in spontaneous as well as prepared conversations.

How are oral skills developed?

The development of oral skills begins at an early age and classroom work consequently has to build on them and develop them further beyond what has already been acquired outside the classroom. From primary to secondary education students proceed from mastering basic oral communicative skills to developing more varied, distinct and precise ways of expressing themselves orally, thus moving towards cognitive academic language proficiency.

Mastering oral genres in constantly more complex listening and speaking situations requires active participation. Skills development is connected to subject-related content, terminology and modes of expressions. At the lower stages this implies being able to express one's own opinions, present oral texts, narrate experiences in a structured way, listening and responding as well as taking turns in conversations. In secondary education students should be able to substantiate their opinions, discuss subject-related topics, appreciate different modes of expression and assess their own performance.

Oral skills

Subcategories	Level 1	Level 2	Level 3	Level 4	Level 5
Understand and reflect	Can understand information and argumentation.	Can understand relevant information. Can distinguish between facts and opinions.	Can understand speech with ambiguous information. Can differentiate between informative and argumentative text.	Can understand extended speech and complex topics and reflect on the content and purpose.	Can critically assess content and purpose of complex speech.
Produce	Can combine verbal language and non-verbal resources to create meaning.	Can vary spoken language, and use digital and non-verbal resources to support speech.	Can use spoken forms of language and choose appropriate non-verbal resources to support speech.	Can adapt spoken language and non-verbal resources to purpose, situation and interlocutors.	Can apply spoken language and non-verbal resources independently and critically.
Communicate	Can talk about personal experiences and subject-related topics. Can explain a viewpoint on a topical issue. Can express and substantiate one's own opinions.	Can give an account of subject-related topics. Can argue for one's own point of view.	Can discuss subject-related topics and procedures. Can argue for and against in a debate using subject-related terminology.	Can discuss subject-related topics and procedures using appropriate subject-related terminology in extended speech. Can argue a case and present a topic objectively with a logic structure.	Can discuss complex subject-related topics and procedures using accurate subject-related terminology. Can present a holistic argumentation.
Reflect and assess	Can take turns and give feedback. Can rephrase using one's own words and ask for clarification.	Can follow up interventions in subject-related conversations. Can ask for clarification and elaboration.	Can build on interventions and express one's own views. Can develop interventions from others and use one's own experience and knowledge in subject-related tasks.	Can contribute to discussions through pertinent interventions. Can exchange experience and knowledge and contribute to construction of knowledge in subject-related discussions.	Can give responses and take turn fluently, effectively in different subject-related roles and situations. Can use different listening and speaking strategies and assess one's own performance.

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2.2 Reading as a basic skill

What is reading?
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. In the context of this Framework, 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

Sub-categories:
Understand means processing and comprehending texts based on prior knowledge and expectations. This implies using different meaning-making strategies in order to understand increasingly more complex texts. This presupposes decoding strategies in which letters are contracted to words, words to sentences and sentences to texts.

Find means finding information which is explicitly or implicitly expressed.

Interpret means drawing conclusions based on more than one text.

Reflect and assess means relating independently to texts, from commenting on text content to relating critically to a text and substantiate one's own opinions, analyses or evaluation.

How is reading developed?
The development of the functional ability to read is an interaction between processes of comprehension and processes of decoding. Basic reading instruction involves mastering the reading of screen and paper texts with concentration, endurance, fluency and coherence. The functional ability to read is developed through knowledge about and experience with different subject-related texts. This involves being able to deal with a wide variety of text types and relate critically to different types of information and increasingly complex reading tasks.

Reading development requires using appropriate reading strategies to find and process information. Functional reading is therefore characterized by the use of reading strategies adapted to purpose and text type.

Reading as basic skill

Sub-categories	Level 1	Level 2	Level 3	Level 4	Level 5
Understand	Can use previous knowledge to get an overview of the text prior to reading. Can read simple texts on paper and screen and process the text with some help.	Can read simple texts with fluency and perseverance. Can find and read texts on the Internet. Can ask questions and talk about the content.	Can vary the reading approach according to text type and purpose. Can read and navigate effectively on the Internet. Can use different methods to structure content.	Can apply subject-related and general knowledge actively. Can read screen and paper texts critically. Can interpret texts in an independent manner.	Can choose and use reading strategies relevant to a wide variety of text types and purpose. Can assess one's own reading and reflect on the strategies applied.
Find	Can recognize explicitly expressed information centrally placed in simple texts.	Can identify central subject-related texts. Can identify explicitly expressed information in texts with competing information. Can refer to sources.	Can obtain and combine information in texts with competing information. Can assess source credibility.	Can identify implicit information in complex texts. Can use sources critically and refer to them in a systematic manner	Can obtain detailed and implicit information in texts without prior knowledge of text type and content.
Interpret	Can draw simple conclusions based on information in texts and can use one's own words to express them.	Can identify the main topic and understand clear connections explicitly expressed.	Can infer and understand information implicitly expressed.	Can deal with ambiguity. Can identify contradictory information and deal with information that does not correspond to expectations.	Can show holistic as well as detailed comprehension of complex texts. Can systematize and draw conclusions based on implicit information.
Reflect and assess	Can comment on content and meaning in simple texts.	Can assess the content of subject-related texts.	Can give substantiated assessment of form and content in subject-related texts.	Can critically analyze and assess form and content. Can compare and systematize information in different subject-related texts.	Can assess complex texts about unfamiliar topics in a critical manner and incorporate subject-related as well as general perspectives.

