

Assessment

Getting Down to Basics: Service Delivery in LBS Agencies





80 Bradford Street, Suite 508, Barrie, Ontario L4N 6S7

TEL 705-733-2312 | FAX 705-733-6197

EMAIL clo@bellnet.ca | WEBSITE www.communityliteracyofontario.ca

TWITTER @Love4Literacy | FACEBOOK www.facebook.com/CommunityLiteracyOntario

Acknowledgements

Project Host:

Community Literacy of Ontario

Research and Writing/Adaptation:

The original online training modules on Literacy Basics were developed by Joyce Bigelow, Kelly Cowdy and Jim Tysick from Connections Adult Learning Centres (March 2014). The Assessment module was revised in 2018 by Joyce Bigelow from Connections Adult Learning.

The online module has been adapted to this guide format by Jette Cosburn, Community Literacy of Ontario and Joyce Bigelow, Connections Adult Learning Centres (December 2019).

Funder:

Ontario's Ministry of Training Colleges and Universities

Date of Publication:

Chapter updated December 2019

A Word of Appreciation:

Thanks to all of the Literacy and Basic Skills programs and practitioners who acted as key informants to the development of the original Literacy Basics training modules.

Disclaimer:

All information and URLs were accurate at the time of publication. The Government of Ontario and its agencies are in no way bound by the recommendations contained in this document.



This Employment Ontario service is funded in part by the Government of Canada and the Government of Ontario through the Canada-Ontario Job Fund Agreement.

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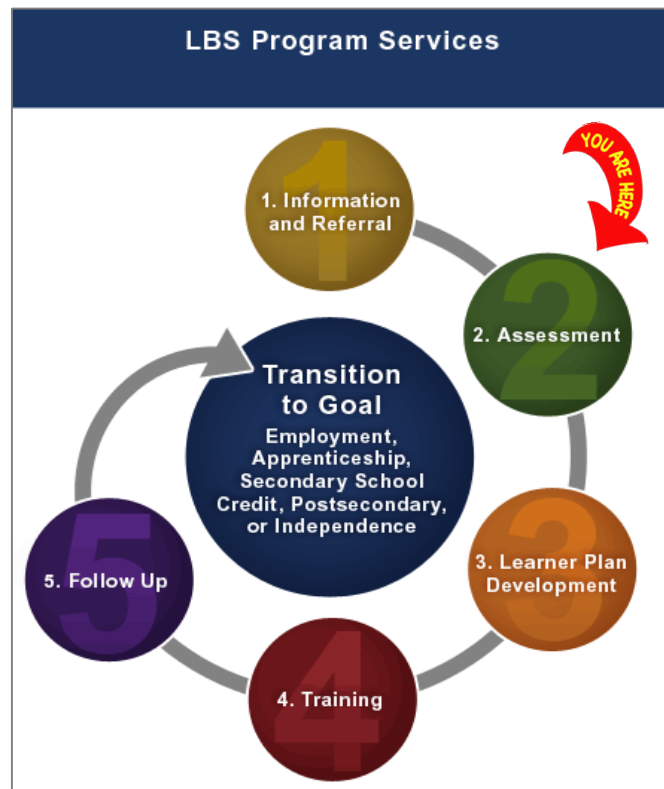
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Introduction

Community Literacy of Ontario has been funded by the Ministry of Training, Colleges and Universities to develop this training guide, which looks at Ontario's Literacy and Basic Skills (LBS) program's assessment requirements, practices and tools. Assessment is one of the five services provided by LBS Service Delivery Agencies (along with Information and Referral, Learner Plan Development, Training, and Exit and Follow-up).

This chapter is an important source of assessment information for LBS practitioners. Practitioners who are new to the literacy field and Ontario's Adult Literacy Curriculum Framework (OALCF) will find the basics and more about service delivery assessment. For experienced practitioners, it can act as a great review and as a source of new, current tools and resources.

So just what is assessment? A thesaurus check on MS Word gives us evaluation, appraisal, measurement, review, opinion and judgement as some synonyms. On a more specific side, the [LBS Service Provider Guidelines](#) have a detailed definition that is tailored to LBS and the OALCF:



"Assessment is any process or procedure that gathers information for making decisions about a learner's knowledge, skills, behaviours and abilities. It forms a critical part of everyday activities in a literacy program as decisions are made on the best way to meet learners' needs. Assessment includes a wide range of approaches from informal procedures to formal, standardized assessments or tests. LBS *service providers* conduct assessments at intake (upon registration and placement), during programming (as part of program delivery) and at exit (when learners complete the learner plan)."

While talking about assessment, it is important to note that learner assessment in LBS agencies is not just done for the benefit of the assessor. Other program staff, other education and training providers, employers, our LBS funder, and the learners themselves all have an interest in our Assessment Service. Each group needs the following questions answered:

1. **When entering the LBS program**, is there a learning need? (Are there skills learners need to acquire to reach their goals?)

2. **While in our program**, do learners make progress?
3. **When finished our program**, do learners have the skills necessary to transition to the next step of their goal?

These three concerns can be satisfied through consistent initial, ongoing and exit assessment practices.

Assessment acknowledges and guides the learners' steps during the literacy stage of the path to their goal. Assessment informs the development of a learner plan and the actual delivery of training. Assessment confirms when learners are ready to transition to their goals beyond our programs.

In order to consider assessment as a Literacy and Basic Skills delivery service, we need to view it in the context of the Ontario Adult Literacy Curriculum Framework (OALCF). We must have a general understanding of that framework which CLO has provided in the [Introduction to the OALCF](#) chapter.

Ministry of Training, Colleges and Universities Requirements

Under the Assessment service heading of the [LBS Service Provider Guidelines, effective October 2016](#), ten assessment-related requirements are listed. These can be grouped, for discussion, under the headings *Eligibility*, *Initial Interview and Assessment*, *Professional Development*, *OALCF Specific Assessment Tools*, *Learner Files*, and, finally, *Common Understanding*.

Eligibility

The very first requirement is:

- “confirm an individual's eligibility for LBS service”

Before we can take on clients as learners we must assess if they are even eligible for our LBS program. The *LBS Service Provider Guidelines* also devote a section (3.1) to *Learner Eligibility and Suitability*. There it states that “LBS service providers must ensure each learner is:



- an Ontario resident
- an adult whose literacy and basic skills are assessed at intake as being less than Level 3 of the International Adult Literacy and Skills Survey (IALSS) or the OALCF
- at least 19 years old. On an exception only basis, LBS service providers may serve young adults between the ages 16 to 19 who demonstrate the maturity to benefit from adult education. However, returning to the regular school system should be the priority for these learners. LBS service providers may allow age exceptions, not exceeding ten percent of learners enrolled in a fiscal year. In all individual cases, there must be a documented rationale in the learner’s file.
- proficient enough in speaking and listening to benefit fully from the language of LBS instruction (English or French). [Canadian Language Benchmarks](#) Level 6 for speaking and listening is the recommended minimum level of proficiency required to benefit from LBS instruction. This eligibility requirement does not apply to a deaf learner.”

Initial Interview and Assessment

Three of MTCU's requirements for LBS Assessment service relate to the initial interview and assessment process. LBS service providers must:

- “determine an individual's primary service need and consider the most suitable referral if not appropriate for LBS service
- administer assessment to develop a learner plan, including assessment of learners’
 - strengths and gaps
 - learning style
 - milestone tasks
 - culminating task
 - learning activities
- use assessment tools that are appropriate, meaningful and understandable to the learner, and are suitable for informing the learning activities outlined in the learner plan”



We will cover the initial interview and assessment process in some detail in this chapter's *Intake and Initial Assessment* section.

Professional Development

To meet the fifth requirement, LBS programs need to:

- “ensure that LBS service provider staff carrying out assessments have the appropriate skills and training to select, administer, interpret and track assessment results”

While ensuring that staff is sufficiently trained might seem like something you would obviously do, it is not always such an easy task. As with many sectors, the literacy field is facing high staff turnover. The volunteer market is also tight, with many not-for-profits reporting severe challenges in recruiting and retaining volunteers. LBS programs will need to develop good succession practices, which include sufficient professional development options for assessors. What choices assessors have for professional development will vary over time; however, we offer some options below:

- CESBA's [LBS Practitioner Training Website](#) offers professional support for practitioners who work with adult learners in the Literacy and Basic Skills (LBS) Program of Ontario
- Common Assessor meetings among programs in a Literacy Service Providers (LSP) group or regional network

- Ontario College Courses in Teacher of Adults: Literacy Educator Certificate Program is offered at several colleges and online through www.OntarioLearn.com
- PTP's Communications and Math Employment Readiness Assessment (CAMERA) allows you to assess and develop a learner's abilities to manage workplace communications and numeracy tasks. CAMERA tests are standardized, which means they must be administered according to set procedures. When these procedures are followed, assessors can be confident that test results are a fair and accurate reflection of learners' skills. You must be a trained assessor to administer the tests. There are two options for training to administer CAMERA: E-training offers the opportunity to complete CAMERA Assessor training online, at your own pace during those 'in-between hours' or you can attend a two-day, in-person training course. For more information, view their brochure at <http://ptp.ca/wp-content/uploads/2019/05/CAMERA-Booklet.pdf>

OALCF Specific Assessment Tools

For more accountable and consistent assessment and reporting of learner improvement, the OALCF includes three measurement tools: milestones, culminating tasks and Learner Gains Scores. There are three specific requirements dealing with these tools:



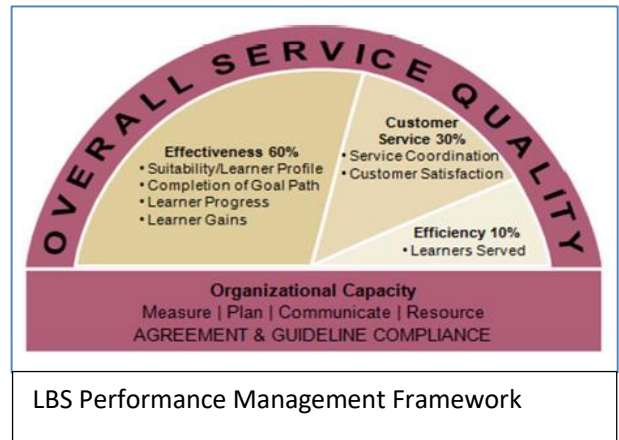
- “ensure that Milestone and Culminating Task assessment activities are kept secured and are used according to the administration instructions
- assess learners' achievements as they progress through and complete their training including Milestone tasks, the Culminating Task and the learning activities
- administer a MTCU approved learner gains test”

At the time of developing this guide, MTCU had not approved a learner gains test, so we will move on to the other two tools.

Milestones

Milestones are assessment activities that are aligned to the Curriculum Framework and linked to goal paths. Learners complete appropriate milestones to demonstrate the learners' abilities to carry out tasks related to their goals.

Milestones are an indicator for the effectiveness measure ‘Completion of Goal Path’ in the LBS Program Performance Management Framework (PMF) (see [LBS Service Provider Guidelines](#)). Recording Milestone results on the Employment Ontario Information System Case Management System (EOIS-CaMS), provides MTCU with information about learner progress. Therefore, for a good Service Quality rating, it is important that milestones are completed by learners and recorded in EOIS-CaMS.



