

The Manitoba Adult Literacy Learner Assessment Guide

(MALLA Guide)
for adult literacy practitioners



Adult Learning and Literacy

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Manitoba 



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Preface

Learner assessment is an important practice for practitioners who work in Manitoba's adult literacy programs. In a 2006 Canadian study of educators in English-language adult literacy programs (Campbell, 2006), the 34 educators who participated from Manitoba (p. 8) used 59 different assessment tools (p. 93). The 2008 report on the province-wide consultations on adult literacy (Government of Manitoba, 2008) reports that “many practitioners wanted a better method of assessing learners’ needs in order to build more effective programming (p. 11). In a 2010 Adult Learning and Literacy survey of adult literacy instructors’ professional development needs, 74 per cent of the respondents ranked “needs assessment” as the highest priority for their own training. “Needs assessment” was defined as:

The knowledge and skills required to conduct formal and informal assessment of the adult learner’s needs and analysis of assessment outcomes for the purposes of developing effective learning plans and instructional plans. It includes initial and on-going assessment of the learner’s progress.

The 2009 Adult Literacy Act requires agencies that receive Manitoba Adult Literacy Program Funding (MALP) to provide a program that enables learners to increase their literacy skills “so that they are better able to pursue further education or employment opportunities, and to enhance their participation in the community” (Adult Literacy Regulation 3(1)(c)(iii)). Further, it obligates the MALP funded agency to develop a learning plan for the learner that is reviewed and revised regularly (Adult Literacy Regulation 4(1)). The MALP Funding Criteria (2009) stipulates that Learner Assessment is to be conducted in the context of the Manitoba Stages Framework and must include a clearly defined intake process with an initial assessment; flexible, learner-centred assessment procedures and tools; established learner goals that are reviewed and revised regularly; documented assessment in learners’ files; individualized learning plans; and a measure of learner progress and achievement.

Adult Learning and Literacy set out to develop and promote assessment tools that would assist MALP funded agencies to meet these new requirements. Our goal is to promote tools and processes that are appropriate for determining learner placement and measuring progress at intake, ongoing and upon exit from the program. These tools and processes will also assist in the development of individual learning plans and inform instruction as well as provide the basis for agencies to report learners’ progress consistently to the province.

An Intake Assessment tool was developed through the two-year “Enhancing Transitions to Further Education, Employment, and Training” project (2009-2011). The lead researcher/writer for the Assessor Guide, Margaret Chambers, together with experts from the adult literacy field, developed intake assessment tools and processes which were piloted at several case study sites. In 2011-2013, Adult Learning and Literacy staff revised the intake assessment tools and created additional tools for ongoing and exit assessments. And in 2012-2013, Adult Learning and Literacy staff field tested the intake assessment tools with ten agencies that receive Manitoba Adult Literacy Program funding. Further revisions were made based on the results of the field test.

Adult Learning and Literacy intends for these newly developed assessment tools and processes to support:

- adult literacy learners to move with greater ease within and between literacy programs as well as provide them with greater portability to employment and other learning settings
- adult literacy instructors to develop more effective learning and instructional plans
- agencies to report adult learners' literacy level progress more accurately and more consistently across Manitoba
- Adult Learning and Literacy to better account for adult literacy funding in the province

As you can see, these adult learner assessment tools and processes have been several years in the making, with thoughtful input from many practitioners, consultants, and Adult Learning and Literacy staff. I wish to acknowledge that invaluable input (see the Acknowledgements section for a list of participants). Adult Learning and Literacy is very pleased to launch the Manitoba Adult Literacy Learner Assessment (MALLA) Guide for the fall of 2014.

Lynette Plett
Executive Director
August 2014





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Enhancing Transitions for Adults to Further Education Employment and Training

In 2009, the federal government announced a two-year Strategic Training and Transition Fund to be administered in Manitoba by Entrepreneurship, Training and Trade through the existing Labour Market Development Agreement. Adult Learning and Literacy was approved for a two-year project that would support the Manitoba Adult Literacy Strategy. Enhancing Transition was administered by Adult Learning and Literacy in partnership with Workplace Education Manitoba.

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- Pembina Valley Language/Education for Adults (PVLEA)
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- Transcona Literacy Centre
- Victor Mager Adult Literacy Program

Manitoba Adult Literacy Learner Assessment (MALLA) Guide

In 2012-2013, the Guide was further revised and renamed the Manitoba Adult Literacy Learner Assessment (MALLA) Guide.

MALLA Field Test Project Team:

- Judy Baker
- Lois Morin
- Regina Ramos-Urbano

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Introduction

Welcome to the MALLA Guide!

The Assessment Guide has been written for practitioners who have knowledge of adult literacy theory and have some experience in conducting assessment interviews with learners registering in an adult literacy program.

The key objective of the Assessment Guide is to ensure consistent assessment practices in Manitoba Adult Literacy programs. This guide will help assessors to:

- gather pertinent information from learners who are registering in adult literacy programs
- interpret information about learners' goals and learning background
- determine skill levels and identify learning needs
- place learners into the appropriate Stage of learning

At the core of adult literacy assessment and instruction in Manitoba is the Stages Framework. The Framework includes Principles on how adult literacy instruction is delivered, and Skills Lists that identify the skills adult literacy should have at the end of a particular Stage level. The Assessor's Guide is aligned with the Manitoba Stages Framework and includes resources to address four of the Essential Skills – reading text, document use, writing and oral communication.

The MALLA Guide Overview

Section One – The MALLA Process

The MALLA Process is the heart of the Guide and identifies three assessment phases. The Initial Assessment includes the first four steps of the MALLA process and is critical to formulating a plan that will enhance learning outcomes. Ongoing Assessment occurs while the learner is engaged with the program and can include formal and informal assessment to gauge progress towards identified learning goals. Exit Assessment allows a learner to reflect on their learning and create a transition plan as they leave the literacy program.

Section Two – Forms and Tools for Assessment and Progress

All agencies that offer adult literacy programming are required to maintain a file for each learner that documents their assessments, progress and achievements. This section includes the forms an assessor needs to complete all phases of the MALLA process including a tracking document that identifies documents required to be in a learner's file. This section also includes reference tools that compile information discussed in Section One in a quick, At-A-Glance format.



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SECTION ONE

The MALLA Process





The MALLA Process

The MALLA Process involves six steps that can be grouped into three phases, Initial, Ongoing and Exit Assessment.

INITIAL ASSESSMENT



Step 1 – Intake Registration – is when contact information and information required for the completion of statistical returns is collected from the learner. Depending on the program, this could be done by a receptionist or it could be integrated into the interview.

Step 2 – Assessment Interview – recommends questions the assessor can use to initiate conversations with adult learners about their past learning experiences in school and since school, their reasons for enrolling in an adult literacy program, and supports needed to help them attend classes and achieve learning success. The questions also cover topics on learners' concepts about reading and writing, reading attitudes and habits, learning styles and preferences, and interests, activities and habits. Information on how to interpret learners' responses is included.

Step 3 – Literacy Skills Assessment – is more diagnostic in nature and is directed at assessing a learner's skills in reading, document use, writing and spelling, and oral communication. Assessment tasks are provided for each of the three literacy Stages. The assessor determines the learner's Stages level as defined by the Manitoba Stages Framework.

Step 4 – Learning Plan – is the ultimate purpose of assessment. Using the Stages level as a starting point, the assessor and the learner can set realistic goals and outcomes, develop an appropriate learning plan, and select the proper learning materials, all designed to enable the learner to achieve optimal outcomes.

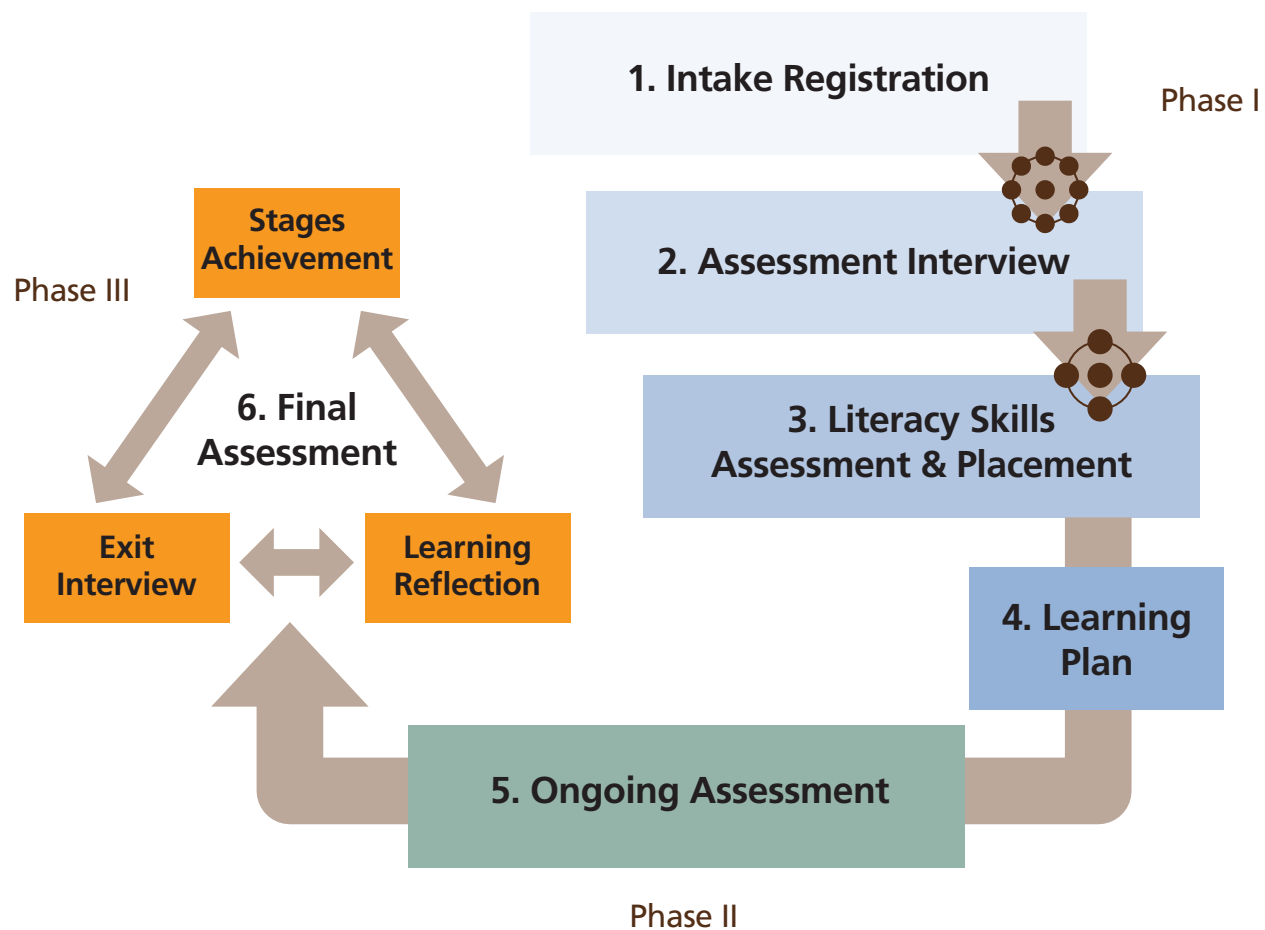
ON-GOING ASSESSMENT

Step 5 – Ongoing Assessment – happens while the learner is enrolled in the adult literacy program. The instructor and the learner regularly review the learning plan and assess progress towards competence, independence and confidence with literacy skills. The Progress Checklists provide a way to record whether a learner is at the beginning, mid or ending stage level.

EXIT ASSESSMENT

Step 6 – Exit Assessment – Adult learners leave programs for a variety of reasons and at different times. In an ideal situation that means they've reached their short term goals for learning and have moved on to the next step towards the attainment of their long-term goals. The Exit Assessment is the phase in which to confirm, acknowledge, and celebrate the learning gains.

MALLA Process Diagram





PHASE I

INITIAL ASSESSMENT

The first meeting with the learner should be viewed as the first opportunity to begin the ongoing process of information gathering, collaboration, goal setting, assessment and redirection that constitutes good literacy practice. With this in mind, the initial assessment process needs to be well thought out and include carefully selected tools and procedures. This will ensure that appropriate information for goal setting and instructional planning can be obtained. It will also ensure that the learner can be actively involved in planning for his/her own learning.

There are six key purposes for initial assessment in an adult literacy program:

GOALS ...to find out what the adult wants to learn. What is the learner's **goal** for being there? Why did the learner make that phone call or step through that door to embark on this learning journey?

CONTEXT ...to place the adult learner and his or her goals into a **context** of prior learning and current life situation, and to determine what supports will be required to facilitate the learning process.

DIAGNOSIS ...to get a clear picture of the learner's literacy skill levels and learning strategies. Accurate and relevant **diagnosis** is a key part of determining the proper learning plan that will map the way to the learner's ultimate goal.

METACOGNITION ...to evaluate a learner's **metacognition** (awareness or analysis of one's own learning or thinking processes—*Merriam-Webster Dictionary*). Learners' perceptions of their own learning styles and preferences, and their attitudes and concepts about learning, will affect instructional strategies.

FIT ...to determine if there is a good **fit** between the learner and the program. Is this a good time in the learner's life to engage in literacy programming? Does the learner have English as an Additional Language (EAL) instruction needs? What is the learner's capacity to learn? Will the literacy program be able to meet the needs of this adult, or should the adult be referred to a different program better suited to meet his or her needs?

PLACEMENT ...to choose the proper **placement** for the learner. The continuum of learning which informs this placement is the Manitoba Stages Framework. The mechanisms to monitor progress are skills checklists and portfolios.