2.3 Writing as a basic skill

What is writing?

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.

Sub-categories
Plan involves using different strategies and sources in preparation of writing, and revising texts based on one's own judgement and feedback from others.

Construct means to master spelling, grammar, sentence construction, cohesion and text binding on paper and screen together with other modes of expression such as pictures, figures and symbols if relevant.

Communicate means being able to express opinions, discuss issues, share knowledge and experience though adapting one's own texts to audience and content and purpose.

Reflect and assess means   applying writing as a tool to monitor and develop awareness about one's own learning.

How is the writing skill developed?

Basic writing instruction involves developing orthography, a functional hand-writing and use of keyboard, in addition to planning and writing simple, clear texts for different purposes. The development of functional writing is closely connected to subject-related development. Writing is a tool for learning in all subjects, and parallell with and through the development of the writing skill, increasingly more sophisticated and subject-related skills are developed.

Writing as a basic skill

Subcategories	Level 1	Level 2	Level 3	Level 4	Level 5
Plan	Can take notes and use simple sources as basis for writing. Can make simple changes in texts after feedback.	Can use notes and sources as basis for writing and can quote sources. Can revise texts after feedback.	Can use different notes and various sources as basis for writing. Can assess and revise texts and describe their qualities.	Can choose varied strategies as basis for writing, and integrate, refer and quote relevant sources. Can revise texts and assess their qualities.	Can choose relevant writing strategies and use sources critically and verifiably. Can critically revise one's own texts.
Construct	Master orthophonic writing by hand and on keyboard. Can combine different means of expression, such as drawings, pictures, symbols and verbal language.	Can construct legible and clear texts with correct spelling by hand and on keyboard and combine different means of expression.	Can construct texts using subject-related terminology.	Can construct complex subject-related text using relevant terminology and means of expression adapted to subject and purpose.	Can apply and make full use of specialized subject-related terminology and text types.
Communicate	Can express one's own opinions and express personal experiences and systematize simple texts.	Can express one's own opinions, take different perspectives and formulate questions. Can narrate, describe and organize different types of subject-related texts.	Can argue by substantiating one's own points of view. Can write subject-related reports, document procedures and results and formulate hypotheses.	Can argue for and against points of views and make a decision. Can explore subject-related topics and write in different styles, using different structures.	Can build up a holistic argumentation. Can critically explore and problematize subject-related topics.
Reflect and assess	Can reflect on personal experiences in simple texts.	Can reflect on personal and subject-related experiences in different types of texts.	Can reflect on one's own learning when working with subject-related texts.	Can reflect and assess one's own learning when working with subject-related texts.	Can reflect critically on product and assess one's own learning when working with subject-related texts.

2.4 Digital skills as basic skills

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..

Sub-categories
Search and process means being able to use different digital tools, media and resources as well as to search for, navigate in, sort out, categorize and interpret digital information appropriately and critically.

Produce means being able to use digital tools, media and resources to compose, reapply, convert and develop different digital elements into finished products, e.g. composite texts.

Communicate means using digital tools, resources and media to collaborate in the learning processes, and to present one's own knowledge and competence to different target groups.

Digital judgement means being able to use digital tools, media and resources in a responsible manner, and being aware of rules for protecting privacy and   ethical use of the Internet.

How are digital skills developed?

Developing digital skills means learning to use digital tools, media and resources and learn to make use of them to acquire subject-related knowledge and express one's own competence. This implies developing increased independence and judgement in the choice and use of digital tools, media and resources relevant to the task.