One of the values of milestones is their consistency across the LBS field. To achieve this consistency, milestones include administration instructions and evaluation criteria. LBS program staff should administer and score milestones as instructed, so interpretation of results will be uniform.

Regarding the storage of milestones, the *Milestones User Guide* (Ontario Ministry of Training, Colleges and Universities, March 2014) is clear: “To ensure that the milestones retain their integrity as an assessment tool and remain secure and confidential, milestones documents should be stored securely.” **Note:** only authorized individuals may access the OALCF Milestone and Culminating Task Repository to download the User Guides, Indexes and the actual milestones and culminating tasks. If you do not have access yourself, please get a copy of the guides and indexes from your program’s authorized representative. For LBS practitioners to obtain secure access to the OALCF Milestone and Culminating Task portal site maintained by Contact North, LBS service providers will be required to submit [requests for changes](#) to user access to e-channel@contactnorth.ca through their EOIS CaMS Service Provider Registration Authority (SPRA).

Completed milestones documents should be kept in learner files in locked cabinets and should not be reviewed by learners. Staff will also need to consider where to store any blank or unused milestones documents so they are not accessible for any purposes (including initial assessment, instruction or learning activities) other than those for which they were developed.”

Culminating Tasks

As with milestones, culminating tasks are assessment activities that are aligned to the Curriculum Framework and linked to goal paths. When they are completed by learners and reported in EOIS-CaMS, they also count as indicators of the ‘Completion of Goal Path’ effectiveness measure. The same as with milestones, culminating tasks should be administered according to instructions and stored securely according to the *User Guide for Culminating Tasks* (Ontario Ministry of Training, Colleges and Universities, March 2013). Again, only authorized individuals may access the OALCF Milestone and Culminating Task Repository to download the User Guides, Indexes and the actual milestones and culminating tasks.

Learner Files

The ninth requirement of the MTCU Assessment service expects LBS providers to:

- “maintain up-to-date learner files that contain all required assessment information”

The [LBS Service Provider Guidelines](#) – 5.6.1. *Learner Files* provides more detail on what assessment information must be kept in files:

- Provide rationale for decisions made. This would include copies of initial assessment materials from which the assessor determined the learner’s eligibility to be registered in an LBS program (assessed at less than IALLS or OALCF Level 3). It would also involve initial and ongoing assessments of learning gaps and learning acquisition to develop learning plans and training options.
- A completed Participant Registration form is also required. The Participant Registration contains all the information you gather from the learner during the Initial Interview and Assessment, including the assessment results.
- Evidence of the learner’s progress must be included in learner files. Copies of materials/tools used for ongoing assessment, including milestones, should also be included in the learner files.”

All completed assessments should be dated and include some record of the outcome of the assessment, e.g., Competency/Task Group levels, successful completion achieved, next steps. It may also be helpful to include the name of the tool used for the assessment. A label, such as the one to the right, with the pertinent information and affixed to each assessment may be helpful.

Intake <input type="checkbox"/>	Ongoing <input type="checkbox"/>	Exit <input type="checkbox"/>
Tool: _____ Date: _____		
Results: _____		

Many programs use a learner file checklist to ensure that all the forms and information required by MTCU and their own agency are in the files. Examples of file checklists can be found in the Sample Forms section at the end of this chapter.

Common Understanding

The last but by no means least important point of the MTCU Assessment service requirements directs us to:

- “ensure that assessment results can be understood by other LBS service providers and by key referral agencies, as agreed to through the literacy services planning and coordination process.”

Why is a common understanding of our assessment results important? Many LBS learners have unpredictable lives and changing housing situations. Many learners need further community

supports to be successful in our programs and as they move along their goal path. Moreover, LBS training is just one step towards most learners' goals. We need to ensure that our programs can communicate with our partners (literacy, community, other education/training and employment) in a language the partners can understand, in order to provide a smooth transition for learners. We discuss how to coordinate our services further in the [Information and Referral](#) chapter.

OALCF Assessment Strategies

The OALCF uses two assessment strategies – 1) Learner Gains and 2) Goal Completion. These strategies determine:

- if learners are increasing their skills, knowledge and behaviours
- if learners are making progress and moving towards and/or achieving their goals
- if LBS programs help learners improve targeted skills

1) Learner Gains

At the time of writing this chapter, the first strategy – learner gains – and the tools to determine learner gains were not yet developed.

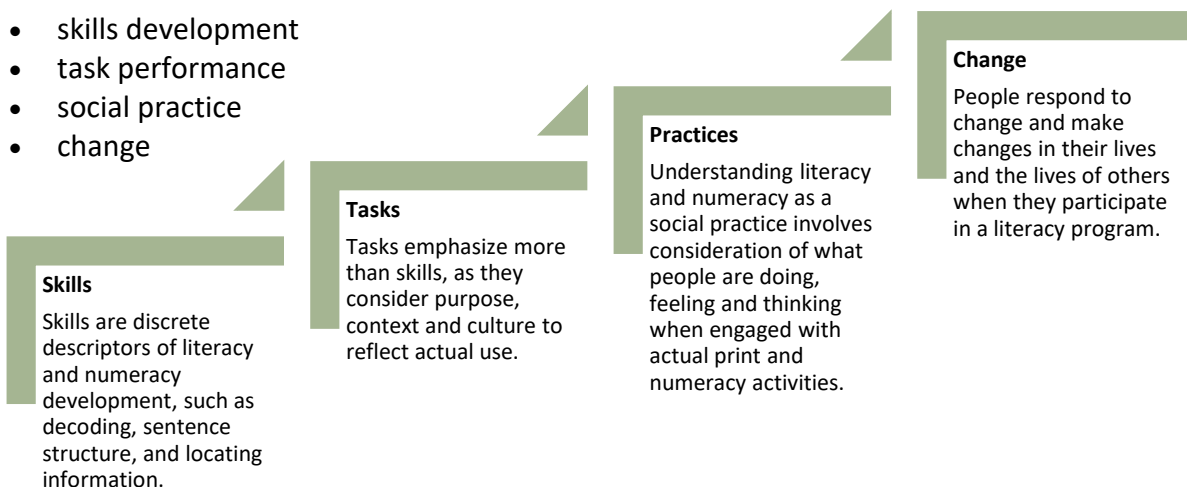
2) Learner Goal Completion

The second strategy – goal completion – measures the learners' success at achieving everything that was identified on their LBS learner plans.

Assessing Different Aspects of Literacy to Determine Goal Completion

To truly determine goal completion within the OALCF, assessment needs to look at more than just the skills attained by learners. Instead, OALCF assessment also explores how the acquired skills will be used to complete tasks at the learning centre, how the learner puts the skills into everyday practice and how the learning has changed lives. Therefore, we need to assess four aspects of literacy learning:

- skills development
- task performance
- social practice
- change



Text from [OALCF: Selected Assessment Tools](#)

Skills development

Skills development is fundamental to literacy learning. Therefore, assessment of skills and skills development is important before, during and at the end of LBS training. Examples of skills may range from basic skills (such as recognizing words) to skills learners use at the end of an OALCF Task Group Level. Some of these skills can be found in the OALCF Performance Descriptors. An example would be “Adds, subtracts, multiplies and divides whole numbers and decimals” in Task Group C1 Manage Money Level 1. However, significant research has shown that skills development out of context is rarely transferable to applications required for the learner’s goals and life. Assessing skill acquisition alone would not tell us if the learner could use the skills in other situations.

Task Performance

By assessing how learners use skills to complete tasks, we can consider how they would apply literacy learning for different purposes. The task puts the skills to work to complete an activity. Further to our C1.1 example for Skills Development, we might use “Calculate change from a purchase” as a task to be assessed.



Tasks used to assess performance should be relative to the individual learner’s life and goal path. This approach enables us to reflect how literacy learning will be useful and thereby have meaning to the learner. To assess task performance, LBS practitioners use task-based assessment tools and, where possible, authentic materials.

Social Practice

To look at literacy in social practice we assess how literacy and numeracy are used in the learners’ lives. What experiences have the learners had? How do learners use the skills they have acquired in their day-to-day activities? Is the literacy learning applicable to the learners’ lives and to society? Considering literacy practice involves implementing skills to complete integrated, multi-competency tasks. This type of assessment often includes learner reflection and may deal with how the learners’ feel about using or being able to use their literacy skills to complete tasks in their lives. It may involve how much they value their learning. To take our examples further, we might ask the learners if they were able to check their change when they are shopping. We might ask how it makes them feel, when they know that they are getting the right cash back.

Change

From assessing learning as a practice, we move to considering learning as an agent of change. Here we assess how the learners and the learners' lives have changed as a result of their learning. These changes can be individual, dealing with the learner's educational attainment, employment or independence. The changes can also affect families and even communities. Assessment of change is usually done through interviews or other evaluation processes.

"Change" assessment may start while learners are still enrolled in LBS programs, but more often will be experienced at exit or during follow-up evaluation. Our example might be that 6 months after leaving the LBS program, a learner reports getting a job which required counting out cash.

For more information on aspects of OALCF literacy learning see [OALCF: Foundations of Assessment](#) and [OALCF: Selected Assessment Tools](#).

Confidentiality and Personal/Private Information Policies

Maintaining careful controls over private information is an important part of your LBS contract with MTCU and privacy requirements are included in your LBS contract. The risk assessment done by the Ministry and the Monitoring Questionnaire that your agency must complete on EOIS-SP Connect both contain sections on privacy.

Privacy and keeping private information confidential is the law (Personal Information Protection and Electronic Documents Act – PIPEDA). As with most issues, it is important for your organization to have a policy in place.

Here are several examples of good practice that can help your agency maintain the confidentiality of learner information:

- Keep copies of learner plans and learner files in a locked filing cabinet. Put files away when not in use.
- Destroy rough copies or jotted down notes as soon as the information has been transferred to the learner's file. (Shredders are wonderful, inexpensive tools!)
- Ensure that all computer records are password-protected.
- Have a “need to know only” policy. Don't give information, access to files or passwords to people who don't really need them. Don't look at or keep information or files that you don't *need*.



To assist organizations in meeting their privacy obligations, MTCU has developed some tools, which can be found on the [Employment Ontario Partners' Gateway's Protecting Personal Privacy section](#). This page offers a Summary of Your Organization's Privacy Obligations; Questions and Answers (Asked by Clients); and Privacy Resources links. Also, under the link “Tips to Safeguard Clients' Personal Information” they offer these further privacy tips:

- Hard copy documents containing clients' personal information must be stored in locked filing cabinets.
- Follow a clean-desk policy.
- Lock your computer every time you leave your workstation. On a PC, you can lock your desktop by using Ctrl-Alt-Del and pressing Enter. For a Mac you can lock it by using Ctrl-Shift-Eject.
- Update clients' personal information through a face-to-face meeting or a signed mail-in request.
- Do not send or leave personal information in an email or voicemail.
- Do not store clients' personal information on portable memory sticks (USBs), laptops, your computer desktop or mobile devices.

- If you must take client paper files off-site (e.g., resumes for potential employers), be vigilant in protecting them.
- Be aware of your surroundings when discussing clients' personal information. Limit what you say (talk softly!).