Importance of Accurate Assessment

The initial assessment phase is based on the diagnostic assessment theory. As defined by Robin Millar in *Measures of Success: Assessment and Accountability in Adult Education*, diagnostic assessment is

...a series of tasks that reflect the reading, writing, or spelling process and allows the instructor to engage in an in-depth analysis and interpretation of the learner's strategies, strengths, and weaknesses.¹

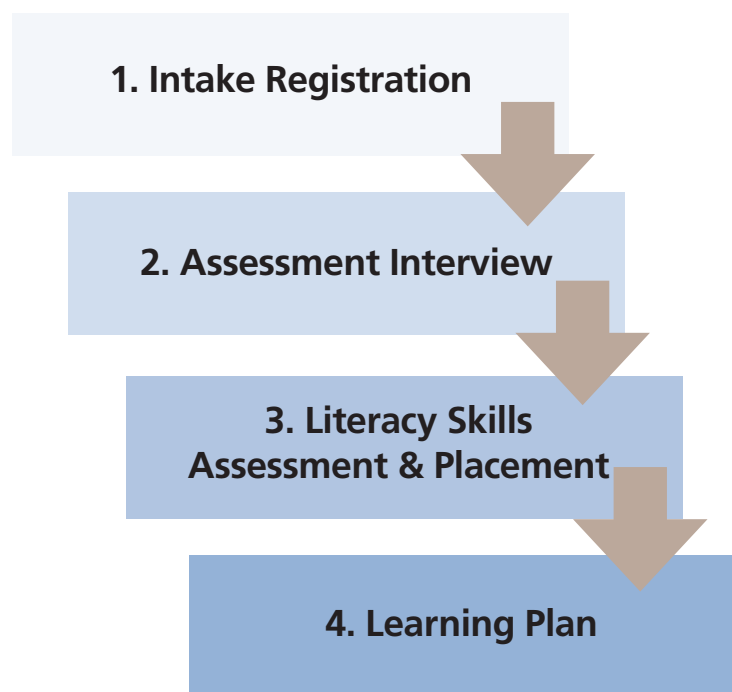
She states that assessment usually begins with an interview that

...provides the instructor and the learner with pertinent information about a [learner's] background, prior knowledge, specific skills, goals and aspirations for learning²

Information gathered from the interview and the assessment tasks can then be used

...to design and implement learning activities and outcomes that match learner aspirations and help to define timelines and potential achievement markers.³

The Guide will provide you with information and point you to appropriate tools to use to make a diagnostic assessment of learners. As they access adult literacy programming in Manitoba, adult learners can be assured that their learning plan is tailored to their needs and will assist them in meeting their literacy goals.

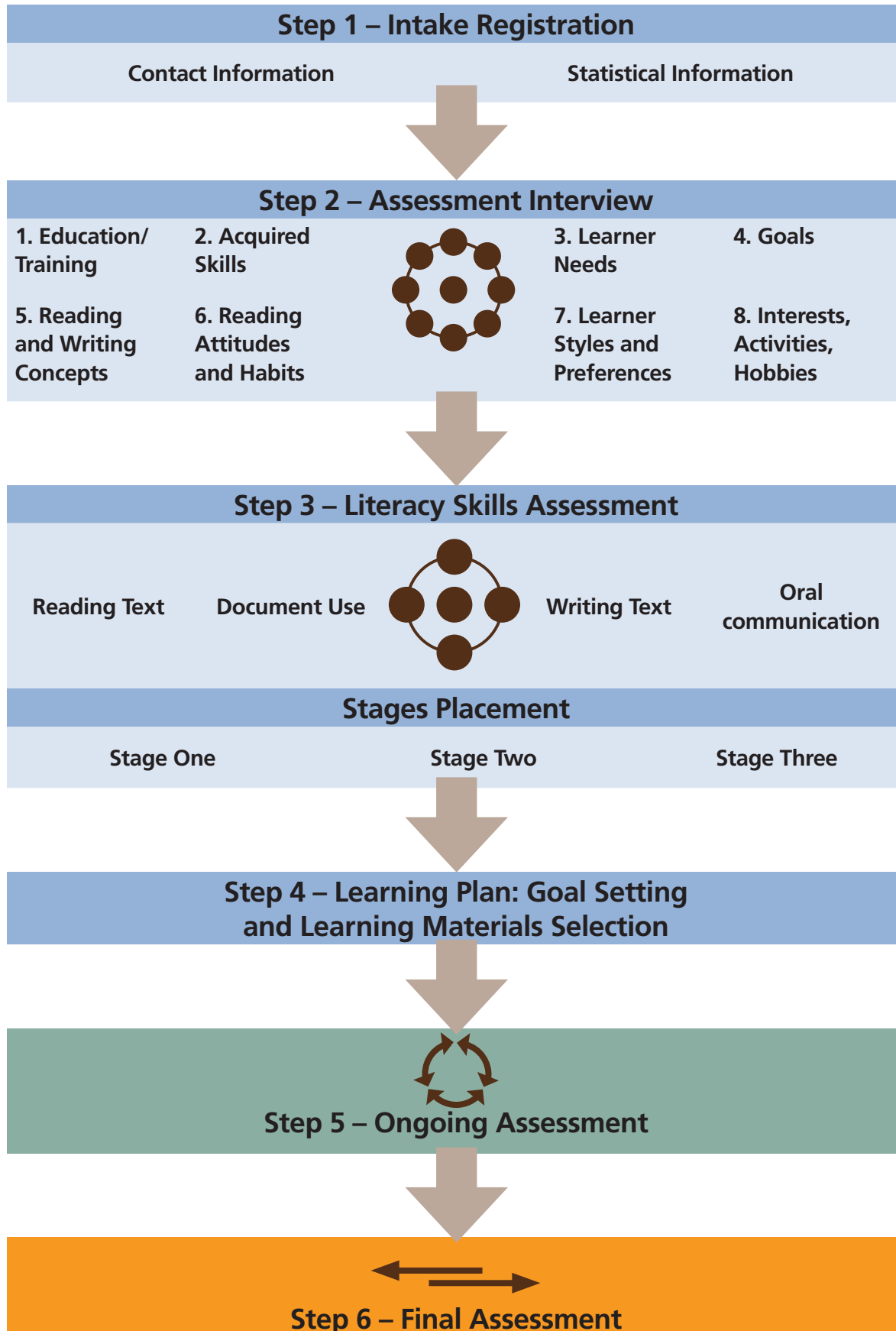


1 Campbell, P. (Ed.) (2007). *Measures of Success: Assessment and Accountability in Adult Education*. Edmonton, Alberta: Grass Roots Press pg 69

2 Ibid., pg 73

3 Ibid., pg 73

The Initial Assessment Process Diagram



NOTES





Step 1

Intake Registration

It takes a tremendous amount of courage for an adult to phone an adult literacy program and then to walk through the doors of that program. It can mean declaring a secret kept for a long time, such as having difficulty with literacy skills or not finishing high school. It can mean becoming vulnerable again to feelings of failure, low self-worth, and disappointment.

The Reception

It is so important that prospective learners be greeted by a friendly voice when they first call. Learners who arrive at the centre should encounter a pleasant, safe atmosphere, and be welcomed by a friendly, approachable, helpful person. The greeter can direct where to hang coats and where to sit. If it will be a while until the prospective learner can be seen, the greeter can offer water, juice or coffee.

The reception area should be uncluttered with comfortable chairs and occasional tables. There could be a variety of print materials in a range of subjects and reading difficulty on tables or racks. If the program publishes newsletters, these could be available. There could be posters or charts on the walls. Pictures of learners at work could also be displayed on walls or in a scrapbook. A video about literacy learning could be playing.

If you can unobtrusively observe the learner during the waiting time, this is a good opportunity to begin the assessment process. What are the oral communication skills the learner demonstrates during the greeting exchange? Does the learner stop to look at any charts or tables posted on the walls? Does the learner pick up reading material? If so, what material is selected? Does the learner flip through the material, look at the pictures, or actually appear to read it? Does the learner seem engaged in the message of the video? What about body language? Does the learner appear relaxed or tense? Did the learner bring a notebook and pen to take notes?

The First Meeting

First and foremost, make the learner feel comfortable and safe. If possible, sit at a round table or in two easy chairs rather than across a table from each other. Offer water, juice or coffee. Have a bowl of wrapped candy at hand.

Get acquainted. Tell the learner a little about yourself. For example, “My bike ride to the centre this morning was really tough because I had to ride against that strong wind most of the way. How did you get here? Did you have any trouble finding the place?”

Take the time to listen. It's more about hearing what the learner has to say and a lot less about what you have to say. Wait for answers; give the learner time to formulate responses. Listen for references to family, home life, and details about the learner's daily living context. These provide clues to supports the learner may need during the program.

Your first meeting with the learner should be conducted to make the learner feel comfortable, valued and competent, and an equal partner in the learning process.

Be sure to explain the assessment process. Tell learners that only they, their instructors and the program director will have access to the assessment results. Mention that the assessment will give them an opportunity to show what they already know—not just what they remember from school days, but what they have learned from life since leaving school. Explain that the assessment will diagnose both strengths and weaknesses, but it will not assign a grade. Its purpose is to allow you to plan together what they will learn and how they will go about learning it. Tell them you will be building on their strong points and finding strategies to help them compensate for the weak points. Let them know that the program is there to work with them so they can achieve their goals.

Intake Registration Form


Collecting contact information and information specific to a program is a necessary part of the intake process. Usually this is done at the first meeting. Data required to complete the Manitoba Adult Literacy Statistical Return is usually collected during this first contact.

Learners should be assured that their information will be kept confidential and will only be used to contact them, to complete mandatory statistical returns, and to determine appropriate learning supports.

The completion of the Intake Registration form can be used as an assessment tool. Learners are expected to complete an enrollment form at registration. Observing how the learner goes about completing sections A, B and C (if you think the learner can manage it), will provide you with valuable diagnostic information on reading ability, document use and writing skills.

Learners who can complete some or all of Section A. General Information may be at a Document Use Stage One level. Learners who can complete most or all of page 1 of the Intake Registration Form may be at a Document Use Stage Two level. Learners who can complete all of page 1 and most of page 2 of the Intake Registration Form may be at a Document Use Stage Three level.

Although an experienced assessor will begin to get a sense of a learner's literacy learning level during the process of completing the Intake Registration form, it does NOT take the place of a collaborative, conversational assessment interview.



The information in the remaining sections is best collected by conversing with the learner. Most learners will find it difficult to answer these questions in only a few succinct words. As well, you will get a more complete picture of the learner's circumstances from an oral answer than you would from a written answer. Since most of these topics are addressed in Section One, Learner's Needs, you may wish to complete the second page during the Assessment interview.

At minimum, the intake registration form should request learner information needed to complete the Statistical Returns required by the Adult Learning and Literacy program. If your adult literacy program does not currently have an Intake Registration form or Learner Release Form, a sample of each has been provided in the following pages as well as in Section Two.

(*) indicates information required for current Statistical Returns. Different or additional statistical information may be required in subsequent years.

(♦) indicates topics covered in interview questions in Section One. These entries may be completed during intake registration or during the assessment interview.

Learner I.D.#:

- included for programs that assign a learner identification number to a file.

How may we contact you?

This question is included because:

- a learner may not have a phone where he or she lives, and messages will need to be left with a family member or a friend
- some situations make it unadvisable to call a learner at home

Age/Birthdate:

For learners who are reluctant to reveal their age, give them the option of choosing an age range.

Note: Birthdates (day and month) are requested because some programs like to acknowledge learners' birthdays. If this is the case, let the learner know this is why you have asked for this information.

Adult Literacy Intake Registration Form – sample

Learner I.D. # _____ New Returning Year: _____

A. General Information*

Male Female

Name _____

Address _____

Contact Information

Home Phone _____ Work Phone _____

Cell phone _____ Text message _____

Email _____

Emergency Contact

Name _____ Phone # _____

The information below is collected for statistical purposes. It helps us to get an accurate picture of the learners attending our program. The information is reported as group numbers only.

B. Learner Profile*

Birthdate: (day/month/year) _____

Check all the things that describe you:

- I am a single parent of child(ren) under the age of six
- I am getting Income Assistance Insurance (IA)
- I am a recent immigrant to Canada (arrived in the last five years)
- English is an additional language for me

I am First Nation Métis Inuit Other Aboriginal

English is an additional language for me

I am getting a training allowance from my band

Name: _____

C. Employment Status*♦ Check **one** only

- I am working full-time I am **not** working right now and I am looking for work
- I am working part-time I am **not** working right now and I am **not** looking for work
- I am getting Employment Insurance (EI)





D. Education Background *♦

The last time I attended school was:

- One to five years ago
- between 11 and 20 years ago
- between six and 10 years ago
- more than 20 years ago

The highest grade I completed was:

- less than grade eight
- grade eight or nine
- grade 10 or 11
- Grade 12 graduate (in Canada or international)



E. Learner Goal *♦

Check your main reason for increasing your literacy/numeracy skills. Select **one** only

- to help me at home/community
- to help with Independent Study Option Courses
- to get a better job or promotion
- to help with the Mature Student High School Diploma
- to get into an adult learning centre
- to help me with a GED certificate
- to get into a training program
- to get a job
- to get into post secondary education

Other – please describe: _____

F. Attendance availability♦ Write down the times you are available to come to class:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning						
Afternoon						
Evening						

Your privacy is important to us. The information below is optional to fill; you do not have to answer the questions. It helps us create a learning environment that is safe and comfortable for you.

G. Health

Are you taking any medications that could affect your learning? Yes No

If yes, please describe the medication: _____

Critical health information ♦

Please describe any health conditions you have that could affect your learning (ex: allergies, seizures, diabetes, phobias, physical disability, mental health problems, etc.):

Do you use Eyeglasses? Hearing Aid(s)?

H. Supports required ♦ (ex: childcare, transportation, school supplies, support worker, etc.):

Completed by: _____

(Print Your Name)

(Signature)

Date: _____

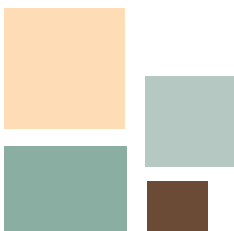
FOR OFFICE USE:

Type of Program: Full Time Evening Afternoon

Intake Registration Form Stage indicator _____



1.6



Learner Release Form – sample

I, _____,
(Learner's full name – please print)

give _____ permission to share
(Program name)

Initial assessment information and results with: <input type="radio"/> Practitioners working with me * <input type="radio"/> The program director <input type="radio"/> Employment case worker <input type="radio"/> Workers Compensation Board	Comments
Progress reports with: <input type="radio"/> Practitioners working with me * <input type="radio"/> The program director <input type="radio"/> Employment case worker <input type="radio"/> Workers Compensation Board	Comments
Exit assessment information and results with: <input type="radio"/> Practitioners working with me * <input type="radio"/> The program director <input type="radio"/> Employment case worker <input type="radio"/> Workers Compensation Board <input type="radio"/> Adult Learning Centre/Post Secondary Institutions	Comments

* in any ALL funded program

Learner's Signature _____ Date _____

NOTES





Step 2

Assessment Interview

Interview Guidelines



Adults have accumulated knowledge throughout their life that they bring to the program. The interview should acknowledge and affirm this. It should be conducted in such a way as to make the learner feel comfortable, valued and competent, and a partner in the learning process.

The interview should be conducted as a conversation rather than as a question-and-answer session.

- **It is not expected that you would ask every question in every section.**
- **The questions are only samples of the kinds of questions that you could ask.**
- **The initial interview may be done over several sessions.**

Explain that you will be asking many questions because you need to know as much as possible about the learner. Say that this is important so that you can select materials and learning activities that are best suited to the learner's needs, interests, and learning style. Talk about how you and the learner will work together to set learning goals, choose materials, and decide how best to measure progress.

