



Participant's English Literacy Results

Participant
NDIS 000000000

A plain-language summary of Participant's assessment, 10 June 2026

Auslan: Participant's language



Auslan is Participant's first and strongest language. It is a complete language with its own grammar, not English on the hands.

Written English: basic



For Participant, like many Deaf people, English is a second language, learned without ever hearing it.

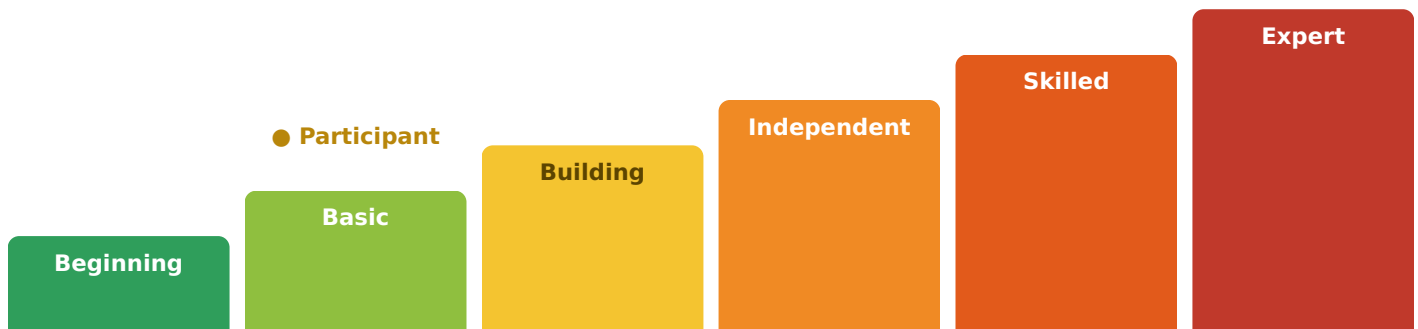
Both are true of the same person. Skill in one says nothing about the other.



What did this test measure? Written English reading and writing only. It does not measure Auslan, intelligence, or ability.

Participant's result, in everyday terms

Government letters are written here ▼



The steps run from green, the easiest, to red, the hardest. Participant's reading and writing sit on the second step, while most official letters and contracts are written two or three steps higher. Support is what closes that gap, and the gap says nothing about how capable Participant is.

Manageable with effort

- ✓ Short text messages
- ✓ Simple signs and labels
- ✓ Familiar forms (name, address)

Too hard to do alone

- ✗ NDIS and Centrelink letters
- ✗ Medical and specialist letters
- ✗ Bank, rental and other contracts



Skill by skill

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Six skills were tested. Each bar shows the same six steps as the ladder.

Overall: 45 out of 120 = step 2 of 6 (Basic)**Writing a short email**

step 2, upper



Participant can write a short, simple message that makes sense.

Writing a longer piece

step 2, upper



Her strongest writing. She told a whole story from start to finish, but without full stops or sentence breaks.

Reading

step 2



Short, simple, familiar texts are OK with effort. Long letters are not.

Grammar

step 2



Simple sentence patterns are there. Mistakes are frequent.

Word knowledge

step 2



Everyday words are known. Less common words are not.

Joining ideas across a text

step 1, the lowest score



Following how sentences connect into one meaning. This is Participant's hardest skill.

The key finding

Sentence ✓

— × —

Sentence ✓

— × —

Sentence ✓

Participant can often read each sentence on its own. The links BETWEEN sentences are where the meaning gets lost. Official letters depend on those links: the conditions, the exceptions, what to do next. So Participant can look like a reader, sentence by sentence, while the letter as a whole stays out of reach.

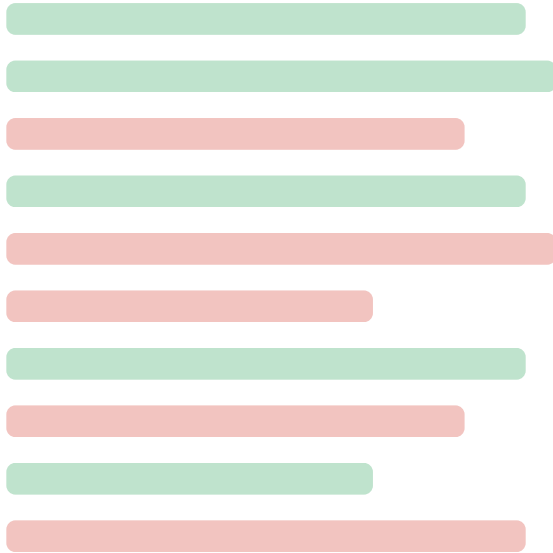


An ordinary day

What the result looks like when a letter arrives

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AN OFFICIAL LETTER ARRIVES



Green lines are the parts Participant can read, one sentence at a time.

Red lines are the parts that get lost: the instructions, the deadline, and what happens if she misses it.

A letter like this might tell Participant to reply by Friday or lose a payment. She can read most of the words, but the warning never reaches her.

What Participant showed us

- ★ She told a complete written story from start to finish, her strongest result.
- ★ She got her message across in a short email.
- ★ She found facts in short, simple documents.

What this report does not say

It says nothing about Participant's intelligence, her Auslan, or what she is capable of. There is no pass and no fail. The test simply measures how much support written English calls for, so the right support can be put in place.



Some of Participant's NDIS goals



Meet people and feel
confident socially



Join activities and
hobbies, and feel safe
and included



Learn new things

The supports her report recommends

130

hours a year

An Auslan interpreter
for appointments:
health, NDIS,
government, money
and housing

24

hours a year

Important documents
translated into Auslan
video, about one a
month

39

hours a year

Support to build
everyday reading
skills, a session a
fortnight

Every goal above involves written English somewhere: notices, forms, instructions, letters. These supports bridge the gap the assessment measured, so the goals stay Participant's to reach.



How the legislation sees it

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The NDIS funds supports that are "reasonable and necessary". Here is how Participant's supports measure up.

Before the NDIS funds a support, the legislation asks six questions. Participant's clinical report answers all six with evidence. This page is the summary; the report carries the full analysis.



Does it help her goals?

Meeting people, joining activities, learning new things: each runs through written English somewhere. The supports clear that path.

s.34(1)(a), NDIS Act 2013



Does the need come from her disability?

Yes. Participant's written English level is a direct result of hearing loss. English was learned without ever being heard.

s.34(1)(aa), NDIS Act 2013



Does it help her take part in life?

Letters, appointments and paperwork sit behind almost all social and economic participation. Interpreting and translation open that door.

s.34(1)(b), NDIS Act 2013



Is it value for money?

Interpreters are priced at NDIS-set rates. A document translated once is kept forever. A support worker cannot do this job safely or faster.

s.34(1)(c) and Rule 3.1



Does it actually work?

Interpreting and translation are proven, standard supports for Auslan users, and the reading support is measured and reviewed.

s.34(1)(d), NDIS Act 2013



Is it fair on family and friends?

It is not reasonable to expect family to interpret medical, legal or money matters. Accuracy, privacy and Participant's independence all call for a professional.

s.34(1)(e), NDIS Act 2013

The NDIS makes the final funding decision. The full evidence behind these recommendations is in Participant's clinical report.