This [Questions & Answers on Privacy and Access to Information](#) (April 2012) is based on actual questions submitted to the Ministry and has some practical information for protecting client data.

Intake and Initial Assessment

The intake process and initial assessment provide us with the information we need to make a number of decisions:

- Is your program the right one for the learner, given his or her current skills, stated goal and commitment to learning?
- Does the learner meet eligibility criteria set out by the Ministry of Training, Colleges and Universities (MTCU), your literacy services plan (LSP) or other stakeholder requirements?
- Do you have the information you need to begin to develop a learner plan?
- Can you meet this learner's needs based on your program's structure, capacity and mission and your community's literacy services plan?



Initial Interview and Assessment Tips

The initial interview and assessment are basically information gathering sessions. Some programs do the interview in a separate appointment, leaving the assessment for a later meeting. Some programs start with the first page of the LBS Participant Registration Form or other agency-developed intake interview forms. A sample of an agency-developed [pre-assessment form](#) (from North Bay Literacy Council) is available in the Sample Forms section at the end of this chapter. A copy of the LBS Participant Registration Form can be downloaded from [Service Ontario's Forms Home](#) by searching **for Form 3006E**. These forms can be helpful in gathering all the required information to set up a new learner profile and to help assess a client's ability to complete forms. **Note:** An assessment for LBS eligibility (assessed as being less than Level 3 of IALSS or OALCF) needs to be completed before registration, therefore the LBS Participant Registration form is not *required* and should not be signed until *after* the initial eligibility assessment is completed.

Here are some tips offered by LBS workers, to help you get the information you need during the initial interview and assessment, without causing your client (potential learner) too much stress:

- Work with the client in an area that is private, comfortable and away from interruptions.
- Don't jump right into the assessment. Taking the time to chat or offer refreshments will help the client relax.
- Clearly explain the process:
 - how long each step in the intake/assessment process will take
 - what you can or can't help with
 - what the learner needs to do on his/her own

- what other options are available (for example, you might identify at the outset of the telephone call or interview that the person is looking for a different type of program than you offer.)
- Start with a "fact-gathering" interview (name, address, eligibility criteria and so on) before moving into skills assessment.
- Choose the appropriate assessment material based on the information the learner provided in the interview.
- Explain the purpose of the assessment tasks you select. This can help reduce "test anxiety" and show the learner how the task relates to his or her goal.
- Be sure to provide opportunities for the client to ask questions.
- During the initial interview and assessment, help the learner answer, or at least start to think about, these questions:
 - What are my goals?
 - What is my goal path?
 - What skills, knowledge and abilities do I already have?
 - What do I need to learn and do to transition to the next step towards achieving my goals?

Initial Assessments

During a survey of a number of LBS programs in December 2018, CLO found that many different methods were used for the initial assessment. Generally, programs used the briefest method possible to determine that the potential learner was eligible for LBS services. That “being less than the end of level 3 of the International Adult Literacy and Skills Survey (IALLS) or the OALCF” ([LBS Service Provider Guidelines](#)), which is also the equivalent of Level 3 of the [Essential Skills](#).

Some examples of the initial tools used were:

- **Quick screen tools**
 - The Initial Skills Assessment found in [CESBA’s](#) (Ontario Association of Adult and Continuing Education School Board Administrators) [Embedded Skills, Knowledge and Attitudes Reference Guide for Ontario \(ESKARGO\)](#).
 - LLEO’s *Common Assessment of Basic Skills (CABS) quick screen* that we have included in the Sample Forms section at the end of this chapter.
 - [PTP’s CAMERA](#) Placement Tool for reading and math
 - Literacy Link Niagara developed a quick screen during their Project Ontario Works (2012) called the [POW Quick-Screen](#)

- **OALCF examples of tasks learners can do at the end of level** found in the [OALCF Curriculum Framework](#) can also be used for initial quick screening. Assessors simply ask the client if they are or are not able to complete the example tasks of each level of a task group that is appropriate to what the learner wishes to improve. This method is often used to determine Digital Technology (OALCF Competency D). The [OALCF Curriculum Framework](#) describes these example tasks as “Example tasks illustrate what learners can do at the end of a level. Each example task indicates the goal paths in which learners are likely to be expected to perform similar tasks once they have transitioned. They also clarify how the Framework applies to all learners, regardless of their goals.”
- Online tools
 - Ontario Skills Passport www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml Assess and Build Your Skills in the For Learners section. These self-assessments help to get information on the client’s Essential Skills and work habits and compare those results to occupation(s) of interest to the client. It looks at three areas: “Tasks I do in everyday life”, “Tasks I do or have done at work” and “Workplace tasks I think I can do”.
 - SkillPlan Measure-up (the URL, www.skillplan.ca/measure-up, must be pasted directly into your web browser) has sample task-based, real workplace Essential Skills level assessments that can be printed or completed online.
 - [Northstar Digital Literacy Assessment](#) is an online assessment of the basic skills needed to use a computer and the internet in daily life, employment, and higher education. Online, self-guided modules assess the ability of adults to perform these tasks. There are assessments for Essential Computer Skills (Basic Computers, Internet Basics a, Using Email, Windows 10 and Mac OS X), Essential Software Skills (MS Word, Excel and PowerPoint) and Using Technology in Basic Life (Social Media and Information Technology). After discussing the client’s perception of their skills, choosing an appropriate assessment from this site may provide documentation of their skills and gaps.
 - [Essential Skills Online Indicators](#) Although these are based on the Essential Skills, the levels equate to the OALCF. Each indicator has less than 10 questions and allows the learner to print out their score and correct answers and explanations to the problems. There are indicator tests for three levels each of Numeracy, Document Use and Reading.



Things to Keep in Mind When Choosing a Tool

As all assessments, initial assessments should be:

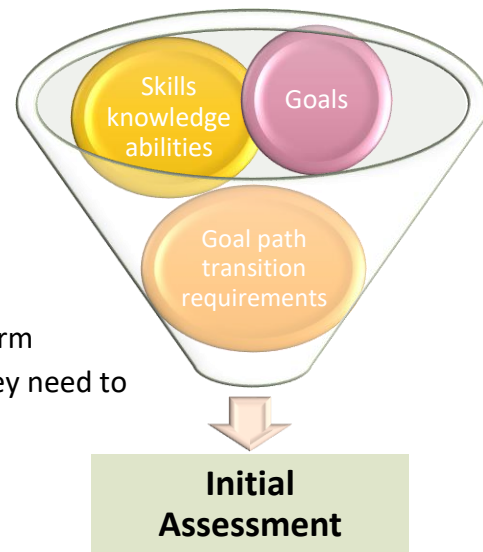
- **Contextual** – Let's say, for example, the learner's goal is independence. You might choose an assessment task that includes grocery shopping or reading a community event poster.
- **Level appropriate** – Assessment should determine what the learner can comfortably do, rather than focus solely on their shortfalls. It should be encouraging rather than overwhelming. During your initial interview, listen to what the client says and watch how they fill out any forms you provide. Allow learners to communicate what they already can do and what they know. Often you can get clues to the level of difficulty at which you should start assessing the learner through the interview.
- **Task-based** – Remember that, during the assessment, the client is also assessing your program. Assessment activities should not be skills assessments that are not connected to client needs. Instead, use tasks relevant to the client's stated interests and goal path.
- **Common Assessment** – When possible, use assessment tools that are understood by the Ontario LBS community and key referral partners. Using language and tools that are commonly understood helps build a coordinated support service for the learner and makes assessment results transferable. For examples of assessment tools commonly used in Ontario LBS programs and assessments that have been articulated to the OALCF and Essential Skills, see the [Resource List](#) at the end of this chapter.

Idea: When using initial interview/intake or Participant Registration forms, having the prospective learner complete some or all of the forms can provide you with a writing assessment! However, if the learner is having difficulty filling out the forms, be prepared to conduct an oral interview.

Assessing the Goal and Goal Path

During the initial assessment we, of course, assess the learner's skills, knowledge and abilities. As we have mentioned, the intake and initial assessment process also involves determining the learners' goals and their LBS Goal Path. Once these have been identified, practitioners need to look into the requirements of the goal path and goal. For example, we should find out:

- the type of tasks people with this goal need to perform
- which OALCF Competencies and Task Groups will they need to do to successfully complete these tasks and at what competency level
- what other prerequisites are necessary for this goal, such as further education or training
- are there other considerations or supports that might be needed to reach the goal, for instance, relocation, financial supports or accessibility supports



Once we know the goal/goal path requirements, we can compare these to the learners' skills and their ability to complete sample tasks. This enables us to assess if there are gaps between the learner's current situation and the tasks, etc. required to successfully meet the goal.

The following are some useful resources on goal path requirements:

- Links to the goal path description documents for each of the OALCF's five goal paths: [Apprenticeship](#), [Employment](#), [Postsecondary Education](#), [Secondary School Credit](#) and [Independence](#). Each of these documents provides good leads on where to find information about the goal path and its prerequisites.
- Literacy Link Eastern Ontario created OALCF Goal Path summaries for ease of use. The apprenticeship goal path has been split into two documents (Skills Training and Apprenticeship).
 - [Apprenticeship Goal Path Summary](#)
 - [Employment Goal Path Summary](#)
 - [Independence Goal Path Summary](#)
 - [Post-secondary Goal Path Summary](#)
 - [Secondary School Credit Goal Path Summary](#)
 - [Skills Training Goal Path Summary](#)
- You may also find the [Essential Skills for Ontario's Tradespeople website](#) useful for information and assessment for learners on the apprenticeship goal path.

- For the employment goal path, the following three sites are often used:
 - the [Essential Skills Profiles](#)
 - the [Ontario Skills Passport](#)
 - [Build Your Career with Essential Skills](#)

After the Assessment

The OALCF has a learner-centred approach. In order to respect learners and their goals, it is important that we encourage learners to participate in all phases of their LBS learning. Once prospective learners have completed the assessment activities, review the assessment results with them. Let the learners know what skills they have and include them in the exploration of their goals and goal path. Help them to realize what steps they will need to take to reach goals. Briefly discuss the OALCF competencies, task groups, task indicators, task and performance descriptors and levels in terms the learner can understand. Provide details and, to illustrate, use the example tasks provided in the [OALCF Curriculum Framework](#). Focus on the positive.

Clearly explain the next step(s), e.g., will learners be enrolled in a small group or a class? Will they have to wait to be matched with a tutor? When can they start?

Introduce the concept of a learner plan to prospective learners. Explain how you will work together to develop a plan that is individualized, designed especially for them and their personal goals and goal path. Learners who understand their learning plan and participate in its development have a greater ownership which leads to more enthusiastic learning.



Talk about expectations, the learner's and the agency's, with regard to time commitment, progress, etc. Some programs have a signed agreement with the learner. Take them on a tour, show them where the various facilities are and introduce them to other staff.

Not the Best Option, May We Suggest

Not everyone who walks in the front door of your literacy program will end up as a program participant. Based on your initial conversation, or further along in the initial assessment, you might determine that your agency or LBS service is not the best option for the person. You may also find that the person isn't eligible for the LBS program (see Eligibility in the [Ministry of Training, Colleges and Universities Requirements](#) section of this chapter). In these cases, you would refer him or her to a more appropriate Employment Ontario program or another service in your community. Take these steps:

- Explain why. It is important that you take the time to explain your rationale for recommending another option to the client.