Explain that there will be frequent checks to see how well things are going, and that plans and goals can be changed or adjusted whenever you both decide that it is appropriate.

Note: Encourage the learner to ask questions about the learner-centred approach. It is important that the learner fully understands his or her role during the learning process.

With the learner's permission, using a voice recorder may make it easier to avoid an "inquisitor" approach. Having a record of the interview will ensure that important information is not forgotten.

It is also an invaluable tool to assess the learner's oral communication skills.

Common responses to the interview questions are included for each category as appropriate. The responses are a paraphrase/interpretation of typical responses from learners as they are being interviewed. The responses have been categorized by Stages levels. A summary of all common responses can be found in Section Two of this guide.


Assessment Interview – Topics





Worksheets

The following pages elaborate on topics to be included in the assessment interview.

- A. Education/Training – early education, adult education, community courses
 - B. Acquired Skills – work, home and community, volunteer work, travel, technology
 - C. Learner Needs – time management, supports, barriers, adaptations (disabilities, scheduling)
 - D. Goals – education, career, other
 - E. Learner Concepts of Reading/Writing – current practices, perceived difficulties, perceived solutions
 - F. Reading Attitudes and Habits – how they read, what they read, how often they read
 - G. Learning Styles and Preferences – style, attitude to risk, attitude to evaluation
 - H. Interests, Activities, Hobbies
- 

Each page contains questions you can use to initiate a conversation on a relevant topic. Typical responses at each of the Stages levels are provided to assist you in making a determination about a learner's possible Stages placement. Also included is a worksheet for each topic with space for you to record findings and recommendations, and to make a judgment on the possible Stages level of the learner.

Although the questions provided for each of the categories are optional – questions can be reframed, added or omitted at the discretion of the assessor – conducting an interview and recording your findings is a required step of the assessment process.

Note: Once you have become very familiar with the material in Section One, you may prefer to use the Quick Reference Cards in Section Two instead.

Enter a summary of your findings and recommendations in the “Summary of Assessment Findings and Recommendations” form.* This form, when completed should then be placed into the learner’s file.

Your findings are essential to the development of a learning plan and the selection of appropriate learning materials.

* See Section Two

A. Education/Training

Early Education

Here are samples of questions you might ask learners about their early education. Through their answers, you will get the first indications of their current literacy levels and the reasons for any learning difficulties.

Tell me something about your school years:

- Tell me about your school experience. (*watch for body language and tone*)
- What grade did you finish?

If learner didn't finish grade 12:

- When did you leave school?
- Why did you leave?
- Why do you want to come back now?
- Where did you grow up?
- Did you go to school there?
- What did you like best about school?
- Did you have any specific difficulties? What were they?
- When did school get hard for you?
- Did you get any special help?
- Why do you think you had trouble learning?
- Did you miss a lot of school? If so, why?
- Did you change from school to school? If so, why?

Typical responses are categorized below according to the Manitoba Stages Framework.

Stage One	Stage Two	Stage Three
Very limited school attendance and/or has severe learning disabilities	Dropped out before grade six/seven; attended sporadically, or had significant learning or social problems	Dropped out after grade six/seven, often for social reasons or due to lack of interest





Early Education	
<p>Tell me something about your school years:</p> <ul style="list-style-type: none">• Tell me about your school experience. What grade did you finish?• If learner didn't finish grade 12:<ul style="list-style-type: none">• When did you leave school?• Why did you leave?• Why do you want to come back now?• Where did you grow up?• Did you go to school there?• What did you like best about school?• Did you have any specific difficulties? What were they?• When did school get hard for you?• Did you get any special help?• Why do you think you had trouble learning?• Did you miss a lot of school? If so, why?• Did you change from school to school? If so, why?	<p>Assessor's Findings:</p>
	<p>Could be Stage 1 2 3</p> <p>Signature:</p> <p>Date:</p>

Adult Education

Here are samples of questions you might ask learners who have previously attended adult education classes. Their experiences in formal academic learning will impact on their attitude to learning. (Do the learner's fault the system or themselves?)

Have you been to adult education classes before?

If yes:

- Why did you go?
- What was it like for you?
- What did you like best about adult education classes?
- Why did you stop going?
- How do you feel about coming back to adult education now?
- How long ago did you attend?
- Can we have your permission to contact your previous instructors to share their records?
- Do you have any samples of your work (portfolio)?

Typical responses are categorized below according to the Manitoba Stages Framework.

Stage One	Stage Two	Stage Three
Have not attended adult education or have attended very sporadically	Attended adult education before but dropped out (because of perceived lack of progress)	Attended adult education before, but dropped out (became too busy; was not accepted into the course applied for)



Community Courses

Here are samples of questions you might ask learners who have previously attended community and/or continuing education classes. Their responses will give you an indication of their learning styles and ability to learn in a group situation.

Have you ever taken a course with a group that you belong to? in your community centre or church/place of worship?

Have you ever taken swimming lessons, or CPR, or scrapbooking, or a cooking class, or a computer class?

- Did you need to do any reading, or writing, or speaking?
- Was there a certificate at the end? What did you need to do to get the certificate?
- What did you like best about how the course was taught?

Examples of courses or lessons that learners may have taken are categorized below according to the Manitoba Stages Framework.

Stage One	Stage Two	Stage Three
Activity courses requiring no reading (ex: painting, aerobics, dancing)	Activity courses requiring limited reading (ex: cooking, gardening) in addition to courses requiring no reading	Courses requiring reading and may involve testing (ex: hunter safety, boating safety, First Aid) in addition to courses requiring no or little reading.





Community Courses	
<p>Have you ever taken a course with a group that you belong to? in your community centre or church/place of worship?</p> <p>Have you ever taken swimming lessons, or CPR, or scrapbooking, or a cooking class, or a computer class?</p> <ul style="list-style-type: none">• Did you need to do any reading, or writing, or speaking?• Was there a certificate at the end? What did you need to do to get the certificate?• What did you like best about how the course was taught?	<p>Assessor's Findings</p>
	<p>Could be Stage 1 2 3</p> <p>Signature:</p> <p>Date:</p>

Non-Native Speakers of English

If there is an indication that the learner is a non-native speaker of English, additional questions are provided to probe their educational background. Learner responses will provide information about the cultural differences between their school experiences and what they will encounter in an adult literacy class in Canada.

Note: If you encounter learners who cannot be understood because of limited proficiency with the English language, it may be advisable to refer them to English as an Additional Language classes.

What is your first language?

- How old were you when you learned to speak English?
- How much schooling did you get in your country of birth?
- What language(s) do you speak at home?
- When do you use English? Why?
- Do you know your Canadian Language Benchmarks (CLBs)? If so, what are they? Where was the CLB assessment carried out?
- How are Canadian schools different from your school experience?

Stage One	Stage Two	Stage Three
Have been assessed at CLB: Listening/Speaking 4/5	Have been assessed at CLB: Reading three/five Writing four/five Listening/Speaking five/seven	Have been assessed at CLB: Reading five/six Writing six/seven Listening/Speaking six/eight

The CLB “Can Do“ Checklists http://www.language.ca/display_page.asp?page_id=372 lists competencies for each of the Canadian Language Benchmarks.



B. Acquired Skills

Work

Here are samples of questions you might ask learners about their work experiences and the essential skills they use in their workplace. Their responses will help you to assess their literacy skills, and the strengths and competencies they can build on.

Do you have a job now? (Are you employed or do you work outside the home at the present time?)

If yes:

- What kind of work do you do?
- What reading and writing do you do at work?

If no:

- What job(s) have you had?
- What reading and writing did you do at work?

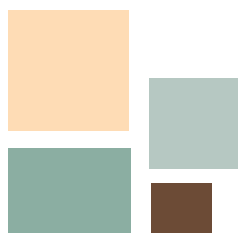
Have you participated in any workplace training?

If yes:

- What was that like for you?
- How did you benefit from that training?

Typical responses are categorized below according to the Manitoba Stages Framework.

Stage One	Stage Two	Stage Three
Entry-level, physical labour jobs (ex: babysitter, cleaner, gas jockey)	Entry-level jobs; service industry jobs (ex: kitchen helper, security guard); trades helper	Service industry jobs; retail jobs (ex: cashiers, sales clerks); uncertified trades workers (ex: house painting, carpentry); small business owners (ex: lawn care, commercial cleaning, home renovations)



Home and Community

Here are samples of questions you might ask learners about the way they use literacy skills to perform tasks at home and in the community. Their responses will help you to assess their literacy skills, and the strengths and competencies they can build on.

What sorts of things do you do at home?

- What kinds of things do you read at home, in stores, on the street? (ex: TV schedule, mail, newspapers, magazines, books, stories to children, labels, street signs)
- What kinds of things do you write?
- How is your spelling?
- How would improved reading, writing and spelling skills help you at home and at work?

Typical responses are categorized below according to the Manitoba Stages Framework.

Stage One	Stage Two	Stage Three
Cooking (without a printed recipe); childcare; house and yard work	Cooking with printed recipes; shopping; hobbies; household repairs; paying bills; signing contracts when required	Reading and asking questions before taking action (ex: undergoing medical treatments, paying bills, signing contracts)



Volunteer Work

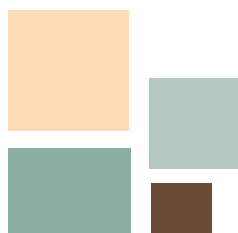
Here are samples of questions you might ask learners about the way they use literacy skills to perform volunteer work. Their responses will help you to assess literacy skills and strategies the learners can build on. This discussion will also help learners recognize their strengths and competencies.

Have you volunteered in your community?

- Where have you volunteered?
(If necessary, provide examples such as neighbourhood, community club, children's school, church/place of worship)
- Did you need to do any reading for your volunteer work? What did you need to read?
- Did you need to do any writing for your volunteer work? What did you need to write?
- Did you need to do any record-keeping or reporting as part of your volunteer work?
What was that like?
- How have you volunteered? What did you do?
(If necessary, provide examples such as Neighbourhood Watch, community club, school fieldtrips, parent association, reading at your church/place of worship, baking for bake sales, repairing something for someone)

Typical responses are categorized below according to the Manitoba Stages Framework.

Stage One	Stage Two	Stage Three
Volunteer for simple tasks (ex: cleanup after a party, yard work)	Volunteer on a regular basis for tasks that don't require reading or writing (ex: help in community centre canteen, carpool driver)	Volunteer in schools, for children's extra-curricular activities (some reading or writing required)





Volunteer Work	
<p>Have you volunteered in your community?</p> <ul style="list-style-type: none">• Where have you volunteered?• Did you need to do any reading for your volunteer work? What did you need to read?• Did you need to do any writing for your volunteer work? What did you need to write?• Did you need to do any record-keeping or reporting as part of your volunteer work? What was that like?• How have you volunteered? What did you do?	<p>Assessor's Findings:</p>
	<p>Could be Stage 1 2 3</p> <p>Signature:</p> <p>Date:</p>

Travel

Here are samples of questions you might ask learners about the way they use literacy skills when they travel. Their responses will help you to assess literacy skills, and strategies the learner can build on. This discussion will also help learners recognize their strengths and competencies.

- Do you like to travel?
- Where have you travelled?
- Tell me about your trip. How did you travel? (*ex: car, bus, train, airplane, motorcycle, bicycle*), etc.
- Who planned the trip? Did anyone help you?
- What did you do to plan your trip? (*ex: decide on a route, get car serviced, ask boss for certain dates for vacation time, make a budget, make a list of what to take*)
- What kinds of materials did you read to prepare for your trip? (*ex: maps, internet, travel books*)
- What reading did you need to do as you travelled? (*ex: road signs, menus, bus schedules, campground regulations*)
- Did you keep records or write a travel diary or log as you travelled?

Typical responses are categorized below according to the Manitoba Stages Framework.

Stage One	Stage Two	Stage Three
Travel with others or stay close to home	Make simple travel plans	Plan more complex itineraries; may keep a travel diary or log



Technology

On the next page are samples of questions you might ask learners about the way they use literacy skills to interact with technology. Their responses will help you to assess literacy skills and strategies the learner can build on. This discussion will also help learners recognize their strengths and competencies.

Technology is all around us – computers, cell phones, ATMs, calculators, video games, cash registers, microwaves, etc.

- What technology do you use at home, at work, in the community?
- Are there any other kinds of technology you would like to learn to use? For what tasks?

If learner does not use a computer:

- Would you like to learn how to use a computer? Why?

If learner uses a computer:

- What sorts of things do you do on the computer?
- What other things would you like to learn to do on the computer?

Typical responses are categorized below according to the Manitoba Stages Framework.

Stage One	Stage Two	Stage Three
Seldom or never use a computer or video game Use keyless code entry pads; make and receive cell phone calls	Play simple computer games using a mouse or keyboard (ex: Solitaire) Find information in a database if program is already on the screen Use ATM, video games, calculators	Can independently start computer and access a familiar program for personal use (email, Internet, word processing) Use digital camera, DVD player, MP3 player

Examples of:

Technology at home and in community – calculator, telephone, cell phone, smart phone, coded keyless door entry pad, personal media devices (iPod, MP3 player), tablets, DVD player, gaming systems, ATM, credit-card parking meter, digital camera, camcorder, computer games

Technology at work – multi-line telephones, conferencing equipment, cash till, computerized machinery, computer, printer, scanner, photocopier

Computer use at home and in community – play computer games, send and receive emails/text messages, search the Internet, download print files, download music and videos, upload photos/videos

Computer use at work – search data files for information, enter information, search Internet for information, write and receive emails, create text documents, create graphic documents, scan documents



C. Learner Needs

Time Management; Supports; Barriers; Adaptations

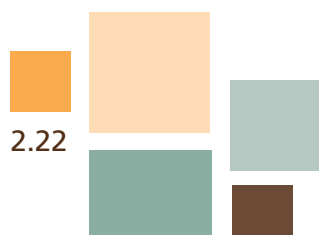
The following statement could be used to begin a discussion about the supports learners might need while in the literacy program. Some adults really want to come to class and improve their skills, but things get in the way. Some of the things that come up are:

- problems with transportation
- child care
- looking after other family members
- getting sick a lot
- having problems with drugs or drinking
- working long hours
- too much going on at home.

Here are samples of questions you might ask to continue the discussion, and to encourage learners to think of how they can assume ownership for their own learning.