Digital skills as basic skills

Field of skills	Level 1	Level 2	Level 3	Level 4	Level 5
Search and process	Can read hypertexts and simple interactive information. Can use picture- and icon-based navigation.	Can make simple digital searches, and read and interpret information from digital sources. Can use simple digital resources and tools for information processing and learning.	Can choose and use search strategies and assess information from digital sources. Can use different digital tools and resources for information processing and learning.	Can filter, transform and collate information from digital sources. Can use relevant search tools and master search strategies in subject-related tasks.	Can find, organize and update digital information. Can use advanced search strategies and sources in subject-related work.
Produce	Can write simple texts on keyboard and produce simple composite stexts. Knows simple digital use of sources and copyright rules.	Can produce digital composite texts following simple formal requirements. Can make use simple use of digital sources observing copyright rules, also in re-use, and further development.	Can make digital composite texts with linked content. Can understand and use digital formal requirements in one's own texts. Can refer to digital sources and apply copyright rules.	Can produce and edit complex digital texts. Can refer to and assess digital sources in relevant subject-related situations.	Can choose and use target group relevant digital tools and digital formal requirements. Can administer copyright rules to one's own digital products and master digital source referencing.
Communicate	Can use simple digital tools and media for presentation and communication.	Can use a selection of digital tools and media for presentation and communication.	Can make varied use of different digital tools and media to convey a message both in one-to-one and group communication.	Can use digital media and tools to convey a clear and detailed message for communication and documentation.	Can choose, assess and apply digital communication tools according to different subject-related needs.
Digitaljudgement	Can follow basic rules for digital interaction. Knows basic rules for protection of personal privacy on the Internet.	Can apply basic netiquette and knows about rules for protection of personal integrity on the Internet	Can apply netiquette and follow rules for protection of personal integrity on the Internet and in social media.	Can use the Internet and social media efficiently and appropriately.	Can reflect ethically on and assess the Internet and social media as a communications and information channel.

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2.5 Numeracy as a basic skill

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.

Sub-categories:

Recognize and describe includes being able to identify situations involving figures, units and geometric figures found in plays, games, subject-related situations in work, civic and social life. It involves identifying relevant problems and analyzing and formulating them in an appropriate manner.

Apply and process involves being able to choose strategies for problem solving. It involves using appropriate units of measurement and levels of precision, carrying out calculations, retrieving information from tables and diagrams, drawing and describing geometric figures, processing and comparing information from different sources.

Communicate means being able to express numerical processes and results in a variety of ways. Communicate also means being able to substantiate choices, communicate work processes and present results involving numbers.

Reflect and assess means interpreting results, evaluating validity and reflecting on effects. It involves using results as basis for a conclusion or an action.

How is the skill developed?

The skill develops from applying it in concrete situations to more complex and abstract situations connected to different subject-specific areas. The skill is developed from recognition of concrete situations to be solved to analysis s a wide range of issues. Skills development is characterized by the ability to gradually being able to employ new concepts and learning new techniques and strategies to being able to choose suitable methods in a goal-oriented and effective way.

Numeracy as a basic skill

Sub-categories	Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and describe	Can recognize concrete situations that can be solved by numercay and can formulate questions.	Can recognize patterns and formulate problems which can be solved in one step. Can analyze text, content and situations which involve numeracy.	Can analyze texts and situations which presuppose mathematical problem solving in several stages. Can simplify the situation or the issue to make it manageable.	Can analyze more complex issues in everyday and subject-related contexts. Can identify variables.	Can analyze a wide range of issues which can be described with a model. Can convert and formulate a model for further work.
apply and pocess	Can use simple strategies for counting and classification of quantities and geometrical forms. Can perform simple calculations in different ways.	Can choose appropriate arithmetical operations and use different methods to find the answer. Can apply, geometrical forms, units of measurement, tables and graphic representation in the process.	Can compare units and express the connection between them. Can choose suitable units of measurement and perform one's own research.	Can assess risks and perform simple statistical calculations. Can use symbols to express unknown or variable units. Can apply familiar methods to solve complex issues.	Can apply a varied selection of problem solving strategies and is able to substantiate choice of methods. Can express connections with words and algebraic expression.
Communicate	Can use different means to express simple calculations.	Can describe results by means of for example geometrical forms, units of measurement and tables	Can present results in a manner suited to the circumstances	Can collate different ways to present results from numeratic processes.	Can present results from numeratic processes in texts in different subjects and in everyday life.
Reflect and assess	Can decide f a result is an adequate answer to a question.	Can assess if a result is reasonable and can make decisions based on current facts.	Can assess process and consider if other procedures are more effective and easier to communicate. Can identify potential sources of error.	Can assess the effect of the result on the situation in which it is to be used. Can discuss sources of error and make adjustments if required.	Can compare different models and evaluate them in light of the problems they relate to.