- Be sure to provide a contact name and phone number for the other literacy program or community service.
- Have learners sign a release of information so that you can share the assessment results.
- Although it is not necessary to follow up to confirm if the client went to or registered at the other service, it is a good referral practice.

In order to be able to make appropriate referrals, you must be well-informed about what services and programs are available in your community. This is all part of the LBS Information and Referral service. For more on this service, go to the [Information and Referral](#) chapter.

Different Places, Different Processes

Literacy agencies across the province approach the initial assessment in different ways. In some areas, the Literacy Services Planning and Coordination (LSPC) committee has developed an assessment tool that is used by most or all of the literacy agencies in the community. An example of this is the *Assessment and Training Referral Guide for Northwestern Ontario Employment Ontario Service Delivery Partners* that can be downloaded from the [Learning Networks of Ontario website](#).



Elsewhere, each individual literacy agency conducts initial assessments using methods and tools that are most suitable for their clients and practitioners. In other areas, there is a common assessment centre where all initial assessments take place and learners are then referred to the most appropriate delivery agency.

LBS Participant Registration

Once you have completed the initial interview and assessment and determined that the client is eligible to be an LBS learner, you may complete the intake process.

So, just what information should you be gathering at intake? The [LBS Participant Registration](#) lays out the basic information that you will need to collect to get the learner registered on EOIS-CaMS and started in the LBS program. Review the form to see the specific information you will need. In general, the first sections of the form cover what some people refer to as the learner's tombstone information:

- personal information (sometimes referred to as 'tombstone data')
- contact information
- voluntary, self-identifying membership in a specific group such as minority, disability, newcomer to Canada, First Nations, Metis, etc.
- formal education and training history
- employment history

While it is not an MTCU requirement to complete all the information in the last three bullets, the information helps MTCU with statistical analysis. These details also help you and other Employment Ontario programs to serve the client better. For example, if you know a person has a back pain issue or is hard of hearing, you may be able to ensure accommodations are made for these self-identified disabilities. A person with First Nations or Metis background may get value from learning using Indigenous resources and may have special funding available for the next step towards their goal. Also, these factors may improve your suitability score.

Explain to learners how the information you are collecting will help you develop the learner plan, determine suitability, provide them with better supports, etc. You can also explain that gathering certain information is a ministry requirement for learners to enter the LBS Program.

The learner will easily be able to provide some of the information you need (e.g., personal information); other information will be determined as you proceed with the assessment (e.g., assessment information). You may or may not be able to gather all of the information you require at an initial interview. It could take two or more sessions to complete the list.

Learner Suitability

Some of the information you need to gather refers to learner suitability criteria. Learner Profile Suitability is one of the four measures of the Effectiveness dimension of your agency's Overall Service Quality. Service providers must serve learners who, on average, are experiencing at least 25% of identified suitability indicators. This is an average and does not mean that every single learner must have 25% of the identified indicators. The Indicators of Effectiveness are listed in the [LBS Service Provider Guidelines](#) (effective October 2016). At the time of this writing, the Indicators of Suitability were:

- education level attained (less than grade 12)
- source of income identified as one of the following:
 - Ontario Works
 - Ontario Disability Support Program
 - no source of income
 - crown ward
- time out of school, or training (6 years or more)
- age (older than 45 years of age and under 64)
- history of interrupted primary and secondary education
- person with disability (as defined by the Accessibility for Ontarians with Disabilities Act and Ontario Human Rights Code)
- Indigenous Person
- Deaf
- Deaf blind
- Francophone



Personal Information, Privacy and the Notice of Collection and Consent

A significant section of the LBS Participant Registration contains the Notice of Collection and Consent. This notice needs to be understood by the learner. Because this may be difficult for many learners to read and understand, you are required to explain or provide a simpler version to help them understand their rights. In order to be registered, the learner must not only sign the consent to collect, use and disclose the learner's personal information as covered in the notice, they must also sign that their service provider has explained its use and the disclosure of the information for its purpose. These are to be signed before you start a file or enter information onto the EOIS-CaMS online database. The date of the signatures on the consent and acknowledgement **must be prior** to the entry of any participant/learner into the EOIS-CaMS.

As the collectors of personal, private information, LBS Service Providers are also required to have their own privacy and personal information policies. These should be explained carefully to learners, as learners also need to sign an acknowledgement that their Service Provider has explained its use and disclosure of learners' personal information.

Other Assessment Information to Collect

Some information you might want to gather during the Intake and Initial Assessment is not included on the Participant Registration form. This information may be required on the Learner Plan, in the learner's file, or simply to better serve the learner. Below are some examples



- Learning styles and preferences – MTCU requires us to document the learner's preferred style of learning in the learner file. A good way to meet this requirement is to include the learning style in the Learner Plan. Some agencies will include learning styles screening in the initial assessment while others wait until the learner is enrolled.
- Vision or hearing problems
- Medical concerns that may impact learning (e.g., bad back so can't sit for extended periods of time or prescription medication that might have side effects)
- Means of transportation (Will you need to provide training supports for travel?)
- Other supports needed (Will you need to provide training supports for daycare, etc.)
- Learner's preferences as to scheduling, location, setting (depending on what your program can offer)
- Allergies, special needs
- Other interests

Gateway Centre for Learning uses an [Additional Intake Information Form](#) to collect the extra details they feel help them serve learners better. There is a copy of this in our Sample Forms section.

Ongoing Assessment

Ongoing assessment, as its name implies, takes place over the time the learner is in LBS training. According to the [OALCF Foundations of Assessment](#), ongoing assessments are used to:

- monitor learner progress
- identify ways to help learners develop the abilities to achieve their goals
- identify any barriers to achieving their goals

The assessment should be done with the learner, not to the learner, so it allows both the instructor and the learner to examine:

- progress within the literacy learning plan
- what changes need to be made
- how well the learner plan reflects the current situation

Ongoing assessment often involves both formal and informal tools. Informal assessment can include something as simple as asking, “How’s it going?” or an impromptu review of a learner’s work. Formal assessment includes tests and milestones.

Whatever tools you use, you will need a way to track and document learners’ progress. This can include checklists of mastered skills, anecdotal documentation of observed progress, and self-assessments completed by the learner. This approach will help you and the learners know they have made progress and have concrete evidence to prove it.

A number of programs have designed ways to track the learners’ progress. We have included one [example from ALSO](#) (Alternative Learning Styles and Outlooks) in the [Sample Forms](#) section of this chapter.

Milestones

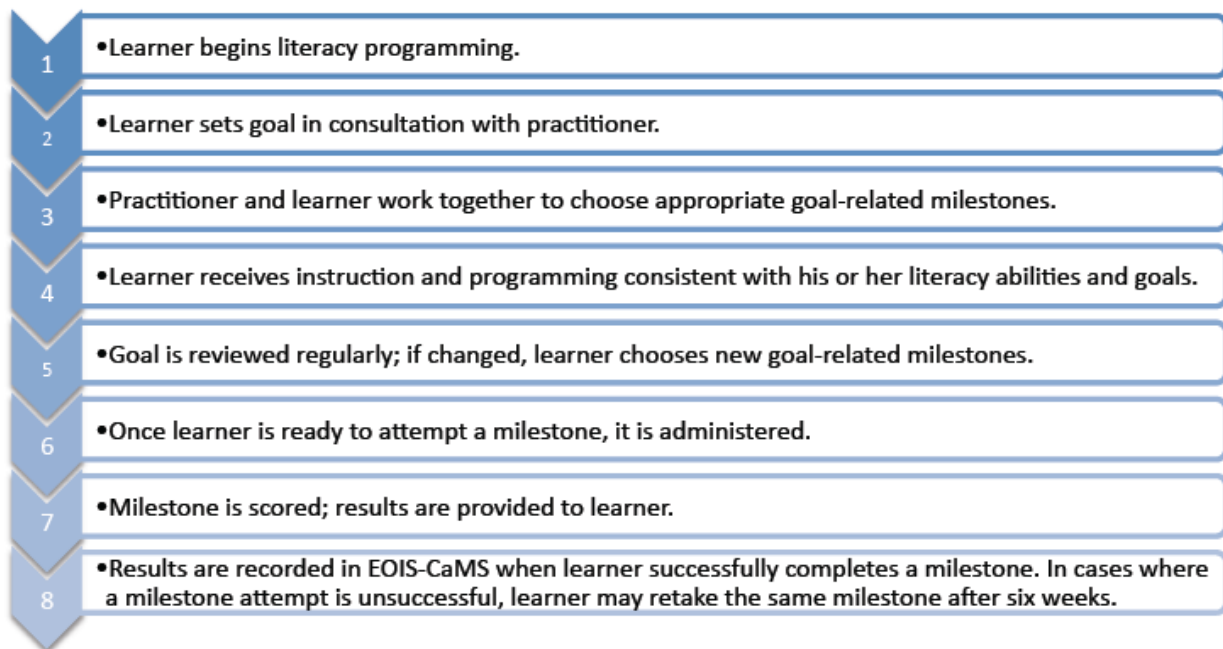
Milestones are goal-related assessment activities that are linked to the five goal paths by using tasks that utilize documents, texts, situations and interactions drawn from employment, further education, further training and everyday life. Each milestone is directly related to one competency, task group or level within the Curriculum Framework. Through successful

“Ongoing assessment has to do with [learning] activity that occurs continuously. [It] has less to do with written reports and far more to do with the interactive, dynamic roles of both teachers and learners. It has to do with responding to learners' questions every day and with actively noting the kinds of questions learners ask, the ways in which learners respond to print and oral communications, the kinds of mistakes they make, the ways in which they go about correcting their own mistakes, and the ways in which [others] might correct them. This kind of ongoing observation and assessment is inseparable from good teaching practice.” Janet Isserlis

“What you See: Ongoing Assessment in the ESL/Literacy Classroom”

completion of milestones, learners demonstrate their abilities to use their literacy skills to carry out goal-related tasks.

In the MTCU Requirements section of this chapter, we discussed the need to keep milestones secure to ensure their integrity and to use them as instructed for consistency across the LBS field. The diagram below, from the OALCF *Milestones User Guide* shows how milestones are used within OALCF programming. Note: only authorized individuals may access the OALCF Milestone and Culminating Task Repository to download the User Guides, Indexes and the actual milestones and culminating tasks. If you do not have access yourself, please get a copy of the guides and indexes from your program's authorized representative or have your EOIS CaMS Service Provider Registration Authority (SPRA) apply for your access through e-channel@contactnorth.ca.



Successfully completing a selected Milestone does not necessarily mean that learners can do other tasks at the same level of a task group or that they are ready for transition. Although Milestones are an indicator of learner progress, they are not intended to stand alone. They should complement other assessment methods used to monitor learner progress. Gathering information from a variety of assessment methods will develop a more accurate understanding of the learners' progress.

Demonstrating Learning Using Integrated Tasks

Integrated Tasks can be used to demonstrate a learner's ability to apply multiple skills to complete complex, authentic tasks. Integrated Tasks are multi-layered, linking a number of competencies, task groups and even different levels. These tasks should resemble, as closely as possible, a real-life application of skills as they relate to the learner's goals and goal path.