- How much time and effort do you think you can give to learning now? (*checking for availability*)
- What kinds of things might make it hard for you to come to class and study? (*checking for barriers to learning, attendance*)
- What would make it easier for you to come to all the classes and to study?
- What back up plans do you have in case of emergencies?
- Do you have any physical or health problems that might affect learning? Ex: poor eyesight? Hearing loss? Speech difficulties?
- Do you have or can you make space at home where you can read/write/study when you want?

Stage One	Stage Two	Stage Three
Responses cannot be categorized to a particular Stage.		



D. Goals

Education; Career; Other

Trigger Situations

A change in life circumstances is what usually triggers an adult’s decision to resume formal learning. Some possible triggers are:

Education – to set an example for a child who wants to drop out of school; to finish schooling that was interrupted by life circumstances

Work – new job; job loss; retooling or change in work procedures (ex: new computer program); relearning required for the job; certification requirements being introduced; wanting to change jobs; job advancement; a promotion that requires more advanced literacy skills

Other – unable to read when child or grandchild asks; must manage household/business matters and finances following illness or death of spouse, or divorce; diagnosis of illness in self or family member

What made you decide to become a student again?

- What are your educational goals?
- How long are you giving yourself to reach your goal?
- What are your work/career goals?
- What is your most important reason for wanting to learn to read, write and spell better?
- What would better reading and writing help you do right now?

Typical responses are categorized below according to the Manitoba Stages Framework.

Goals	Stage One	Stage Two	Stage Three
Education	Learn to read	Learn to read better/faster; finish high school	Write GED tests; take Adult Learning Centre or college courses
Career	Get a job	Get a better job	Had or want a promotion at work; job requires GED, high school or college equivalency; want to pursue a different line of work
Other	Read to child; cope with simple personal or family business matters	Help child with homework; improve ability to manage personal or family business matters	Take on executive position in a service club; take on more complex personal and family business matters



E. Learner's Concepts About Reading/Writing

Let's talk about your reading and writing.

- What do you think you need to learn to improve your reading and writing?
- What do you think will help you learn to read and write better?
- What do you do when you are reading and you come to a word you don't understand?
(*you may need to provide examples of strategies to prompt the learner*)
- What do you do if you don't understand what you have just read?
- What do you do to get started if you have to write something?
- What do you do if you don't know how to spell a word that you want to use in your writing?

Typical responses are categorized below according to the Manitoba Stages Framework.

Reading	Stage One	Stage Two	Stage Three
Current practices	Does not read	Reads only when necessary	Reads magazines, newspapers, and maybe novels
Perceived difficulties	Does not know letter sounds; cannot remember words	Reads too slowly; cannot read and understand big words	Cannot cope with reading required at work or in a course of study; cannot remember what they have just read
Perceived solutions	Learn to sound out words; practice more	Practice more; use dictionary	Re-read

Writing	Stage One	Stage Two	Stage Three
Current practices	Forms – can write name (on documents, belongings, contest tickets) At work – can write name on documents	Forms – can complete simple job application forms Phone messages – can write name, number and a very simple message (<i>ex: Call Jim if you want a ride.</i>) At work – can write short notes to co-workers For enjoyment – can write messages in greeting cards, emails; keep a journal	Forms – can fill in cheques; complete job applications, employment insurance, and worker's compensation forms Phone messages – can write several detailed sentences At work – can write shift and/or incident reports For enjoyment – can write journal entries, poetry, stories, Facebook entries; can text on cell phone
Perceived difficulties	Cannot spell; cannot think of what to write	Spelling is poor; cannot organize what they want to say	Does not know how to write essays, reports, cover letters, resume
Perceived solutions	Learn to spell	Practice spelling and writing	Get help from teacher

F. Reading Attitudes and Habits

Here are questions you can use to engage learners in a discussion about their reading attitudes and habits. (These questions are from Effective Literacy Assessment by Sarracino, Herrmann, Batdorf and Garfinkel.)

I'd like to know more about how you read.

- What types of topics/subjects are you interested in reading?
- Do you read any newspaper or magazine on a regular basis? *(provides clues to stage levels)*
- Do you enjoy reading?
- What books did you read as a child?
- Do you tend to avoid reading if you can get the same information in another way? *(invites discussion about why the learner avoids reading)*
- Do you often read a page and then realize that you really do not know what you have read? *(can be a clue to a possible learning disability, caution needed for other assessment)*
- Do you believe that understanding what you read is more important than how fast you read? *(provides a clue to the learner's understanding of what is important about reading)*
- Do you read every word in a piece of reading material, no matter what it is?
- Do you feel it is necessary for you to read things over more than once?
- Do you skip graphs, charts, pictures, or diagrams in reading material?
- When you read to yourself, have you ever noticed that you move your lips?

Typical responses are categorized below according to the Manitoba Stages Framework.

	Stage One	Stage Two	Stage Three
How they read	May sound out words	Sound out unknown words slowly; lose comprehension when words are unfamiliar	Fairly fluently if material is familiar or of high interest
What they read	Labels (look at pictures to determine contents) Newspapers (look at pictures to get information)	Labels (name of product) Mail (letters from friends) Newspapers (classifieds, horoscope, local news) Personal enjoyment (magazines about sports, TV shows, fashion)	Labels (for ingredients, nutrition information) Mail (bills, info flyers, magazines) Newspaper (local and world news) Personal enjoyment (self-help books, mysteries, romance)
How often they read	Rarely or not at all	When required to or if very interested (for only a short while)	Varies from on a need-to-read basis to more extensive recreational reading

G. Learning Styles and Preferences

Here are samples of questions that can be used to engage learners in a discussion about their style and preferences for learning.

People like to learn in different ways. What are your favourite ways of learning something new?

- Do you understand something more easily if you hear about it? See it written down? Use the word or idea yourself? Provides insight on learning style
- Tell me about something you learned to do. How did you go about learning it?
(*ex: play a game, use a bus schedule*) Gives some information on the learner's background.
- What would you do to figure out how something like a machine works? (Ask someone? Read about it? Take it apart? Watch someone else take it apart?)
- How do you learn best? (Alone? With other people? With no noise? With music on? With the TV on?)
- Where do you learn the best? When do you learn the best? What makes it difficult for you to learn something?
- What do you do to remember something? What strategies do you use? (*ex: bus routes, song lyrics*)
- Think of a recent learning experience that was good and one that was bad. What made the good experience good? What made the other experience bad?
- What would you like the instructor to do to help you learn? What's the best way for us to help you?
- How do you like to find out how well you are doing?
- How do you feel about making mistakes when you are learning something new? How do you like to have your mistakes corrected? (Figure it out yourself? Have the teacher correct you? Ask another student to correct your work?)

Typical styles and preferences are categorized below according to the Manitoba Stages Framework.

Learning Styles & Preferences			
	Stage One	Stage Two	Stage Three
Learning Style	Likely by doing (kinesthetic)	Mixed; very low in either auditory or visual	Mixed
Attitude to Risk	Very low	Low	Moderate
Attitude to Evaluation	Fearful	Somewhat fearful	Mixed

Additional/alternate questionnaires can be found in Appendix C of *Creative Student Assessment: A Guide to Developing Meaningful Evaluation*.



H. Interests, Activities, Hobbies

Here are samples of questions you might ask to initiate a conversation with learners about their favourite recreation, sports and leisure activities. Talk about any organizations or groups they belong to. Talk about the kind of things they like to learn, watch on TV or read about. Also ask them about the things they would like to read and write about in class.

To help us choose materials and ideas to use when we plan your learning, it would be helpful to know more about you.

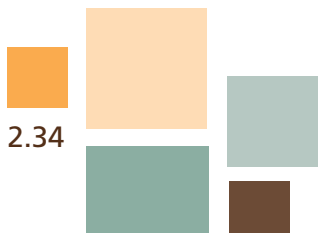
- Do you have hobbies or activities you would like to read about?
- What kinds of activities do you like to do the most?
- What would you really like to do? What kind of stuff are you into?
- What do you do with your spare time?
- If you could spend a whole day doing anything you wanted, what would you do?
- What would you like to learn first?
- What kinds of activities do you not like to do?

An additional/alternate questionnaire you can use to determine interests, activities and hobbies is “Interest Inventory” found in Appendix C of *Creative Student Assessment: A Guide to Developing Meaningful Evaluation*. You may need to read this questionnaire to the learner and record the answers.

Stage One	Stage Two	Stage Three
Responses cannot be categorized to a particular Stage.		



NOTES



2.34



Step 3

Literacy Skills Assessment and Placement

From Step 1 – Intake Registration and Step 2 – the Assessment Interview, you will have a general idea of the learner’s Stage level. This step is to assess and confirm the learner’s abilities in four of the Essential Skills: Reading Text, Document Use, Writing and Oral Communication.

Here you will be asking learners to perform literacy tasks and, as they do so, you will be using tools to determine the literacy skills they have, the strategies they use, and what their strengths and weaknesses are. This will help you to determine their Stages level in each of reading text, document use, writing and oral communication. This information can then be used to plan appropriate instruction and to match the learner with appropriate materials.

The tasks you use for the assessment of these skills will depend on the likely Stages level that you have assigned during the previous steps and on the learners’ goals and interests. Assessment tasks are suggested on the worksheets on following pages.

This diagnostic assessment may be done at registration time or soon after registration, usually within the first two-to-three weeks after a learner registers.

You will need:

Worksheets: (found on the following pages in this section) – to note your findings and recommendations as you assess.

Forms:

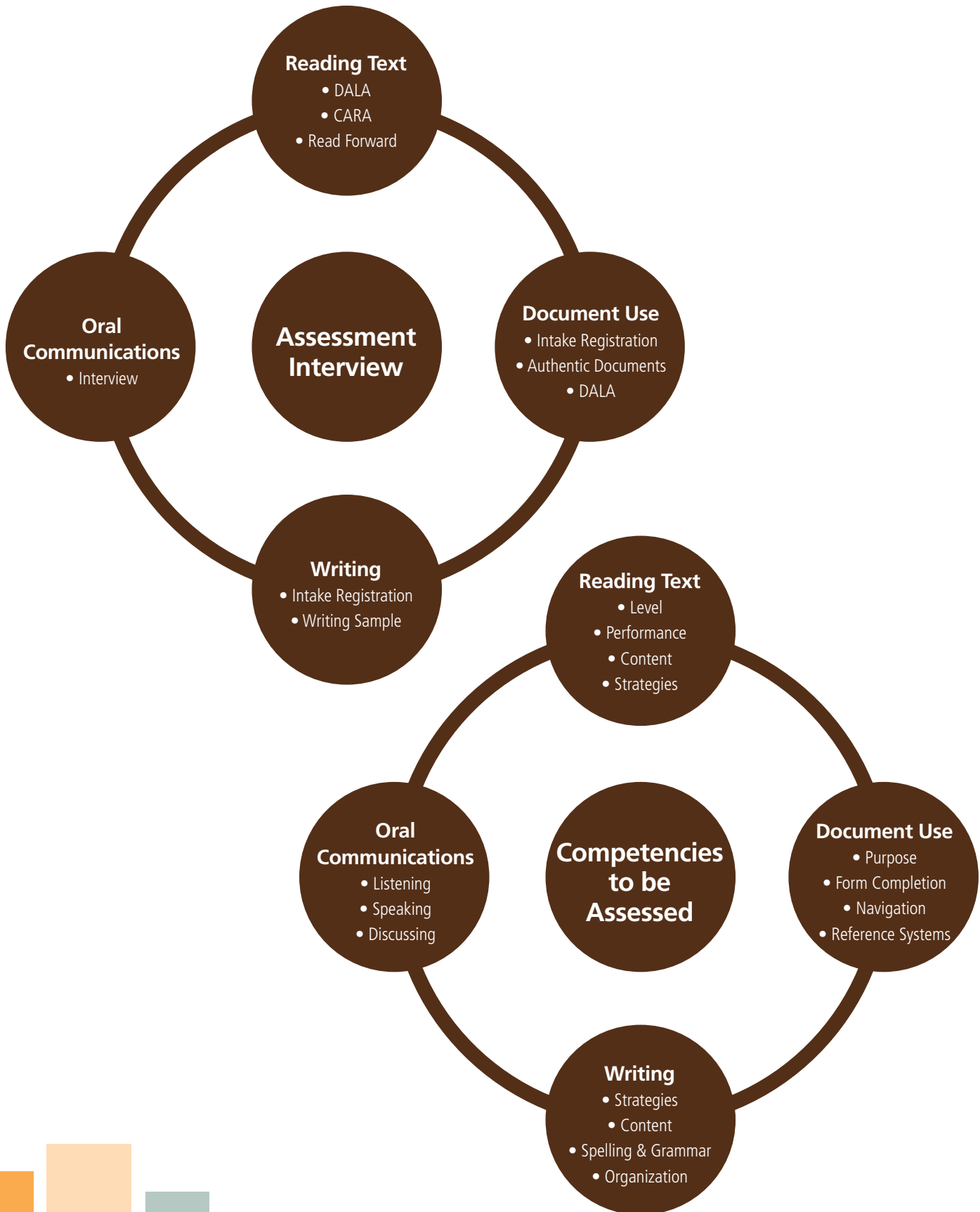
- Progress Checklists – to know what skills to observe, to record the specific skills the learners are demonstrating they have as they are being assessed, and to confirm placement decisions.
- Summary of Assessment Findings and Recommendations to summarize the findings and recommendations you noted on the worksheets during the assessment process. You may complete this form after you have finished the literacy skills assessment, or, if you wish, during the course of the assessment.

These forms are described more fully in Section Two.

The Learner Descriptors: This is an additional reference to help you make Stages placement decisions. The Learner Descriptors are described more fully in Step 4 and can be found in that section.

After you have completed the Summary of Assessment Findings and Recommendations and Progress Checklists, place these forms in the learner’s file.

Literacy Skills Assessment



A. Reading Text

You are assessing learners to find out what they know about reading, how well they can read and comprehend, and what strategies they use when they read. To do this, you will ask them to perform reading tasks using a commercially prepared diagnostic tool. You will analyze their miscues as they read aloud. You will ask comprehension questions after they have read, either silently or aloud. And you will observe how they perform the reading tasks.

If you wish, you could ask the learner about his concepts about reading (Interview topic E) and about his reading attitudes and habits (Interview topic F) in conjunction with the reading assessment.