An integrated task is a complex task that incorporates two or more task groups, usually from different competencies. Integrated tasks allow learners to develop and apply their skills and knowledge across competencies in a way that reflects real-life situations (from *OALCF Integrated Tasks by Goal Path*)

Learning activities and Integrated Tasks share many of the same features. For example:

- instructions to learners
- questions to be answered
- tasks to be accomplished
- methods to determine attainment of skills

Learning activities may even use authentic text or integrate more than one skill as they prepare learners for increasingly complex tasks. However, where learning activities are used to develop and support learning, Integrated Tasks are used to assess learning and show that the learner can apply skills to a real-life situation.

For examples of Integrated Tasks for each of the goal paths and more information about Integrated Tasks, see MTCU's [Integrated Tasks by Goal Path](#) document. An excellent source of other sample tasks, many of which are integrated, is the QUILL Network's [Task-based Activities for LBS site](#).

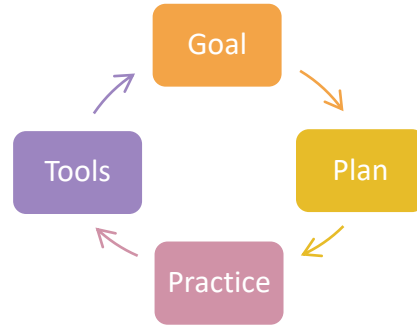
Portfolios

Portfolios provide a way of gathering and organizing examples of learners' work to show progress. They are not simply a binder or a box full of everything the learner has done. Rather, they are a carefully chosen selection of examples of the skills the learner has mastered over time and the tasks that the learner has performed. This includes samples of actual work the learner has completed along with assessments and any other relevant material.

Usually the learner and the tutor or instructor work together to choose what will be included in the portfolio. Discussing and selecting work for the portfolios provides a way to involve learners in self-evaluation and reflection.

Self-Assessment

Students can become better learners and improve their skills when they deliberately reflect on what they are learning, how they are learning it and what else they need to learn. By regularly stepping back from learning activities to think about their learning strategies and progress, learners become more self-reliant and motivated. It is, therefore, worth encouraging active participation in the assessment process by allowing learners to identify and document their own progress, skills, task performance, practice and changes.

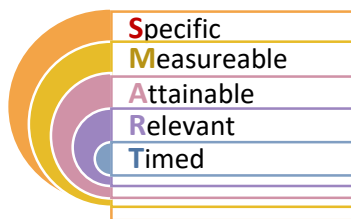
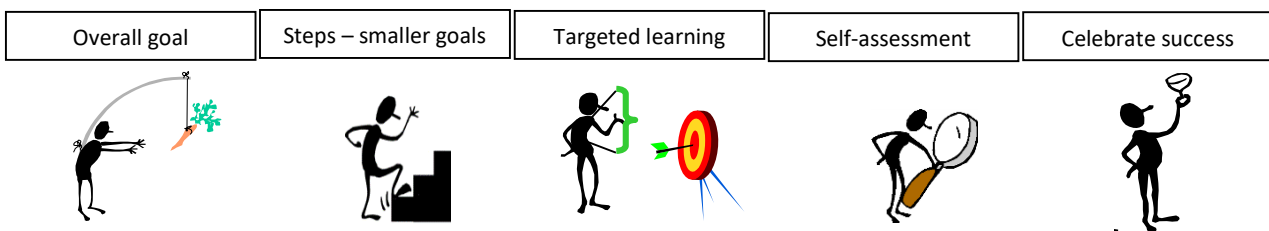


Learner self-assessment is built on four key elements:

- Goal setting
- Creating a plan
- Guided practice with self-assessment
- Assessment tools (journaling, KWL/KWHL, portfolios, mind mapping, etc.)

Self-Assessment Starts with Goal Setting

In order for learners to evaluate their progress, they need targets against which to measure their performance. When we are talking about setting goals for self-assessment purposes, we are not talking about all-encompassing, long-range goals (for example, to be a carpenter). Rather, we are talking about the goals within goals – the short steps to be taken along the way – such as *converting Imperial and Metric measurements*. Have learners set and work toward smaller goals within their ultimate goal.



Smaller “step” goals allow them to constantly have something they can work towards, self-assessing their progress and seeing regular successes. Self-defined, and therefore relevant, learning goals for each step along the way increase learners’ motivation. Using ‘SMART’ goal planning tools can help learners develop short-term, attainable realistic goals for each learning step.

Self-Assessment Needs a Plan

Once learners have set a goal for the next step in their learning, they need to plan for success. Planning to reach learning goals is discussed in the [Learner Plan Development chapter](#) of this guide.

Self-Assessment Tools

The tools learners use for self-assessment need not be fancy or unique. Many programs use rubrics, journaling, checklists, questioning, etc. Tools like the KWL and its modification KWHL, have been well used in all types of learning settings.

My Personal Learning Goals		Date:
K	W	L
What I <u>K</u> now	What I <u>W</u> ant to Know	What I <u>L</u> earned

KWHL Chart	
Use the chart below to organize your information.	
K What I KNOW	
W What I WANT to Learn	
H HOW I will Learn	
L What I LEARNED	

The Ontario Association of Adult and Continuing Education School Board Administrators' (CESBA) [ESKARGO and OALCF Implementation Strategy](#) – Resource 3 has six learner self-assessment packages, one for each goal path and another for all goal paths. These are especially useful as part of the initial assessment process.

Self-Assessment Learned through Guided Practice

Self-assessment may not come easily to learners. Self-assessment is a skill that is learned. Practice builds proficiency and self-confidence. Questions like “what made it easy or hard to learn today?” or “how have you used your new skills in the past week?” can help learners reflect on their progress and identify areas of difficulty and achievement.

“For formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.”
Inside the Black Box, Raising Standards Through Classroom Assessment, Black & Wiliam 2001,
<http://weaeducation.typepad.co.uk/files/blackbox-1.pdf>

One method to start learners on the self-assessment path is through instructor modelling:

- The instructor uses example pieces of work and an assessment tool, such as a checklist, a series of questions or a rubric.
- The instructor reviews and assesses some examples while the learner(s) observe.
- The instructor and learner discuss the assessment format and results.
- Then learner(s) can try the technique on other examples, discussing the results with their instructor and gradually requiring less feedback from the instructor.

Another method is having learners share their self-assessment results with peers or in a group.

In “*Way to Go*”, the Ontario Literacy Coalition (Essential Skills Ontario) provided some tips that can help learners self-assess.

- What is the purpose of this work? Does it need to be nearly perfect, or is it meant to be in draft form? Is it a formal document, such as an essay, or an informal document, such as a note to a friend?
- What skills are you learning? How are they used in this piece of work?
- What’s good about this work? Why is it good? (Be specific)
- What needs to be improved with this work? Why does it need to be improved (again, be specific)?
- Don’t just identify something as being “wrong” or bad”; think about how it could be improved.
- Keep an eye out for repeated mistakes (e.g., the same word repeatedly misspelled); this can help identify patterns and possibly indicate skills to focus on.
- Accept that it’s ok to make mistakes – that is how we learn!

With both these methods, a safe, non-judgemental environment that encourages the learners to be open and honest is important. Most people are their own harshest critics, so encourage learners to focus on the positive rather than the negative. Having the learners discuss how they felt about self-assessing, how various self-assessment tools worked for them and what they might use in the future to self-assess, is also valuable.

Exit Assessment

As its name implies, an exit assessment takes place at the end of the learners' LBS program. Exit assessments identify the skills, knowledge and behaviours that learners have gained as a result of their LBS learning.

Exit assessments are used to assess if:

- learners have met their LBS learning goal
- learners are ready to leave the program
- learners are ready for their 'next step'
- cumulative learner assessment results show that LBS programs are efficient and effective

All these exit assessment results matter to a number of stakeholders:

- the learners
- the service provider
- Literacy Services Planning and Coordination
- transitioning partners
- MTCU
- the general public



Conducting Exit Assessments

As the stakes matter to so many, exit assessments should not be ignored or forgotten. They need our attention and we need to consider ways to ensure exit assessment results are obtained. Below are some suggested ways to conduct exit assessments. These may be selected individually or used in combination(s) to provide even richer assessment results, which are of value to all stakeholders.

Integrated Tasks

We discussed Integrated Tasks earlier in the Ongoing Assessment section. Integrated Tasks, relevant to the learner's goal path, can also be a means of determining if the learner is able to complete tasks similar to those they will come across as they move to the next step of their goal. Integrated tasks are particularly valuable to learners as they can see all the parts of their learning put into practice in their life and at their goal. Using integrated tasks that use authentic documents, etc., moves the emphasis from how many skills learners acquired to how well they can use the skills to face real-world challenges.

Formal Assessment Tools

Because of the stakes, LBS programs often use more formal assessment tools such as tests and those offered as examples earlier in the chapter under Formal Assessment, instead of, or as well as, informal assessment tools. This is especially true when the results are required for a transition partner, such as a high school credit program, a college mature student assessment or an employer.

Debriefing

Try 'debriefing' learners with a discussion about their LBS learning. Debriefing is particularly valuable to the learners and to the LBS agency. However, this is not an evaluation of your program. It is a chance for the **learners to**:



- Reflect on each of the aspects of literacy learning:
 - their acquisition of **skills** and strategies
 - their ability to complete **tasks**
 - how they put learning into **practice**, using those tasks, now, in their everyday life
 - any **change** that their learning has brought about in the learners' lives or those around them
- Foresee how the skills and strategies may be transferable to other tasks and situations.
- Consider how they are at "Managing Learning" (OALCF Competency E) as this will also be needed in their future.
- Review the requirements of their goal path's next step and consider how their LBS learning relates to it.

When conducting the debriefing, ask questions that encourage the learners to express what they think and how they feel. Pay attention for possibilities to ask follow-up questions or to challenge them to broaden their thinking. Also, find opportunities to link their learning to other aspects of their life.

Debriefing is used by Connections Adult Learning at the end of their special interest computer workshops, such as, Facebook, Printable Gifts, Digital Scrapbooking, Android devices or iPad/iPhone. Although the learning took place on one platform or topic they discuss the actual skills that the learners acquired, for example, reading digital screens; understanding icons; key word searches and internet browsing; working with text, photos and graphics; sharing information digitally; following video and print tutorials; etc. They talk about how the skills and strategies can be transferred to learning other digital and non-digital tasks.

Culminating Tasks

Culminating tasks are one formalized element of the OALCF exit assessment strategy. There are at least three culminating tasks available for each of the goal paths.

Culminating tasks are similar to Integrated Tasks. They are complex, involving multiple competencies and task groups. By successfully completing the appropriate Culminating Task, learners demonstrate their ability to perform the types of tasks they will encounter once they transition beyond LBS.