The following commercially available assessment tools are to be used to determine a learner's reading level:

- DALA (Diagnostic Adult Literacy Assessment for Beginning Readers) – for beginning readers
- CARA (Canadian Adult Reading Assessment) – for beginning to advanced readers
- Read Forward – for beginning to advanced readers

This table shows how each of the commercial assessment tools corresponds to the Manitoba Adult Literacy Stages:

Reading Assessment Tool Articulation to the Manitoba Adult Literacy Stages									
Stages	One			Two			Three		
DALA	10 subtests								
CARA	1	2	3	4	5	6	7	8	9
Readforward		A	B	C	D	E	F		

The **range** of the reading assessment **tasks** learners are asked to do is as follows:

- read words in context as seen in the environment, for example: STOP, Open, Closed, Happy Birthday (Stage One)
- read one or two simple paragraphs – (Stage Two)
- read three or four more complex paragraphs – (Stage Three)

You will need the **Progress Checklists for Reading Text**:

- Select the Reading Text checklist for the Stages level (one, two or three) of your learner according to your findings in Step 2. Make a copy.
- Refer to the checklist for a list of skills to assess. As you determine the learner has a particular skill, check it off on the checklist.

Reading Text – Stage One

Make a copy of *Progress Checklists – Reading Text – Stage One (Section Two)*

Assessment Process:

1. Use the findings from Step 2 – Interview Process to guide you in the selection of reading tool (DALA, CARA or ReadForward) Ask the learner to perform reading assessment tasks as described for the tool of your choosing.

Note: Text and materials from the diagnostic tools can be modified for format (font size, white space). Text content must remain intact to ensure the validity of the assessment result.

2. Record your findings and recommendations as specified for the reading tool.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will **not** be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the reading tool results with the Reading Assessment Tool Articulation Chart to determine the learner’s Stage level for reading.
5. Complete the Summary of Intake Findings and Recommendations form.

Suggested Materials:

- DALA
- CARA – Levels 1-4
- Read Forward

Observing the Learner:

To determine:

- *How well the learner can predict words in context* – Is the learner making guesses for words he/she doesn’t know? Are these guesses text or print based?
- *How well the learner can discriminate between similar letters and words* – Can the learner match letters when they appear in different fonts? In capital and lower case form?
- *What letters of the alphabet the learner recognizes and can identify* – Can the learner say both the name and the usual sound of the letters of the alphabet?
- *How well the learner can read continuous text* – How is the learner using pictures, context and phonics to decode unfamiliar words?





Reading Text – Stage Two

Make a copy of *Progress Checklists – Reading Text – Stage Two (Section Two)*

Assessment Process:

1. Use the findings from Step 2 – Interview Process to guide you in the selection of reading tool (CARA or ReadForward). Ask the learner to perform reading assessment tasks as described for the tool of your choosing.

Note: Text and materials from the diagnostic tools can be modified for format (font size, white space). Text content must remain intact to ensure the validity of the assessment result.

2. Record your findings and recommendations as specified for the reading tool.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will **not** be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the reading tool results with the Reading Assessment Tool Articulation Chart to determine the learner’s Stage level for reading.
5. Complete the Summary of Intake Findings and Recommendations form.

Suggested Materials:

- CARA – Levels 4-6
- Read Forward

Observing the Learner:

To determine:

- *Learner’s reading level* – How many errors did the learner make? Less than five errors means the reading passage is well within the learner’s reading level. Five-to-seven errors mean it is within the learner’s instructional level, but not within his/her ability to read independently.
- *How well the learner can predict text* – Does he/she make use of context, pictures, etc. in order to make guesses at unfamiliar words?
- *If the learner has good phonetic skills* – Does he/she sound out unfamiliar words? Can he/she make individual sounds but has difficulty blending them?
- *How fluently the learner reads* – Does the learner read word for word or is he/she able to read in phrases?
- *How confident a reader the learner is* – Is he/she willing/able to guess at words or does he/she feel so unconfident that he/she can’t guess?
- *How well the learner can recall what he read* – Did he/she understand the passage? Did he/she read so slowly that comprehension was lost?

Reading Text – Stage Three

Make a copy of *Progress Checklists – Reading Text – Stage Three (Section Two)*

Assessment Process:

1. Use the findings from Step 2 – Interview Process to guide you in the selection of reading tool (CARA or ReadForward) Ask the learner to perform reading assessment tasks as described for the tool of your choosing.

Note: Text and materials from the diagnostic tools can be modified for format (font size, white space). Text content must remain intact to ensure the validity of the assessment result.

2. Record your findings and recommendations as specified for the reading tool.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will not be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the reading tool results with the Reading Assessment Tool Articulation Chart to determine the learner’s Stage level for reading.
5. Complete the Summary of Intake Findings and Recommendations form.

Suggested Materials:

- CARA – Levels 6-8
- Read Forward

Observing the Learner:

To determine:

- *Learner’s ability to state the main idea of the passage* – When the learner was finished reading, could he/she tell you what the reading selection was about?
- *Learner’s ability to recall details* – Could the learner recall most details? Even if a number of words have been misread, could the learner still summarize the passage?
- *Learner’s ability to read critically* – Can learner guess at the author’s purpose for writing and give reasons for the answer? Is he/she connecting what he/she is reading to his/her own experience and knowledge?
- *Learner’s ability to read quickly enough so as not to lose comprehension* – Is reading speed an average of 130 words per minute?
- *Learner’s ability to decode* – How does the learner attack unfamiliar multi-syllable words and how he/she use context to predict *what a word might be*?





B. Document Use

You are assessing learners to find out how well they understand documents, what documents they can complete, and if they can generate a document. To do this you will ask them to perform tasks related to documents. You will ask them to state the purpose for documents they have identified. You will ask them to complete a form. You will observe how they navigate documents to find information. And you will question them about reference systems they use.

Document Use assessment **tasks** are suggested on the worksheets:

Suggested **materials** you can use for document use tasks are:

- MALLA Intake Registration Form – have the learner complete as much of the Intake Registration form as they can. As you will see on the next page, the information needed get increasingly complex as you work through the form so that the amount that a learner completes independently can indicate their Stage level for document use.
- Documents generated by your organization such as brochures, timetables, forms, etc. A rubric on the next page can assist you in determining Stage levels.
- the following commercially available assessment tools:
 - **DALA** – Diagnostic Adult Literacy Assessment for Beginning Readers
 - **CABS** – Common Assessment of Basic Skills. The demonstrations tasks are sorted by levels. There are many very good tasks in the section on reading and writing that can be used to assess document use skills.
 - ***Making Choices*** by Diane Millar, available from Grass Roots Press. This book has a number of authentic examples for forms, reports, charts, etc. that can *be used to assess document-use skills*.

The range of the document use assessment tasks learners are asked to do is as follows:

- read and interpret very simple signs and symbols; fill in a form with information from memory (Stage 1),
- demonstrate skimming and scanning techniques to find information quickly; fill in a form with information from a reference source (Stage 2),
- interpret and analyze information from several documents to get answers; fill in a form by generating new information (giving an opinion, stating a preference, etc.) (Stage 3).

You will need the **Progress Checklists for Document Use:**

- Select the Document Use checklist for the Stages level (one, two or three) of your learner according to your findings in Step 2. Make a copy.
- Refer to the checklist for a list of skills to assess. As you determine the learner has a particular skill, check it off on the checklist.

NOTES



3.8

Document Use Intake Assessment Rubric

For use with intake documents created by the adult literacy program

Stage One	Stage Two	Stage Three
What the learner knows about navigating a document		
<input type="checkbox"/> Holds and handles the document correctly <input type="checkbox"/> Can find the information you asked him to find – evidence of scanning the copy to get to the right information	<input type="checkbox"/> Can locate a specific piece of information in a document he has selected <input type="checkbox"/> Can tell you how he went about finding the information	<input type="checkbox"/> Can find the information you asked him to find – evidence of scanning the copy to get to the right place
What the learner knows about the formatting of document		
<input type="checkbox"/> Can identify parts of a document – title, heading, chart, etc. <input type="checkbox"/> Can identify multiple headings on a page	<input type="checkbox"/> Can find a specific piece of information in a reference source	<input type="checkbox"/> Can identify when information cannot be found in the document <input type="checkbox"/> Can explain the purpose of different documents
Progress Checklist		
<input type="checkbox"/> Scans to find information. <input type="checkbox"/> Finds information in drawings and diagrams. <input type="checkbox"/> Finds information in a simple table, chart or graph. <input type="checkbox"/> Remembers or write down the information found. <input type="checkbox"/> Understands and follow instructions presented in the form of text or pictures.	<input type="checkbox"/> Combines information from more than one document. <input type="checkbox"/> Reads maps, understanding and using directions, symbols, legends, distance and scale. <input type="checkbox"/> Understands and uses the features of graphs and charts, including title, axis, scales, key and labels. <input type="checkbox"/> Finds information in diagrams and other graphics.	<input type="checkbox"/> Uses reference systems to find information and information sources. <input type="checkbox"/> Finds information in two and three-dimensional drawings such as blueprints, projections, cross-sections, schematics, and exploded drawings.

DU Intake Registration Form Interpretation Map

Stage One

Can complete a simple form requiring current and personal information

- Looks over the form before filling out.
- Understands the purpose of the form.
- Reads words and abbreviations on form.
- Correctly capitalizes names, addresses and other proper nouns.
- Writes neatly and clearly.
- Checks for mistakes.

A. General Information	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Name	_____	
Address	_____ _____	
Contact Information		
Home Phone	Work Phone	Cell phone
_____	_____	_____
Text message	Email	
_____	_____	
Emergency Contact Name and Phone #	_____	
<p>The information below is collected for statistical purposes. It helps us to get an accurate picture of the learners attending our program. The information is reported as group numbers only.</p>		

Stage Two

Can complete a form requiring current and historical information, information from a reference source

- Previews document to see:
 - how it is organized
 - if there are instructions for completing the form
 - what information is required
 - if there is a need to gather information before completing the form
- Knows the purpose of the form, why the information is being gathered, and who will use it and for what purpose.



- Gathers the information needed to complete the form.
- Follows the instructions for completing the form.
- Writes answers that are clear, complete and concise.
- Know the spelling of words often used on forms.
- Prints or writes neatly.
- Proofreads to see if there are errors or missing information.

The information below is collected for statistical purposes. It helps us to get an accurate picture of the learners attending our program. The information is reported as group numbers only.

B. Learner Profile*

Age: _____ Birth date: _____ day/month/year

Check all the things that describe you:

- I am a single parent of child(ren) under the age of 6
- I am getting Income Assistance Insurance (IA)
- I am a recent immigrant to Canada (arrived in the last 5 years)

English is an additional language for me

I am First Nation Métis Inuit Other Aboriginal

English is an additional language for me

I am getting a training allowance from my band

Name: _____

C. Employment Status Check one only**

- I am working full-time I am not working right now and I am looking for work
- I am working part-time I am not working right now and I am not looking for work
- I am getting Employment Insurance (EI)

D. Education Background **

The last time I attended school was:

- 1 to 5 years ago between 11 and 20 years ago
- between 6 and 10 years ago more than 20 years ago

The highest grade I completed was:

- less than grade 8 grade 8 or 9 grade 10 or 11
- Grade 12 graduate (in Canada or international)

E. Learner Goal ** Check your main reason for increasing your literacy / numeracy skills. Select one only

- to help me at home / community to help with Independent Study Option Courses
- to get a better job or promotion to help with the Mature Student High School Diploma
- to get into an adult learning centre to help me with a GED certificate
- to get into a training program Other - please describe: _____
- to get a job _____
- to get into post secondary education _____

Stage Three

Can complete a form requiring written responses to questions

- Understands the structure of a form, and decides if it is suitable for its intended purpose and audience.
- Completes forms that require information to be coded before entering it on the form.
- Uses information from one section of the form in another section
- Makes decisions about how to complete the form when the information does not fit the categories of the form.
- Writes clear, concise and complete answers to open-ended questions

F. Attendance availability Write down the times you are available to come to class:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning						
Afternoon						
Evening						

Your privacy is important to us. The information below is optional to fill; you do not have to answer the questions. It helps us create a learning environment that is safe and comfortable for you.

G. Health Are you taking any medications that could affect your learning? Yes No
If yes, please describe the medication:

Your privacy is important to us. The information below is optional to fill; you do not have to answer the questions. It helps us create a learning environment that is safe and comfortable for you.

G. Health Are you taking any medications that could affect your learning? Yes No
No
If yes, please describe the medication:

Critical health information• Please describe any health condition you have that could affect your learning (e.g., allergies, seizures, diabetes, phobias, physical disability, mental health problems, etc.):

Do you use Eyeglasses? Hearing Aid(s)?

H. Supports required• (e.g., childcare, transportation, school supplies, support worker, etc.):

Completed by: _____
(Print Your Name) (Signature)

Date: _____

Learner Release Form

I, _____,
(Learner's full name – please print)

give _____ permission to share
(Program name)

Initial assessment information and results with: <input type="radio"/> Practitioners working with me * <input type="radio"/> The program director <input type="radio"/> Employment case worker <input type="radio"/> Workers Compensation Board	Comments
Progress reports with: <input type="radio"/> Practitioners working with me * <input type="radio"/> The program director <input type="radio"/> Employment case worker <input type="radio"/> Workers Compensation Board	Comments
Exit assessment information and results with: <input type="radio"/> Practitioners working with me * <input type="radio"/> The program director <input type="radio"/> Employment case worker <input type="radio"/> Workers Compensation Board <input type="radio"/> Adult Learning Centre / Post Secondary Institutions	Comments

* in any ALL funded program

Learner's Signature _____ Date _____

Document Use – Stage One

Make a copy of *Progress Checklists – Document Use – Stage One (Section Two)*

Assessment Process:

1. Ask learner to perform assessment tasks listed on the worksheet on the next page and or similar tasks of your choosing. Use the findings from Step 2 – Interview Process to guide you in the selection of document use tasks you ask the learners to do.
2. Record your findings and recommendations on the worksheet.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will **not** be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the results with the Document Use Intake Assessment Rubric to determine the learner's Stage level for document use.
5. Complete the Summary of Intake Findings and Recommendations form.

Suggested Materials:

- Newspapers, TV guide, magazines, sales flyers, bus transfer, ID card, letters, forms, etc. – see Learner Descriptors for more examples at a Stage One level.
- Task cards created by literacy assessors or practitioners.
- Task cards found in *Creative Student Assessment*.
- DALA

Observing the Learner:

To determine:

- *What the learner knows about the use of documents* – Which documents could the learner identify? Which documents has he/she used?
- *What the learner knows about the formatting of documents* – Could the learner explain how he/she knew what kind of documents the ones he/she identified were? Could he/she point out a title, a heading, a chart, etc.? If there was more than one heading on a page, did he/she point out all of them?
- *If the learner can complete a simple form* – Could the learner fill in name, address and phone number? Could he/she check off the correct responses to simple questions?
- *What the learner knows about navigating a document* – Did the learner hold and handle the document correctly? Could he/she find the information you asked him to find? Could you tell if he/she scanned the copy to get to the right place?