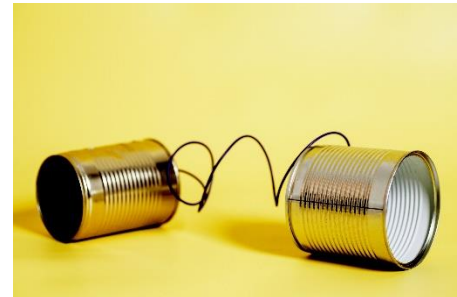
Culminating tasks are not stand alone assessments. Successful completion of culminating tasks does not ‘prove’ that learners have developed all the skills and/or knowledge necessary for their goal. Instead, the combination of successfully completing all learning activities, the appropriate selected milestones and a Culminating Task should provide the stakeholders (the learner, the practitioner and MTCU) with a reasonable assurance that the learner is ready to smoothly transition on to their goal.

Like the OALCF milestones, culminating tasks should be kept secure and confidential to maintain their integrity. See the earlier section on OALCF Specific Assessment Tools.

When Exit Assessment Is Difficult

Due to the many challenges in learners’ lives, a number of learners leave without prior notice before they have reached their goals. When this is the case, it may be impossible to complete an exit assessment that is valuable to all the stakeholders.

Unless you have no current contact information available, you may still get some exit assessment results. Through telephone debriefings, email questionnaires, etc., you will be able to provide some assessment results to some of the stakeholders. For more on following up with learners who leave the LBS program, see the [Exit and Follow-Up](#) chapter.



Assessment Champions’ Suggestions

In 2015, the Western Region MTCU office identified programs that they considered champions in Service Coordination and Suitability along with two areas of assessment: Completion of Goal Path and Learner Progress. The Western Region support organizations collaborated to interview these champions in a series of 4 interviews. Recordings, transcripts and tip sheets are available as [Western Region Best Practice Interviews with Programs](#) through the Learning Networks of Ontario website <https://learningnetworks.ca>. The tip sheets for both [Learner Progress](#) and [Completion of Goal Path](#) are chock full of useful ideas, suggestions for EOIS CaMS input and presentation methods for ongoing assessments, milestones, culminating tasks and exiting learners.

Methods of Assessing

Assessment is not an isolated event that takes place only at intake. From the time clients enter our doors, through their time spent as learners, until they exit and move on to the next stage of their goal path, we observe and assess their actions and reactions. We make decisions based on our assessment observations and we help the learners make decisions, too.

Informal Assessment

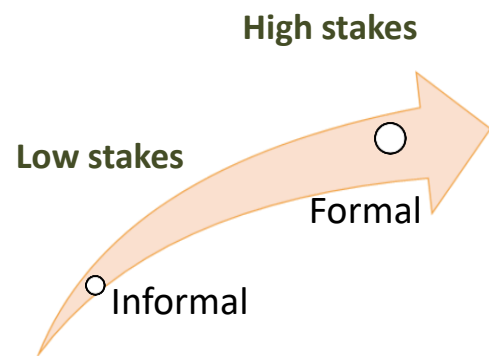
Much of our assessment happens at an everyday, casual level using tools that are often unique to the program and the learner. This can be referred to as "informal" assessment. Informal assessment is part of the ongoing relationship between literacy staff, volunteers and learners. It helps to indicate what the next steps are in the learning process. However, when seeking a common understanding of assessment results for all stakeholders, we need more formalized tools.

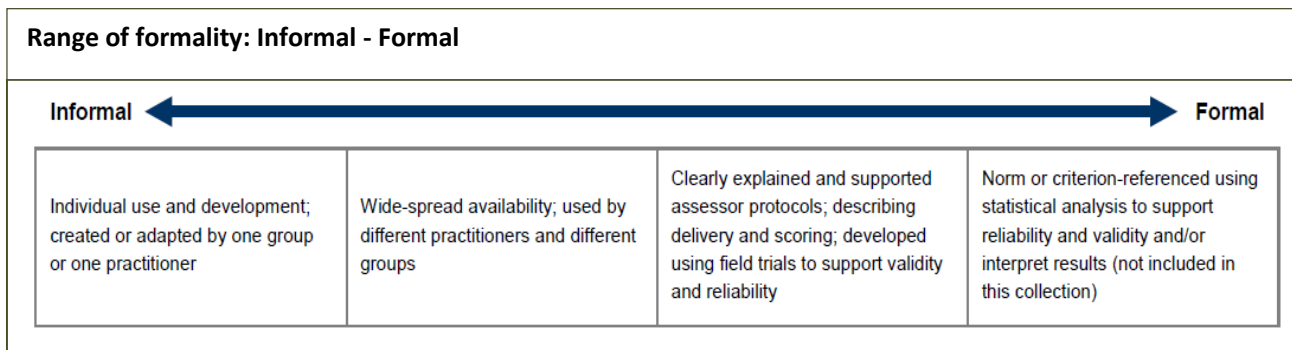
Formal Assessment

Formal tools are more widely recognized than those developed in your local literacy program. Formal tools have usually been developed by experts and have undergone careful validation processes to ensure that they are accurate and provide consistent results.

Using Formal vs. Informal Assessment

So, if the formality of assessment tools varies, how do we decide when to use a formal or informal type of tool? It comes down to the importance of the assessment or the consequences placed on the outcome. For low-stakes decisions (for example, if the purpose of the assessment was deciding what activities the learner should work on next or whether a learner is ready to move on to learning activities at a higher level in the program), then informal assessment tools are usually sufficient. In these cases, informal assessment is often less stressful for some learners. In situations where the assessment results may be significant to a stakeholder (for example, the learner's next step is secondary or postsecondary school or employment), a formal assessment would be preferable. In these cases, ensuring that learners are ready to move on to the next step is important for both the learners and the institution or employer.





From *OALCF Selected Assessment Tools*, MTCU 2011

Formal Assessment Tools

The OALCF does not endorse a single, specific method of assessing literacy learning. Instead, it encourages LBS agencies to use a variety of tools and methods appropriate to learners' interests, needs and goal paths. During the development of the OALCF, in February 2011, a sampling of 25 appropriate, formal assessment tools was provided in the MTCU publication [Ontario](#)

“No single method or tool can be relied upon to provide comprehensive information about learning,” (OALCF Selected Assessment Tools, March 2011,

[Adult Literacy Curriculum Framework Selected Assessment Tools](#). Each resource listing provides a description of the tool, how to use the tool, its range of formality and where to get it.

Standardized tests are always given and scored in the same way. Test results for each learner are compared to the performance of a group that has been declared the norm. Because of the stringency required in their development and administration in order to maintain consistent and valid results, standardized assessment tools are often expensive to purchase or use. They may require training and licensing or certification to administer. For these reasons, standardized tests were not included in the *OALCF Selected Assessment Tools* list. This does not mean that standardized tests are not to be used for LBS assessment. In fact, several are listed as possible assessment tools on the [LBS Participant Registration Form](#). Some examples of standardized tests commonly used in LBS programs are:

- CAAT (Canadian Adult Achievement Test)
- CAMERA (Communications and Math Employment Readiness Assessment)
- PDQ (Prose, Document, Quantitative)
- TOWES (Test of Workplace Essential Skills)

Through professional development and your local Literacy Services Planning and Coordination (LSPC) committee, you may find other formal assessment tools that are suitable for OALCF assessment for your community, your program, and, of course, learners.

Authentic Assessment

Authentic assessment uses real-world or authentic documents and tasks for assessment. The learners' abilities are demonstrated using actual work, training or life-related tasks simulating how a person would use the documents or complete a job task. This type of assessment can be particularly useful for ongoing assessment. Authentic assessment is often incorporated into integrated tasks.

Authentic assessment resources should be relevant to the learner's goal. See the chart below for examples.

Goal	Goal Path	Example Assessment Activities
Enter the workforce or re-enter the workforce in a different job	Employment	<ul style="list-style-type: none">• Completing a variety of job application forms• Doing occupation-based tasks that require math, finding information and communicating
Do my own banking	Independence	<ul style="list-style-type: none">• Filling out cheques or deposit slips• Completing forms to apply for an account or debit card• Reporting a lost debit card by phone or in person
Improve reading and filling in documents at work	Employment	<ul style="list-style-type: none">• Using manuals, charts or diagrams to locate information (including on computers or other screens)• Completing report sheets or payroll stubs
Prepare for further schooling	Credit or Postsecondary	<ul style="list-style-type: none">• Completing example tests• Reading sample text books to find information and answer questions

You can find authentic documents to use for assessment purposes by visiting employers, by clipping articles from newspapers or magazines, or by picking up forms and pamphlets from doctors' and lawyers' offices. Gathering authentic materials for a variety of learners can be very time-consuming for individual practitioners. So, you might use those already developed by other practitioners at

- [Task-Based Activities for LBS](#) is a database of hundreds of activities aligned to the Ontario Adult Literacy Curriculum Framework (OALCF) by LBS practitioners. These activities can be used to assess learners' skills or to practise skills they are learning.

- The [Common Assessment for the Ontario Adult Literacy Curriculum Framework Paths \(CA-OALCF\) Resource Package](#) provides LBS service providers with tools and information for assessment activities for all 5 Goal Paths, 6 Competencies and 3 Levels. There are task-based sample activities that can be used for various assessments (initial, ongoing, exit)

Learning Styles and Working with Special Learning Difficulties

Learning Styles

A Learning Style is a person's characteristic or preferred method of understanding, acquiring, processing, storing and recalling information in learning situations. While most of us can learn by any of these methods, many believe that we usually have a preferred way to learn. There is controversy over the validity of this theory and many different learning style models have been developed. One of the most common and widely-used models, the VAK Learning Styles, categorizes three types of learners:



- **Visual** – Visual learners think in pictures and prefer to learn through what they see (visual aids such as overhead slides, diagrams, handouts, etc.).
- **Auditory** – Auditory learners learn best through what they hear (listening to lectures, discussions, tapes, etc.).
- **Kinesthetic or Tactile** – Tactile/kinesthetic learners prefer to learn through moving, touching, and doing (active exploration of the world; science projects; experiments, etc.).

One popular VAK test is the Barsch Learning Style Inventory. It can be downloaded or answered online through many educational facilities. Do a web search to bring up both online and print-based versions.

Here are a couple of other learning style websites to get you started.

- [LD Pride](#) has information about learning styles and Multiple Intelligences (MI)
- North Carolina State University has an Index of [Learning Styles Questionnaire](#).
- [EducationPlanner.org](#) has an online learning styles self-assessment with a print-out available

By assessing the learning styles of students, we can adapt instruction methods to best fit each learner's learning style and choose appropriate learning activities. Identifying their learning style can help learners focus on what works best for them.

Note: MTCU requires us to document the learner's preferred style of learning in the learner file.

Learning Disabilities

Research tells us that 30 to 60% of adult literacy learners have some kind of learning disability (LD). LDs can influence a learner's listening, speaking, reading, writing, reasoning, math, and/or social skills. There are many different kinds of LDs and they affect each person

differently. LDs are not an illness, nor can they be cured. However, people can cope with LDs by using their areas of strength to compensate and by using assistive devices such as technology.

LDs – which is short for learning disabilities – affect one or more of the ways that a person takes in, stores, or uses information. LDs come in many forms and affect people with varying levels of severity. Between 5 and 10 percent of Canadians have LDs. (Learning Disabilities Association of Ontario www.ldao.ca)

As literacy practitioners, we cannot diagnose learning disabilities – that is the role of a psychiatrist, certified psychologist or other licensed specialist. However, given that about half of LBS learners may have learning disabilities, we should be looking for and addressing LDs in our intake and assessment process. One way to do this is to ask if the learner was ever 'identified' with an LD while in school. If this was the case, a copy of the learner's IEP (Individual Education Plan) would be very beneficial in setting up the learner's literacy plan. For more on IEP's, go to the IEP 101 Online Workshop for Parents and Students in the Resources – Online Courses section of the [Learning Disabilities Association of Ontario \(LDAO\) website](http://www.ldao.ca).