Document Use – Stage Two

Make a copy of *Progress Checklists – Document Use – Stage Two (Section Two)*

Assessment Process:

1. Ask learner to perform assessment tasks listed on the worksheet on the next page and or similar tasks of your choosing. Use the findings from Step 2 – Interview Process to guide you in the selection of document use tasks you ask the learners to do.
2. Record your findings and recommendations on the worksheet.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will not be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the results with the Document Use Intake Assessment Rubric to determine the learner's Stage level for document use.
5. Complete the Summary of Intake Findings and Recommendations form.

Suggested Materials:

- Signs and labels with some text to read, forms requiring several items of information, assembly and operating instructions, maps (city/town, provincial), reference systems – see Learner Descriptors for more examples at a Stage Two level.
- Task cards created by literacy assessors or practitioners.
- Task cards from *Creative Student Assessment*.

Observing the Learner:

To determine:

- *What the learner knows about the use of documents* – What kinds of documents can the learner identify? Which of these can he/she use? Can the learner provide several uses for a document?
- *What the learner knows about navigating a document* – Can the learner locate a specific piece of information in a document he/she has selected, and can he/she tell you how he/she went about finding the information?
- *The learner's ability to complete a form* – Can the learner complete a form requiring contact information (name, address, phone number, etc.), such as a simple registration form?
- *The learner's ability to navigate a reference system* – Can the learner find a specific piece of information in a reference source (ex: show you where his/her phone number is listed in the phone book or show you on a map where he/she lives)?



Document Use – Stage Three

Make a copy of *Progress Checklists – Document Use – Stage Three (Section Two)*

Assessment Process:

1. Ask learner to perform assessment tasks listed on the worksheet on the next page and or similar tasks of your choosing. Use the findings from Step 2 – Interview Process to guide you in the selection of document use tasks you ask the learners to do.
2. Record your findings and recommendations on the worksheet.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will not be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the results with the Document Use Intake Assessment Rubric to determine the learner's Stage level for document use.
5. Complete the Summary of Intake Findings and Recommendations form.

Suggested Materials:

- Forms (registration form), questionnaires (learning styles and interests questionnaires) classified ads, newspaper, Yellow Pages, atlas – see Learner Descriptors for more examples at a Stage Three level.
- (Optional) Access to computer and internet

Observing the Learner:

To determine:

- *What the learner knows about navigating documents* – Can learner find the information you ask him/her to find in a newspaper, a magazine, the classified ads, assembly instructions, the Yellow pages, an atlas, etc.? Can he tell you how he/she went about finding the information (ex: table of contents, headings, index, and alphabetical order)?
- *The learner's ability to complete a form* – Can learner complete a form correctly and legibly (ex: program registration form)?
- *The learner's ability to navigate a reference system* – What reference systems has the learner used (ex: Yellow Pages, parts catalogue), for what purpose did he/she use it, and how did he/she go about accessing information?
- *The learner's ability to read graphs and tables* – Can learner extract and analyze information presented in graphs and tables (ex: temperature patterns on a weather map, sports statistics)?



NOTES



3.20



C. Writing

A gentle way of assessing writing and spelling skills is by asking the learner to produce a free writing sample. The topic should be something with which the learner is very familiar.

You are assessing learners to find out what they know about writing, how well they can express themselves in writing, and what strategies they use when they write. To do this, you will ask them to write something for you.

Writing assessment **tasks** are suggested in the worksheets on the following pages. If you wish, you could ask the learner about their concepts about writing (Interview topic E) in conjunction with the writing assessment.

Topics you can suggest for the writing task are:

- an experience the learner has had at home or at work
- why the learner wants to attend the program
- how the learner trained their dog to ring the doorbell

The **range** of the writing assessment **tasks** learners are asked to do is as follows:

- write their name, copy a short sentence (The teacher's name is Mr. Irwin.), write a short sentence (Stage One)
- write a short paragraphs – (Stage Two)
- write three or four paragraphs – (Stage Three)

You will need the **Progress Checklists for Writing**:

- Select the Writing checklist for the Stages level (one, two or three) of your learner according to your findings in Step 2. Make a copy.
- Refer to the checklist for a list of skills to assess for. As you determine the learner has a particular skill, check it off on the checklist.

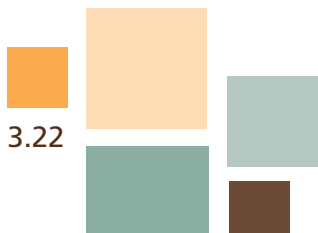
Information on how to request a free writing sample and on how to evaluate it can be found in this resource: *Free-Writing Assessment Tool* http://sflip.excellencegateway.org.uk/pdf/4.2Free_Writing_Guidance.pdf

- Free Writing Assessment Tool
- Spelling and Handwriting Assessment Tool
- Phonics Inventory

If they can write at least a paragraph, you will analyze their writing for:

- text focus: logical sequencing, style, suitability for audience, overall meaning
- sentence focus: use of complete sentences, correct grammar, punctuation
- word focus: spelling, appropriate vocabulary

NOTES



Writing Initial Assessment Rubric

Stage One	Stage Two	Stage Three
The learner's ability to communicate in writing		
<ul style="list-style-type: none"> <input type="checkbox"/> Can accurately copy text <input type="checkbox"/> Uses simple sentence structure. May write incomplete sentences. <input type="checkbox"/> Uses simple vocabulary appropriate for the occasion <input type="checkbox"/> Limited vocabulary that may hinder reading comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes in complete sentences <input type="checkbox"/> Uses adequate sentence structure. Incorrect sentence structure will not be a problem in writing <input type="checkbox"/> Uses adequate vocabulary appropriate for the topic and the audience <input type="checkbox"/> Vocabulary will not hinder reading comprehension <input type="checkbox"/> Can state ideas clearly in written form with enough detail to cover the topic adequately <input type="checkbox"/> Uses mostly correct grammar and punctuation 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of sentence forms (simple, compound, complex) <input type="checkbox"/> Uses more than adequate vocabulary and sentence structure for the occasion <input type="checkbox"/> The writing shows style and voice <input type="checkbox"/> Can develop several ideas clearly in written form with enough detail to cover the topic adequately <input type="checkbox"/> Can organize the writing in a logical sequence with appropriate paragraph breaks <input type="checkbox"/> Uses correct grammar and punctuation <input type="checkbox"/> Noun-pronoun and subject-verb agreement
The learner's writing habits, strategies		
<ul style="list-style-type: none"> <input type="checkbox"/> Spelling and/or punctuation corrections If the learner has dictated an experience story or written a short paragraph: <input type="checkbox"/> Can select a starting sentence, ideas to include in the story, and a concluding sentence <input type="checkbox"/> Can construct a complete sentence 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of thinking before beginning to write <input type="checkbox"/> Content-focused strikeouts or corrections 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of planning before beginning to write <input type="checkbox"/> Evidence of pre-writing strategies
The learner's spelling		
<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of letter sound correspondence <input type="checkbox"/> Can write some familiar words and name the letters in those words <input type="checkbox"/> Can spell three-letter words, phonetically spelled words 	<ul style="list-style-type: none"> <input type="checkbox"/> Spelling mostly correct <input type="checkbox"/> Can spell multi-syllable words <input type="checkbox"/> Can spell non-phonetically spelled words 	<ul style="list-style-type: none"> <input type="checkbox"/> No spelling errors <input type="checkbox"/> Evidence of strategy to correct spelling

Writing – Stage One

Make a copy of *Progress Checklists – Writing – Stage One (Section Two)*

Assessment Process:

1. Ask learner to perform assessment tasks listed on the worksheet on the next page and or similar tasks of your choosing. Use the findings from Step 2 – Interview Process to guide you in the selection of writing tasks you ask the learners to do.
2. Record your findings and recommendations on the worksheet.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will **not** be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the results with the Writing Intake Assessment Rubric to determine the learner's Stage level for writing.
5. Complete the Summary of Intake Findings and Recommendations form.

Suggested Materials:

- Lined and unlined paper; pen and pencils of varying thicknesses.
- Cursive and printed text for copying; could include experience story dictated by learner.

Observing the Learner:

To determine:

- *How practiced the learner is in using writing materials* – Does the learner grip the pen/pencil very tightly or is it a relaxed grip? Does he/she press down very hard? Does he/she write quickly or very slowly? Does he/she erase often? How comfortable does he/she seem with the task? Did he/she choose to write on lined or unlined paper? Consider if poor motor control might be due to lack of practice or to a physical or neurological condition.
- *How accurately the learner can copy text* – Is the copy correct? Does the learner look back at the text several times for each letter? For each word? Does he/she reproduce the text in cursive or in print? Is the word reproduced correctly? Are there problems with how he/she forms some of the letters?
- *Knowledge of letter sound correspondence* – Can learner write some familiar words and name the letters in those words? Can he/she spell three-letter words, phonetically spelled words? What kinds of spelling errors does he/she make? Can he/she spell any non-phonetically spelled words, ex: the, of, said?

If the learner has dictated an experience story or written a short paragraph,

- Could he/she select a starting sentence, ideas to include in the story, and a concluding sentence?
- Could he/she construct a complete sentence? What kinds of sentences did he/she dictate (simple, compound, complex)?



Literacy Skills Assessment — Stage One

Writing	
<p>Ask learner to:</p> <ul style="list-style-type: none">• write name• write phone number• write address• recite the alphabet• copy a piece of writing (ex: assessor's name, a few words or sentences from language experience story)• write and then name the letters in words familiar and relevant to learner (ex: the names of the learner's children, STOP, OPEN, CLOSED)• write a three-letter name unfamiliar to learner (ex: Pat, Tom, Jim, Don, Sam, Tim, Ned, Bud, Gil)• write a short paragraph, and/or• dictate an experience story	<p>Assessor's Findings:</p>
	<p>Could be Stage 1 2 3</p> <p>Signature:</p> <p>Date:</p>



Writing – Stage Two

Make a copy of *Progress Checklists – Writing – Stage Two (Section Two)*

Assessment Process:

1. Ask learner to perform assessment tasks listed on the worksheet on the next page and or similar tasks of your choosing. Use the findings from Step 2 – Interview Process to guide you in the selection of writing tasks you ask the learners to do.
2. Record your findings and recommendations on the worksheet.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will not be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the results with the Writing Intake Assessment Rubric to determine the learner's Stage level for writing.
5. Complete the Summary of Intake Findings and Recommendations form.

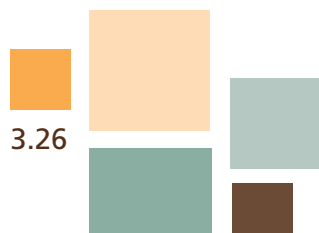
Suggested Materials:

- Lined and unlined paper; pen and pencils of varying thicknesses

Observing the Learner:

To determine:

- *The learner's ability to communicate in writing (text focus)* – Can the learner state ideas clearly in written form? Is there enough detail to cover the topic adequately? Is the language appropriate for the topic and the audience?
- *The learner's knowledge of sentence structure (sentence focus)* – Does the learner write in complete sentences? Does he/she use correct grammar and punctuation?
- *The learner's spelling (word focus)* – What kinds of spelling does the learner make? Are they phonetic errors or sight word errors? Is there a problem with multi-syllable words or with suffixes?
- *The learner's use of pre-writing strategies* – Does the learner think before beginning to write? Are strikeouts content focused rather than spelling and punctuation corrections?
- *The learner's writing habits* – How fluent a hand writer is the learner? Does the learner prefer printing or cursive writing? Does he/she press hard? Does he/she erase a lot? Is the writing legible?





Literacy Skills Assessment — Stage Two

Writing	
Ask learner to: <ul style="list-style-type: none">• write full name and date at the top of the page• write a short paragraph• use the best words• guess at spellings	Assessor's Findings:
	Could be Stage 1 2 3 Signature: Date:



Writing – Stage Three

Make a copy of *Progress Checklists – Writing – Stage Three (Section Two)*

Assessment Process:

1. Ask learner to perform assessment tasks listed on the worksheet on the next page and or similar tasks of your choosing. Use the findings from Step 2 – Interview Process to guide you in the selection of writing tasks you ask the learners to do.
2. Record your findings and recommendations on the worksheet.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will not be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the results with the Writing Intake Assessment Rubric to determine the learner's Stage level for writing.
5. Complete the Summary of Intake Findings and Recommendations form.

Suggested Materials:

- Lined and unlined paper; pen and pencils of varying thicknesses

Observing the Learner:

To determine:

- *The learner's ability to create text (text focus)* – Can the learner develop several ideas clearly in written form? Is there enough detail to cover the topic adequately? Is the language appropriate for the topic and the audience? Does the writing show that the learner realizes that writing is more than talk written down? Does the writing show style and voice?
- *The learner's knowledge of paragraph construction* – Can the learner organize the writing in a logical sequence with appropriate paragraph breaks? Do paragraphs have a main idea and supporting details? Does the learner provide transitions between paragraphs? Did he/she use an opening and a closing paragraph?
- *The learner's knowledge of sentence structure* – Does the learner use a variety of sentence forms (simple, compound, complex)? Is there noun-pronoun and subject-verb agreement?
- *The learner's attention to words (word focus)* – Does the learner use vocabulary adequate for his/her writing purpose? Is he/she aware of any difficulties with spelling? Does he/she mention strategies to deal with these difficulties?
- *The learner's use of pre-writing strategies* – Did you observe the learner planning his/her writing before he/she began? Could he/she tell you what pre-writing strategies are and, if he/she used some before he/she began writing, what they were?
- *The learner's writing habits* – How fluently and quickly does the learner write? Does he/she prefer printing or cursive writing?



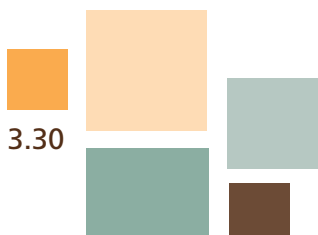


Literacy Skills Assessment — Stage Three

Writing	
Ask learner to: <ul style="list-style-type: none">• write full name and date at the top of the page• write a few paragraphs on a topic of his/her choosing• use the best words• guess at spellings	Assessor's Findings:
	Could be Stage 1 2 3 Signature: Date:



NOTES




3.30



D. Oral Communication

You are assessing learners for their skills in listening, speaking and discussing. Assessment of oral communication skills starts with the assessor's first contact with the learner.

Assessing for oral communication skills can be difficult. It requires an assessor to constantly consider a learner's comments, questions and responses during the entire assessment process. The learner could well be quite nervous during the interview and will likely not be communicating at his/her best.



Also, the assessor can only assess the acquired skills that are being demonstrated during the interview. Communication skills used in other situations can only be surmised from what the learner reveals about himself/herself during the interview.

Familiarity with the Learner Descriptors at Intake, found in Section Two, should help the assessor.

An assessor may wish to ask the learner's permission to record the interviews. The assessor can then complete the assessment of oral communication skills by listening to the recordings later.

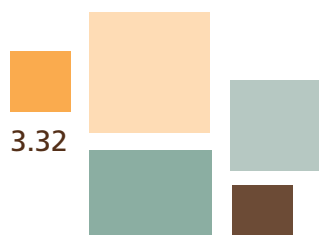
You will need the **Progress Checklists** for Oral Communication:

- Select the Oral Communication checklist for the learner's Stages level (one, two or three) according to your findings in Step 2. Make a copy.
- Refer to the checklist for a list of skills to assess for. As you determine the learner has a particular skill, check it off on the checklist.

**Oral communication is not a task on its own.
It's an observation made throughout the assessment process.**

Oral Communication Intake Assessment Rubric

Stage One	Stage Two	Stage Three
The learner's ability to speak effectively		
<ul style="list-style-type: none"> <input type="checkbox"/> Greet you appropriately <input type="checkbox"/> Responds appropriately to your questions and requests <input type="checkbox"/> Speaks distinctly and with suitable volume, pitch and speed <input type="checkbox"/> Asks questions <input type="checkbox"/> Can say why he wants to enroll in the literacy program 	<ul style="list-style-type: none"> <input type="checkbox"/> Asks relevant questions <input type="checkbox"/> Asks for or volunteers additional information <input type="checkbox"/> Can give several specific reasons for enrolling in the literacy program 	<ul style="list-style-type: none"> <input type="checkbox"/> Asks thoughtful, relevant questions <input type="checkbox"/> Can elaborate on responses when asked to <input type="checkbox"/> Can articulate short and long term goals <input type="checkbox"/> Can advocate for himself (ex: a parking spot close to the door because of a disability)
The learner's ability to listen effectively		
<ul style="list-style-type: none"> <input type="checkbox"/> Responds on topic to your questions <input type="checkbox"/> Asks you to clarify or repeat when necessary <input type="checkbox"/> Remembers and follow simple instructions correctly 	<ul style="list-style-type: none"> <input type="checkbox"/> Asks you to repeat when he didn't hear or understand <input type="checkbox"/> Can remember and follow a series of several instructions correctly 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to your questions with adequate detail <input type="checkbox"/> Requests clarification appropriately (didn't interrupt and didn't sound defensive or accusatory) <input type="checkbox"/> Uses strategies to remember information (take notes, ask for pamphlet or schedule)
The learner's ability to speak on a topic and organize ideas		
<ul style="list-style-type: none"> <input type="checkbox"/> Stays on topic when dictating an experience story or when asked about his ideas of a good teacher <input type="checkbox"/> Provides two or three pieces of information <input type="checkbox"/> Attempts to organize the information in a logical order 	<ul style="list-style-type: none"> <input type="checkbox"/> Stays on topic when speaking of his early school years or when talking about how he thought this program would be different from what school was like for him when he was a child 	<ul style="list-style-type: none"> <input type="checkbox"/> Can discuss a plan of action that will support his success as a learner <input type="checkbox"/> Responds in an organized and focused way





Stage One	Stage Two	Stage Three
The learner's facility with language		
<ul style="list-style-type: none"><input type="checkbox"/> Uses simple but adequate vocabulary and sentence structure for the occasion<input type="checkbox"/> Limited vocabulary that may hinder reading comprehension<input type="checkbox"/> Incorrect sentence structure may be a problem when writing<input type="checkbox"/> Response has frequent grammatical errors. Simple vocabulary using common terms	<ul style="list-style-type: none"><input type="checkbox"/> Uses adequate vocabulary and sentence structure for the occasion<input type="checkbox"/> Vocabulary will not hinder reading comprehension<input type="checkbox"/> Incorrect sentence structure will not be a problem in writing<input type="checkbox"/> Response has occasion grammatical errors. Conversational vocabulary	<ul style="list-style-type: none"><input type="checkbox"/> Uses more than adequate vocabulary and sentence structure for the occasion<input type="checkbox"/> Response has no grammatical errors. Rich vocabulary with content specific terms
The learner's comfort level during the interview process		
<ul style="list-style-type: none"><input type="checkbox"/> Little or no eye contact<input type="checkbox"/> Appear tense, fidgety<input type="checkbox"/> Unable to attend to what you were saying	<ul style="list-style-type: none"><input type="checkbox"/> Maintains eye contact most of the time<input type="checkbox"/> Appears comfortable<input type="checkbox"/> Able to attend to what you were saying<input type="checkbox"/> Responds to informal conversation, "small talk"	<ul style="list-style-type: none"><input type="checkbox"/> Maintains eye contact<input type="checkbox"/> Appear confident and at ease<input type="checkbox"/> Appears to have purpose<input type="checkbox"/> Initiates informal conversation, "small talk"

Oral Communication – Stage One

Make a copy of *Progress Checklists – Oral Communication – Stage One* (Section Two)

Assessment Process:

1. Ask learner to perform assessment tasks listed on the worksheet on the next page and or similar tasks of your choosing. Use the findings from Step 2 – Interview Process to guide you in the selection of document use tasks you ask the learners to do.
2. Record your findings and recommendations on the worksheet.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will not be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the results with the Oral communication Intake Assessment Rubric to determine the learner's Stage level for oral communication.
5. Complete the Summary of Intake Findings and Recommendations form.

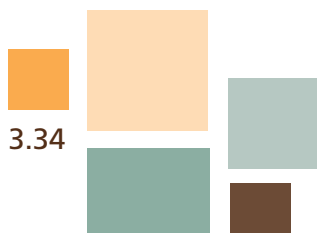
Suggested Materials:

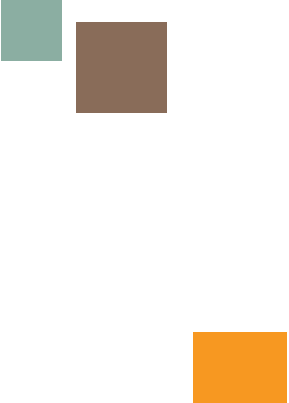
- situation during entire assessment process
- experience story

Observing the Learner:

To determine:

- *The learner's comfort level during the interview process* – What is the learner's body language telling you? Could he/she make eye contact? (Note: lack of eye contact may be a sign of respect in some cultures.) Did he/she appear relaxed or tense? Was he/she able to attend to what you were saying?
- *The learner's ability to listen effectively* – Did the learner respond on topic to your questions? Did he/she respond with more than just a few words? Could he/she remember and follow simple instructions correctly? Did he/she ask you to clarify or repeat when necessary?
- *The learner's ability to speak effectively* – Did the learner greet you appropriately? Did he/she respond appropriately to your questions and requests? Did he/she speak distinctly and with suitable volume, pitch and speed? Did he/she ask any questions? Were they relevant to the discussion at hand? Did he/she ask for or volunteer any additional information? Could he/she say why he/she wanted to enroll in the literacy program?
- *The learner's facility with language* – Are the vocabulary and sentence structure used by the learner simple but adequate for the occasion? Will a limited vocabulary hinder reading comprehension? Will incorrect sentence structure be a problem in writing?



- 
- *The learner's ability to speak on a topic and organize ideas* – Did the learner stay on topic when he/she dictated an experience story during the writing assessment or when you asked him/her about his/her ideas of a good teacher? Did he provide two or three pieces of information? Was there an attempt to organize the information in a logical order?



Oral Communication – Stage Two

Make a copy of *Progress Checklists – Oral Communication – Stage Two* (Section Two)

Assessment Process:

1. Ask learner to perform assessment tasks listed on the worksheet on the next page and or similar tasks of your choosing. Use the findings from Step 2 – Interview Process to guide you in the selection of document use tasks you ask the learners to do.
2. Record your findings and recommendations on the worksheet.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will not be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the results with the Oral communication Intake Assessment Rubric to determine the learner's Stage level for oral communication.
5. Complete the Summary of Intake Findings and Recommendations form.

Suggested Materials:

- situation during entire assessment process

Observing the Learner:

To determine:

- *The learner's comfort level during the interview process* – What is the learner's body language telling you? Was he/she able to attend to what you were saying? Was he/she fidgety or could he be still?
- *The learner's ability to listen effectively* – Did the learner respond on topic to your questions? Could he/she remember and follow a series of several instructions correctly? Did he/she ask you to repeat when he/she didn't hear or understand?
- *The learner's ability to speak effectively* – Did the learner respond appropriately to your questions and requests? When appropriate, did he/she speak in complete sentences? Did he/she speak distinctly and with suitable volume, pitch and speed? Did he/she ask relevant questions? Could he/she elaborate on responses when asked to? Could he/she give several specific reasons for enrolling in the literacy program?
- *The learner's facility with language* – Are the vocabulary and sentence structure used by the learner quite adequate for the occasion? Will a limited vocabulary hinder reading comprehension? Will incorrect sentence structure be a problem in writing?
- *The learner's ability to speak on a topic and organize ideas* – Did the learner stay on topic when he/she spoke of his early school years or when he/she talked about how he/she thought this program would be different from what school was like for him/her when he/she was a child? Did he/she provide two or three pieces of information? Was there an attempt to organize the information in a logical order?



Oral Communication – Stage Three

Make a copy of *Progress Checklists – Oral Communication – Stage Three* (Section Two)

Assessment Process:

1. Ask learner to perform assessment tasks listed on the worksheet on the next page and or similar tasks of your choosing. Use the findings from Step 2 – Interview Process to guide you in the selection of document use tasks you ask the learners to do.
2. Record your findings and recommendations on the worksheet.
3. As the learner performs the assessment tasks, observe what skills he or she has and check these off on the Progress Checklist.

Note: You will not be able to assess for every skill listed on the Progress Checklist during this assessment process. Skills not assessed now can be assessed during instruction time.

4. Compare the results with the Oral communication Intake Assessment Rubric to determine the learner's Stage level for oral communication.
5. Complete the Summary of Intake Findings and Recommendations form.

Suggested Materials:

- situation during entire assessment process

Observing the Learner:

To determine:

- *The learner's comfort level during the interview process* – What is the learner's body language telling you? Does he/she appear confident and at ease? Is he/she respectful? Does he/she appear to have purpose?
- *The learner's ability to listen effectively* – Did the learner respond to your questions with adequate detail? Could he/she follow a series of instructions correctly? Did he/she request clarification appropriately (didn't interrupt and didn't sound defensive or accusatory)? Did he/she use strategies to remember information (take notes, ask for pamphlet or schedule)?
- *The learner's ability to speak effectively* – Did the learner respond politely to your questions and requests? Did he/she speak distinctly and with suitable volume, pitch and speed? Did he/she ask thoughtful, relevant questions? Could he/she articulate his short and long term goals? Could he/she advocate for himself (ex: a parking spot close to the door because of a disability)?
- *The learner's facility with language* – is the vocabulary and sentence structure used by the learner more than adequate for the occasion? Will a limited vocabulary hinder reading comprehension? Will incorrect sentence structure be a problem in writing?
- *The learner's ability to speak on a topic and organize ideas* – Could the learner discuss a plan of action that will support his/her success as a learner? Did he/she do so in an organized and focused way?



Intake Assessment Placement

In each of the worksheets for the Assessment Interview and Literacy Skills Assessment is a place for you to indicate your preliminary finding of a learner's Stages level, based on what you have heard and observed. Your final decision on the appropriate Stages placement for the learner will be based on a tally of these preliminary findings. This decision will be easy if all or most of the levels you selected are the same.

If you have selected more than one Stages level during Steps 2 and 3 of the Assessment Process, the most predominant finding is the one to use.

The Learning Plan and Selection of Materials will need to reflect the various skill levels of the learner. If, for example, the learner falls into Stage Three in reading but Stage Two in writing, the learning plan will need to incorporate reading activities at a Stages Three level and writing activities at a Stage Two level.

Summary of Intake Assessment Findings and Recommendations

For ease of reference, you can record the Stage levels you entered on the assessment worksheets in the Summary of Intake Assessment Finding and Recommendations form on the next page. This form can also be found in Section Two, Form C.

This form can be completed during breaks in the assessment process or after the entire assessment has been completed. Place the form in the learner's file.

Assessors using the Quick Reference Cards may choose to enter their assessment findings directly onto this form during the assessment process.

Recommendations could include:

- materials that relate to a learner's work, interests and/or hobbies
- learning activities that might be suitable
- supports for learning disabilities
- attitudes or issues that need to be addressed
- important cultural considerations
- strengths and strategies that can be capitalized on

Summary of Assessment Findings and Recommendations

Learner Name _____

Assessor _____ Program _____ Date _____

Assessment Interview:

- | | |
|---|---|
| <ul style="list-style-type: none"> A. Education/Training – early education, EAL, adult education, community courses B. Acquired Skills – work, home and community, volunteer work, travel, technology C. Learner Needs – time management, supports, barriers, adaptations D. Goals – education, career, other | <ul style="list-style-type: none"> E. Learner’s Concepts re Reading/Writing – current habits, perceived difficulties, perceived solutions F. Reading Attitudes and Habits – how they read, what they read, how often they read G. Learning Styles and Preferences – style, attitude to risk, attitude to evaluation H. Interests, Activities, Hobbies |
|---|---|

	Stage:
	Stage:
	Stage:
	Stage:

3.42



Overall Assessment Interview Stage indicator _____



Summary of Intake Assessment Findings and Recommendations

Learner Name _____

Learning Goal (literacy, education, other):



Literacy Skills Assessment:

A. Reading Text – level, performance, content, strategies Circle tool used: DALA CARA ReadForward	Stage:
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Summary of Intake Assessment Findings and Recommendations

Learner Name _____

B. Document Use – purpose, form completion, document navigation, reference systems	Stage:
C. Writing – strategies, content, organization, spelling and grammar	Stage:
D. Oral Communication – listening, speaking, discussing	Stage:

Assessor Comments:

Intake placement decision

Assessor

Date





Step 4

Learning Plan

Although learning plans are not the focus of this Guide, a brief discussion is included here since they are the reason for the intake assessment and are the last step before proceeding to instruction. You will do a better job of assessing if you understand the close link between assessment results and learning plans, goal setting and the selection of learning materials. Resources with a fuller description of these topics are available from Manitoba Adult Learning and Literacy.

Learning Plan

The purpose of the intake assessment and subsequent Stages placement is to create a learning plan that will enable learners to meet their learning goals. The *Facilitator's Guide* has excellent examples of learning plans; these plans use the appropriate Stages level as a starting point, and provide examples of suitable materials and resources, along with information about learning strategies and learner skills. Beyond initial reading assessment, the *CARA*, *DALA* and *Read Forward* tools describe ways to identify areas of instructional need. A learning plan for reading instruction can be created through miscue and error analysis.