Discussing learning disabilities in more detail is beyond the scope of this guide. For more information about learning disabilities, we again recommend [LDAO's site](http://www.ldao.ca) or those of the associations for other provinces. These organizations have a wealth of resources and provide many links to valuable tools and information.

If an LD has previously been diagnosed, or if you suspect one, you can work with the learner to incorporate strategies that may lead to greater success. You can learn about strategies and about screening for learning disabilities, thanks to two resources produced by Literacy Link South Central. The first one is *Learning Disabilities Training: A New Approach* and the second is *Learning Disabilities Training: Phase II*. Both resources are available for download in their entirety in PDF format at www.llsc.on.ca/resources1.

Another comprehensive resource is the CanLearn Practitioners Toolkit for working with adults with ADHD, Learning Disabilities and literacy (reading) challenges. This web-based resource has videos and online practitioner learning modules, as well as two pdf resources:

- [Rising to the Reading Challenges of Adult Learners: Practitioner's Toolkit](#)
- [Reading Connections: Identifying Causes](#)

Mental Health

There are many studies that show a link between difficulties learning and mental health. A number of the clients and learners that you will work with will have some type of mental health condition or disorder, whether diagnosed or not. Some of these may be either caused by a lack of literacy skills, leading to poor self-esteem and depression, etc. or the cause of their low literacy skills.

[Yes I Can – A Mental Health Guide for Adult Literacy Facilitators](#) (2017) is a resource developed by Project READ Literacy Network Waterloo-Wellington. This guide provides information and strategies for supporting adult learners living with mental health conditions or disorders. It can be downloaded from the [Learning Networks of Ontario](#) site. Also available:

- [Webinar Recording](#) for “Yes I Can – A Mental Health Guide for Adult Literacy Facilitators” – this webinar recording offers more information about the Mental Health Guide resource and how to use it in the learning environment.
- [Q & A Chat Summary](#) from Mental Health Guide webinars – This Q&A – Chat Summary provides a summary of the questions and answers that were discussed during the Mental Health Guide webinars.

Additional Resources

This is not intended as an exhaustive list and we encourage you to explore the resources available on the Internet or through:

- [Literacy Resources and Discussion Forum](#) This site from Community Literacy of Ontario and Laubach Literacy Ontario has resources divided into the 5 OALCF goal paths.
- [The Learning Networks of Ontario site](#) has a repository of resources and publications created by the 16 regional Literacy and Basic Skills networks located throughout Ontario. A number of the resources under Instructional Resources have assessment information or tools included.



The following are some examples of assessment tools and resources that were of interest to LBS practitioners interviewed during the development and update of this chapter.

- [ESKARGO Initial Skills Assessment with answer key](#) The Embedded Skills, Knowledge and Attitudes Reference Guide for Ontario or more commonly known ESKARGO was developed by the CESBA (The Ontario Association of Adult and Continuing Education School Board Administrators) to help LBS practitioners in using the OALCF. There are a number of tools and forms associated with ESKARGO. One of the most popular is the Initial Skills Assessment. The Reference Guide, assessment and other tips and forms are available for free download from [CESBA's Literacy and Basic Skills](#) section.
- [Common Assessment for the OALCF Goal Paths Resource Package](#) This resource, developed by Literacy Northwest in 2014, provides Literacy and Basic Skills (LBS) service providers with tools and information needed to
 - adapt/develop an assessment strategy that describes what tools are used for the purpose (initial, ongoing, exit), goal path and when an assessment is done
 - adapt/develop a process for assessment results to inform overall agency targets
 - support agency efforts to fully implement the OALCF
 - help ensure integrity and accurate assessment results that support appropriate learner referrals
 - support efficient and effective program planning and delivery
 - help the smooth transition of learners' goal completions

The package includes a package of assessment forms, templates, activities and answer sheets. There are sections for each of the five goal paths, plus goal path specific bulletins for learners. For practitioner training there are webinars for each goal path and a information bulletin.

- [Diagnostic Adult Literacy Assessment for Beginning Readers \(DALA\)](#) DALA is often used by LBS assessors as an initial assessment tool for reading. It is a user-friendly assessment, specifically designed to assess the literacy skills of very beginning readers. The primary purposes of DALA are to inform instruction and measure progress. The ten subtests provide diagnostic information that allows you to identify areas of strength and weakness. It is available from Grass Roots Press <https://www.grassrootsbooks.net/ca/>.
- [Canadian Adult Reading Assessment \(CARA\)](#) CARA provides placement and diagnostic information and identifies reading patterns, enabling you to choose effective teaching strategies. Available from Grass Roots Press <https://www.grassrootsbooks.net/ca/>.
- [Western Region Best Practice Interviews with Programs](#) In 2015, Western Region MTCU office identified programs that they considered champions in Service Coordination and Suitability along with two areas of assessment: Completion of Goal Path and Learner Progress. The Western Region support organizations collaborated to interview these champions in a series of 4 interviews. Recordings, transcripts and tip sheets are available through the Learning Networks of Ontario website <https://learningnetworks.ca> in the Resources and Publications Administration Tools section. The programs were able to provide numerous useful ideas, suggestions for EOIS CaMS input and presentation methods for ongoing assessments, milestones, culminating tasks and exiting learners.
- *Breakthrough to Math* is a four-level program designed specifically to help students overcome learning obstacles and develop math confidence. In this series, concepts are broken down into very basic steps by focusing on one skill at a time to make math easier to understand. The series is available from Laubach Literacy Ontario Bookstore. The [BTM Placement Inventory is downloadable free](#) from New Readers Press.
- [Read Forward](#) is a low-stakes assessment of reading skills for adults, helpful in identifying both the reading skills adult learners have gained and the skills they can build. It is made up of 30 reading tests: there are 6 different levels of reading skills and each level has 5 tests. These paper-and-pencil tests each take one hour or less to write. The reading skills levels are the same levels developed for the Alberta Reading Benchmarks which in turn are loosely referenced to the first three levels of IALS and informed by the IALS theoretical framework. Tests, including a locator test, are downloadable from www.readforward.ca.
- *Laubach Way to Reading Placement Tool* The *Laubach Way to Reading* series is a four-level method to teach adults to read. It is ideal for adult learners who have little or no reading skills and require a uniform, step-by-step approach to reading. The series is available from Laubach Literacy Ontario Bookstore and the [placement tool](#) is downloadable for free from New Readers Press.

- *Math Sense* is a series that provides instruction and practice for the range of math skills that adults need to succeed in life, at work, and on high school equivalency tests. Each of the books in the *Math Sense* series has a Skill Preview after its Introduction to initially assess the skills the student needs to study. Problem Solver Pages present strategies that will help find the best way to approach different types of problems. A half-length GED simulated test can be found at the end of each book. Simulated [HiSET and TASC practice tests](#) are available for FREE download from New Readers Press. Math Sense is available at [Laubach Literacy Bookstore](#).
- *GED* For learners who are considering taking the GED exam, assessors often use pre-GED or sample GED tests. There are a number of these available through online sites (search GED Canada) or as part of books that may be purchased from [Laubach Literacy Ontario Bookstore](#) (search GED).
- [Workwise: Reading at Work](#) is part of a six-book series to help adult students succeed before, during, and after the job search. It covers reading for a purpose, reading techniques, vocabulary building, and pre-employment assessment. Learners will practice reading emails, memos, charts, labels, instructions, diagrams, and more. They will take a pre-employment assessment. Students can use the provided Reading Skills Rating Chart to track their progress and improvement after each lesson. Available from Grass Roots Press www.laubach-on.ca/bookstore.
- [CABS: Common Assessment of Basic Skills: Initial Assessment in 5 Levels \(3rd edition\)](#) by Judith Fox Lee and Rose Strohmaier. Literacy Link Eastern Ontario, 2000. This resource is articulated to the Essential Skills.
- *Teacher of Adults: Literacy Educator Certificate Program* (found under program search on Ontariolearn.com), explores: the importance of placing assessment and evaluation into a learner-centred, goal-directed, authentic context; the role of assessment from Intake to Exit; and a variety of assessment tools and methods.
- QUILL Learning Network's [Task-Based Activities for LBS portal](#) contains a large collection of activities aligned to the OALCF and organized by stream, goal path and level. This fully searchable database, available in English and French and designed for the Anglophone, Deaf, Native and Francophone streams, provides task-based activities to help practitioners support students in achieving their goals. The tasks have been submitted by the literacy field and they are available in both Microsoft Word and PDF formats.
- *Learning with Swagger Assessment Tool* measures the learners' soft skills relative to the OALCF competencies of Manage Learning and Engage with Others. The downloadable file contains an **Assessment Tool** to score participant results and identify soft skills areas that need strengthening; a **Strategy Guide** providing approaches to enhance learner soft skills and link to the OALCF; and a **Strategies Score Sheet** with activities that can be used with adults to strengthen their soft skills. Download the Assessment Tool, Guide and Score Sheet from Project Read www.projectread.ca/resources/publications.

- Community Literacy of Ontario was pleased to host and record a two-part webinar series in March 2012 which can be found at <http://vimeo.com/39025327>. The webinar looks at the Ontario Adult Literacy Curriculum Framework (OALCF) and Assessment and explores:
 - What is assessment?
 - What are the effectiveness measures under the LBS Performance Management System?
 - Defining the categories of assessment under OALCF
 - Overview of OALCF milestones
 - Overview of culminating tasks
- *Community Literacy of Ontario's* [OALCF Resource List](#) grew out of an online resource fair hosted by Community Literacy of Ontario (CLO) in February 2012. The resources suggested by participants have been divided into three categories: assessment tools, learner plans and instructional resources.
- The *Student Self-Assessment Capacity Building Series* produced by The Literacy and Numeracy Secretariat to support leadership and instructional effectiveness in Ontario schools. Although this 8-page pamphlet is directed at schools and children, the value of student self-assessment is even greater for adults, as it is only their belief in the value of their LBS training that keeps them involved.
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/StudentSelfAssessment.pdf
- The document, [Assessment for Learning – Self Assessment – Teacher Notes](#), by The Association of Achievement and Improvement through Assessment, explores and provides tools to “Assess FOR Learning.” It discusses a way of informing and involving the learners in assessing for increased learning. Published on Scribd by Alan Forster. Free download or read online.
- The *Essential Skills Group* has developed three Ontario-specific projects (www.essentialskillsgroup.com/projects) that provide information on careers and training along with online Essential Skills assessments with printable results. These make great goal path related assessments.
- [Essential Skills for Ontario's Tradespeople](#)
 - The College Sector Committee for Adult Upgrading funded the [Essential Skills for Ontario Tradespeople \(ESOT\)](#) web application to help Ontarians develop the Essential Skills they need to succeed in the trades. The tool features assessments that compare the reading, document use and numeracy skills of test takers to the requirements of 53 Red Seal trades. Each trade has its own suite of assessments and learning plans that provide over 400 English and French learning activities.
- [Build Your Career with Essential Skills](#) assessment for employment has Essential Skills profiles for 50 high demand occupations with assessments specific to each occupation.

The assessments allow test takers to self-select the skills they wish to assess and provide test result reports that highlight skills and abilities.

- [The Connector](#) is an online tool for employers, learning providers, sector associations and individuals. *Clients with a job-related goal* can use the website to explore careers, assess their strengths and weaknesses, and determine where to go to upgrade their skills.
- [Ontario Skills Passport](#) (OSP) has a wealth of material about Essential Skills, work habits and careers. OSP has tools and resources to assess, build, document and track learners' Essential Skills and learn how to transfer them to further education, training, the workplace and everyday life. The [OSP Skills Zone](#) has games, interactive resources, training modules, etc. where you and learners can have some fun and learn more about the [Ontario Skills Passport](#) (OSP) and Essential Skills.
- Northern Networks Assessment MP4 Webinar Series (2017-2019)
 - [Understanding the Difference Between Task-Based and Skills-Based Assessment](#)
 - [The Right Choice: Choosing Assessment Tools and Methods](#)
 - [Measuring Progress: Choosing Assessment Tools to Measure](#)
 - [Tracking Learner Achievement in Relation to Learner Goals – Goal Completion](#)
 - [Developing an Assessment Strategy & Using Assessment Results to Inform Agency Targets](#)
 - [Task-Based Assessment: A Case Study From Entry to Exit](#)

Note: For MTCU, Employment Ontario and OALCF documents, go to www.EOPG.ca

Sample Forms

Sample 1: Learner Checklist

Source: John Howard Society of Kawartha Lakes and Haliburton

Name:

Phone:

Email:

Initial Meeting

- ☐ Initial Learner assessment
- ☐ Release of Information
- ☐ Literacy Report (Summary)
- ☐ Eligible for LBS: Yes_____ No _____
- ☐ Referral to another LBS or community agency: _____
- ☐ Referral from another LBS or community agency: _____

Intake

- ☐ Participant Registration Form
- ☐ Learner confidentiality Agreement
- ☐ Learning Agreement
- ☐ Learner Supports Form
- ☐ Learning Styles Quiz
- ☐ Learner Plan

Ongoing Progress

- ☐ OALCF Tracking Sheet(s) (every 6 - 12 weeks)
- ☐ Progress Activities or OALCF Demonstration Tasks
- ☐ Milestone Activities (max. every 90 days)

Exit

- ☐ Culminating Tasks
- ☐ Exit Checklists (ESKARGO)
- ☐ Exit Checklists (goal specific)
- ☐ Exit/Follow-Up Form
- ☐ Referral to: _____

Sample 2: Learner File Checklist

Source: Connections Adult Learning

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Learner: _____

Intake & Initial Assessment

Short-term Personal Goal(s) (What the learner will be able to do at the end of the learning plan)

Goal Path: ☐ Apprenticeship ☐ Employment ☐ Independence
 ☐ Postsecondary ☐ Secondary

☐ Participant Registration completed and signed

☐ Personal Information and Confidentiality* signed

☐ Confirmation of Authorization to Release of Information* signed ☐ N/A

☐ Initial Assessment completed and placed in file – tool used _____

☐ Preferred learning style _____

☐ Client Summary Information from Participant Registration entered into EOIS-CaMS

☐ Record client name and case # on file folder

☐ Training Agreement* signed

☐ Training Supports Agreement* completed and signed ☐ N/A

☐ Ontario Works Plan Summary* signed and faxed ☐ N/A

☐ Plan Start date: _____

☐ Scheduled days and times: _____

☐ Learner Plan Template completed and signed

☐ Learner Plan Template data entered into EOIS CaMS, including milestones, culminating task (if applicable), timelines, etc.

☐ Plan issued to learner for acceptance and signature. (Enter learner response on EOIS-CaMS)

☐ Orientation Tour ⇒ ☐ Staff Introductions
 ☐ Description of other programs
 ☐ Building Tour/ Health & Safety

Ongoing

- ☐ Assessments (OALCF Competency Checklists* and assessment material)
- ☐ Ongoing Client Questionnaire

Exit

- ☐ Assessments ☐ Learning Activities ☐ Milestones ☐ Culminating Task
- ☐ Exit Satisfaction Survey* ☐ in-person ☐ by telephone ☐ by email ☐ by Survey Monkey
- ☐ Literacy and Basic Skills Exit and Follow-Up
- ☐ Closure date, reason for exit and exit status noted in file
- ☐ Case closed in EOIS-CaMS

Follow-up

3 month

- ☐ Follow Up Survey* ☐ in-person ☐ by telephone ☐ by email ☐ by Survey Monkey
- ☐ Literacy and Basic Skills Exit and Follow-Up Date _____
- ☐ Follow-up date and status entered in EOIS-CaMS

6 month

- ☐ Follow Up Survey* ☐ in-person ☐ by telephone ☐ by email ☐ by Survey Monkey
- ☐ Literacy and Basic Skills Exit and Follow-Up Date _____
- ☐ Follow-up date and status entered in EOIS-CaMS

12 month

- ☐ Follow Up Survey* ☐ in-person ☐ by telephone ☐ by email ☐ by Survey Monkey
- ☐ Literacy and Basic Skills Exit and Follow-Up Date _____
- ☐ Follow-up date and status entered in EOIS-CaMS

Sample 3: Pre-assessment Information Gathering Form

Source: North Bay Literacy Council

Name:		Client Number:	
Address		Source of Income (x):	
		Ontario Works	
		Employment Insurance	
Phone:	Messages:	Employed	
Email:	DOB:	Ontario Disabilities Support Program	
Gender:	Referral Date:	Other:	
Preferred language for literacy services: <input type="checkbox"/> English <input type="checkbox"/> French			
Case Manager:			

Goals

Long-term Goals: <i>(employment, education, personal)</i>	Short-term Upgrading Goals:
--	-----------------------------

Education

Last Grade Completed:	Year:	Location:	Basic		General		Advanced	
			Workplace		Applied		Academic	
Other languages spoken:								

Employment

Jobs or Fields of Work (most recent)	Time Frames	Duties (skills, tools, knowledge used)

Sample 4: CABS Literacy Quick Screen

Source: Common Assessment of Basic Skills by Judith Fox Lee & Rose Strohmaier (Third Edition); Literacy Link Eastern Ontario. Used with permission.

Speaking and Listening

Do you?

- ☐ Talk to teachers, doctors and people in offices
- ☐ Make calls for information
- ☐ Speak out at meetings
- ☐ Use answering machines

What speaking and listening skills would you like to improve?

Reading

What do you read in your daily life?

- ☐ Food labels
- ☐ Newspapers
- ☐ Mail
- ☐ Books
- ☐ Bills

What would you like to be able to read better?

What do you think you need to learn to become a better reader?

Writing

What do you have to write in your daily life?

- ☐ Forms
- ☐ Letters
- ☐ Cheques
- ☐ Reports
- ☐ Messages
- ☐ Journals
- ☐ Other

What would you like to be able to write better?

What do you think you need to learn to become a better writer?

Math

What daily activities do you use math for?

- ☐ Banking
- ☐ Tipping
- ☐ Shopping
- ☐ Hobbies
- ☐ Estimating
- ☐ Recipes
- ☐ Work
- ☐ Measuring

Which math skills would you like to improve?

Computers

What experience do you have with computers?

What computer skills would you like to learn?

Sample 5: Additional Intake Information Form



Adult LBS Program – Additional Intake Information

Name _____ Date _____

How did you find out about us? _____

Why have you come to Gateway? _____

What help are you looking for? _____

What do you want to do after you leave here? _____

Contact Information

May we leave a message on your answering service? Y / N

May we leave a message with someone who answers the phone? Y / N

Do you have access to a computer? Y / N

Do you use Social Networking? Y / N **Check any that apply**

☐ Facebook ☐ Twitter ☐ LinkedIn ☐ Other _____

I would prefer to communicate through:

☐ Phone ☐ Text Messaging ☐ Email ☐ Social Media

Emergency Contact: _____

Relationship: _____ Phone: _____

Education and Employment Background

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Did you enjoy school? _____

What subjects did you enjoy? _____

What difficulties did you have? _____

Did you repeat any grades? If so, which one(s)? _____

If you left school before completion, what made you decide to leave? _____

Did you receive any special help or testing? _____

Were you ever tested (in school or elsewhere) for a learning disability? _____

What did they say? Did you receive the results? Has this information helped you?

What type of work do you think you would like? _____

On a job, what was easy for you? _____

On a job, what was difficult for you? _____

Do you do/have you done volunteer work? _____

Since you left school have you returned for any upgrading courses? If so, please describe when, what kind and what the outcome was. _____

Have you ever taken any interest courses (gardening, crafts, parenting, photography, etc.)?

Have you taken any work related courses (computers, WHMIS, machine operating etc.)?

Do you have any interests or hobbies? _____

Is English your first language? Y / N

Do you speak, read or write any other language? _____

Special Considerations

- | | | | |
|------------------------------------|---|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Vision | <input type="checkbox"/> Hearing | <input type="checkbox"/> Speech | <input type="checkbox"/> Mobility |
| <input type="checkbox"/> Memory | <input type="checkbox"/> Medications | <input type="checkbox"/> Allergies | <input type="checkbox"/> Other |
| <input type="checkbox"/> Childcare | <input type="checkbox"/> Transportation | | |

Are there any other medical conditions that might affect your learning? Y/N

If yes and you wish to, please specify. _____

Consent to disclose (please sign here): _____

Program Preferences

- | | | |
|--|--|------------------------------|
| <input type="checkbox"/> One-on-One Tutoring | <input type="checkbox"/> Small Group | <input type="checkbox"/> ESL |
| <input type="checkbox"/> Computer | <input type="checkbox"/> Out Reach Location: | |

Preferred Tutoring Location

- | | | |
|---------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> Office | <input type="checkbox"/> Library | <input type="checkbox"/> Other |
|---------------------------------|----------------------------------|--------------------------------|

Preferred Tutoring Times:

- | | | |
|-----------------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Mornings | <input type="checkbox"/> Afternoons | <input type="checkbox"/> Evenings |
|-----------------------------------|-------------------------------------|-----------------------------------|

How often: _____ Length of session: _____

How much time would you have available for homework? _____

Tutor Preference: _____

Sample 6 - Ongoing Assessment Tracking Form

Source: Alternative Learning Styles and Outlooks

Student: <input type="text"/>		Teacher: <input type="text"/>					
Date of Assessment:		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Find and Use Information							
A1	Read continuous text	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A2	Interpret documents	Level 1 Level 2 Level 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A3	Extract information from films, broadcasts and presentations		Not rated				
Communicate Ideas and Information							
B1	Interact with others	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
B2	Write continuous text	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
B3	Complete and create documents	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
B4	Express oneself creatively	Not rated					
Understand and Use Numbers							
C1	Manage money	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
C2	Manage time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
C3	Use measures	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
C4	Manage data	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	Use Digital Technology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
E	Manage Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
F	Engage with Others	Not rated					