You will need a detailed plan listing all the objectives needed to achieve the goal(s), along with the activities, resources, skills and strategies needed to support each objective.

Learner Descriptors

The tables on the following pages provide typical descriptors of learners at the beginning, mid- and end points of each of the three stages of the Manitoba Stages Framework. Their purpose is to familiarize you more fully with the Stages levels of adult literacy learning, and to assist you with placement and the creation of learning plans.

Because learners lose or forget skills acquired in early education and develop and improve skills needed as adults, their skill profiles will most likely be quite irregular. They may fall into a higher Stages level for skills needed for specific tasks they often perform, but fall into a lower Stages level for skills which they rarely or never use.

Learners who have spent some time in an adult literacy program may exhibit different characteristics. They can have a greater awareness of the processes and strategies involved in learning, and they may be able to speak about their learning in more metacognitive terms.

The descriptors that follow are categorized into four of the Essential Skills listed in the Manitoba Stages Framework of Reading Text, Document Use, Writing and Oral communication.

Goal Setting

After you and the learner have discussed the learner's goal(s) during the assessment interview, a more in-depth discussion on **goal setting** is now required. This involves knowing what skills are required to attain this goal.

If the goal is work related, two good resources are the Essential Skills Profiles and the National Occupational Classification (NOC) information developed by Human Resources and Skills Development Canada (HRSDC).

Essential Skills Profiles can be found at:

http://www10.hrsdc.gc.ca/es/english/all_profiles.aspx

NOC can be found at

<http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/SearchIndex.aspx>

Selection of Learning Materials

The resources and **learning materials** you select for instruction should be chosen carefully. They should reflect the learner's goals and interests, and provide practice in the skills and strategies the learner needs to learn or improve on.



Learner Descriptors at Intake

A. READING TEXT

	Beg Stage One	Mid Stage One	End Stage One / Beg Stage Two
ES Level One			
Level	<ul style="list-style-type: none"> Below grade 1 readability level Text length – very familiar individual word(s) 	<ul style="list-style-type: none"> Grade 1-2 readability level Text length – one or two simple short paragraphs 	<ul style="list-style-type: none"> Grade 3-4 readability level Text length – several simple, short paragraphs
Performance	<ul style="list-style-type: none"> Very reluctant to try reading anything Cannot read cursive writing 	<ul style="list-style-type: none"> Will read very simple text when required to May not be able to read cursive writing 	<ul style="list-style-type: none"> Admit to having difficulties in reading Often ask family members and work colleagues to tell them what a document says (letters from utilities, bulletin board notices)
Content	<ul style="list-style-type: none"> Know some high-frequency words when presented in their usual format (<i>STOP, SALE, McDonald's, CLOSED</i>) Can read names of family members 	<ul style="list-style-type: none"> May read a very simple note (“Pick me up at the Grub Pub after work.”) 	<ul style="list-style-type: none"> Will read simple letters, greeting cards and posters
Strategies	<ul style="list-style-type: none"> Know some alphabet letter names and sounds 	<ul style="list-style-type: none"> Read very slowly and may point to the words as they read Often move their lips when reading silently Know the letter names and sounds of the alphabet and most of the blends Still depend more on sight vocabulary for reading 	<ul style="list-style-type: none"> Can find details in simple text Can make simple inferences Use some word attack skills and context cues to figure out new words Often focus more on decoding than on meaning

A. READING TEXT

	Mid Stage Two	End Stage Two/ Beg Stage Three	Mid Stage Three	End Stage Three
	ES Level Two		ES Level Three	
Level	<ul style="list-style-type: none"> Grade 4-5 readability level Text length – 500+ words 	<ul style="list-style-type: none"> Grade 6-7 readability level Text length – up to 1000 words 	<ul style="list-style-type: none"> Grade 8-9 readability level Text length – 1000+ words 	<ul style="list-style-type: none"> Grade 9-10 readability level Text length – 1000+ words
Performance	<ul style="list-style-type: none"> Read on a need-to-know basis 	<ul style="list-style-type: none"> Are moving from learning to read to reading to learn and know 	<ul style="list-style-type: none"> Are reading to learn 	<ul style="list-style-type: none"> Read fairly complex books
Content	<ul style="list-style-type: none"> Work memo Notes from school 	<ul style="list-style-type: none"> Newspaper – sports, entertainment, letters Parts of magazine articles 	<ul style="list-style-type: none"> Magazines on topics of special interest – sports, entertainment, hobbies) May read simple novels (Danielle Steel, Stephen King) 	<ul style="list-style-type: none"> Personal – for information, interest or entertainment, for gaining new knowledge Work- manuals, reference books, journals, brochures
Strategies	<ul style="list-style-type: none"> Still read slowly and may lose comprehension due to slow reading pace Are refining word recognition processes 	<ul style="list-style-type: none"> Can use both word attack skills and context cues to figure out unfamiliar words 	<ul style="list-style-type: none"> Rely on vocabulary and background knowledge to derive meaning as they read 	<ul style="list-style-type: none"> Can identify author’s purpose and intended audience Have mastered the skills required to read for different purposes Can successfully navigate texts to access information in a wide range of topics



B. DOCUMENT USE

	Beg Stage One	Mid Stage One	End Stage One / Beg Stage 2
	ES Level One		
Purpose Form completion Document navigation Reference systems	<p>Can read/use/complete:</p> <ul style="list-style-type: none"> • Simple picture signs (<i>washroom; no smoking, traffic lights; stop sign</i>) and labels (<i>sizes in clothes, drawer contents</i>) • Pictorial instructions (<i>how to cut a pineapple</i>) • Maps (<i>read a picture map of a park; give directions by pointing</i>) • Graphs (<i>star ratings of movies and hotels</i>) and tables (<i>calendar; apartment block directory</i>) • Forms with only name and phone number required (<i>put name on draw box blank form</i>) • Reference systems (<i>flip through a catalog to find the appliance section and then the fridges</i>) • Technology (<i>make and receive calls on a cell phone; use key code entry pad; play DVD's</i>) 	<p>Can read/use/complete:</p> <ul style="list-style-type: none"> • Signs with a few simple words and found in expected places (<i>PARKING, OPEN, CLOSED; best before date</i>) and labels (<i>dials on washer and dryer</i>) • Simple instructions with picture(s) and very few words (<i>table setting diagram; "To open press here" on product packaging</i>) • Maps (<i>read a YOU ARE HERE map at the zoo; draw a simple map that shows the way from your house to the church/place of worship three blocks/miles away</i>) • Simple tables (<i>a simply formatted grocery flyer price list</i>) and graphs (<i>children's growth chart</i>) • Forms requiring only two or three items of information (<i>phone messages, restroom cleaning checklist</i>) • Reference systems (<i>picture dictionary</i>) • Technology (<i>play Solitaire on line; use a calculator</i>) 	<p>Can read/use/complete:</p> <ul style="list-style-type: none"> • Familiar signs (WHMIS) and labels (<i>care labels in clothes</i>) with colour coding or several phrases or sentences • Instructions with up to six steps and with a picture and sentence for each step (<i>proper hand washing poster; illustrated recipes</i>) • Maps (<i>read a city transit map to see what route a certain bus takes; draw a map to show how to get from one department to another at work</i>) • Tables (<i>simple table of contents; multiplication table</i>) and graphs (<i>temperature forecasts line graph; mileage/distance chart</i>) • Forms with more than one form element and requiring several items of information (<i>simple job application and club membership registration forms</i>) • Reference Systems (<i>simple dictionary; telephone book</i>) • Technology (<i>ATM, credit card parking meter</i>)

B. DOCUMENT USE

	Mid Stage Two	End Stage Two / Beg Stage Three	Mid Stage Three	End Stage Three
	ES Level Two		ES Level Three	
Purpose	Can read/use/ complete:	Can read/use/ complete:	Can complete/ locate/organize/ analyze:	Can complete/ locate/organize/ analyze:
Form completion	<ul style="list-style-type: none"> • Signs (<i>forklift safety posters</i>) and labels (<i>nutrition label</i>) with several items of information on less familiar topics 	<ul style="list-style-type: none"> • Signs (<i>truck hand signals</i>) and labels (MSDS) with multiple pieces of information and of a more complex nature 	<ul style="list-style-type: none"> • Forms that are longer and denser with a variety of form elements and may require narrative responses (<i>job application; accident and incident reports; product evaluations</i>) 	<ul style="list-style-type: none"> • Forms that are complex, require consulting several sources, and may require reflective responses (<i>simple tax returns; consumer research surveys; project outcomes on a funding application</i>)
Document navigation	<ul style="list-style-type: none"> • Instructions with clearly defined steps (<i>recipes; appliance operating instructions</i>) 	<ul style="list-style-type: none"> • Instructions (<i>appliance problem solving instructions; CPR; driver's manual; recipes</i>) 	<ul style="list-style-type: none"> • Organize items and documents (<i>household bills</i>) 	<ul style="list-style-type: none"> • Organize items and documents (<i>tax receipts</i>)
Reference systems	<ul style="list-style-type: none"> • Maps (<i>read a provincial highways map to plan a trip from one town to another; draw a neighbourhood scavenger hunt map</i>) • Tables (<i>hockey schedule; equipment catalogues</i>) and graphs (<i>Canada's Food Guide</i>) • Forms with several form elements (<i>mail order purchases; simple ALP registration form; simple parking space application</i>) • Reference systems (<i>Yellow Pages, book index; catalogue</i>) • Technology (<i>search a simple data base; read/write emails</i>) 	<ul style="list-style-type: none"> • Maps (<i>city map index to find page and coordinates for a specific intersection</i>) • Tables (<i>price lists; sports schedules</i>) and graphs (<i>family tree</i>) • Forms with a variety of form elements and may need consultation of another source (<i>some registration forms, Medication Record Book</i>) • Reference Systems (<i>encyclopedia; medical book; internet</i>) • Technology (<i>do a simple Internet search; program quick dial numbers into phone; word process simple documents; use print icon to print documents and emails</i>) 	<ul style="list-style-type: none"> • Reference systems (<i>national postal code; Internet</i>) • Tables (<i>metric <—> imperial conversion</i>) or schedules (<i>airline schedule</i>) • Formatted information (<i>trouble shoot using schematic for a photocopier</i>) • Technology (<i>insert clipart into documents; manage email and document files; download pictures from camera to computer and print; connect peripherals to computer</i>) 	<ul style="list-style-type: none"> • Reference systems (<i>library catalogue system</i>) • Tables and schedules (<i>airline schedule involving plane changes; income tax returns schedules</i>) • Formatted information (<i>schematic for refrigeration system</i>) • Technology (<i>install new software; produce multimedia presentation</i>)



C. WRITING

	Beg Stage One	Mid Stage One	End Stage One / Beg Stage Two
	ES Level One		
Strategies	<ul style="list-style-type: none"> • Say they can't write. • Print/write slowly and hold pen awkwardly. 	<ul style="list-style-type: none"> • Say they hardly ever write. • May press hard when they write. 	<ul style="list-style-type: none"> • Are reluctant to write because of perceived spelling problems.
Content	<ul style="list-style-type: none"> • Usually know how to print their name (<i>fill in name on a form; endorse a cheque; sign in to work; sign a greeting card</i>). 	<ul style="list-style-type: none"> • Can write simple lists (<i>five items</i>) to aid memory (<i>birthday party guests; grocery list</i>) and several sentences (<i>I fed the dog. Need to buy more dog food. The grinder is broken. Used Bob's to finish the job.</i>) and short friendly notes (<i>a note in a greeting card</i>). 	<ul style="list-style-type: none"> • Will write short notes (one or two paragraphs) when required to (<i>Bobby wasn't in school yesterday he was sick. Please let him go to the bathroom when he needs to. And let him stay in at recess.</i>)
Organization	<ul style="list-style-type: none"> • Write individual words. 	<ul style="list-style-type: none"> • Write two or three sentences on the same idea that may read like a list. 	<ul style="list-style-type: none"> • Two ideas may be consecutively presented but written as one paragraph.
Spelling & Grammar	<ul style="list-style-type: none"> • May be able to spell their name and the names of family members. • Can copy words but need to refer back to the reference word for each letter. • Say they don't know grammar. 	<ul style="list-style-type: none"> • Spell mostly phonetically, but know how to spell some sight words correctly. • May omit or misuse end punctuation. 	<ul style="list-style-type: none"> • Spelling vocabulary is quite limited. • May lack sense of sentence construction, punctuation and capitalization. • Written grammar is usually consistent with spoken grammar.

C. WRITING

	Mid Stage Two	End Stage Two / Beg Stage 3	Mid Stage Three	End Stage Three
	ES Level Two		ES Level Three	
Strategies	<ul style="list-style-type: none"> • Are beginning to depend more on writing as a tool to remember and communicate (<i>to-do lists, short emails, text messaging; notes to child's teacher</i>). 	<ul style="list-style-type: none"> • May not use pre-writing strategies in a deliberate and thoughtful way (<i>planning, organizing, and brainstorming</i>). 	<ul style="list-style-type: none"> • Are beginning to use pre-writing strategies (<i>planning, organizing, and researching</i>). • May attempt to revise their writing. 	<ul style="list-style-type: none"> • Will consult references (<i>dictionary, thesaurus, grammar book</i>) to edit their work. • Will revise their writing (<i>clarity, word choice</i>).
Content	<ul style="list-style-type: none"> • Can write a few paragraphs, total length 200 words, on a familiar topic (<i>two paragraph home care report elaborating on client's needs:</i> • <i>re grooming – take care when combing hair, sore on scalp, assist with applying cream</i> • <i>re cleaning – vacuum cleaner bag needs replacing, family have bought new bags and have put them on the shelf in the front closet</i>). 	<ul style="list-style-type: none"> • Can write several paragraphs for a purpose (<i>letters, memos</i>), total length of 250 words. 	<ul style="list-style-type: none"> • Can produce writing that is more than 250 words long. • Are more confident in their ability to write for a purpose (<i>simple business letters, basic resume and cover letter, simple reports</i>). • Are beginning to recognize that formatted writing is more than talk written down (<i>use formal and informal language appropriately</i>). 	<ul style="list-style-type: none"> • Can research and write 500 word essays. • Can write in formats and language appropriate for the purpose and audience (<i>work reports, business letters, resumes and cover letters, personal journals</i>).
Organization	<ul style="list-style-type: none"> • Write several ideas, each developed with a few sentences, but paragraphing may not be correct and ideas may need reorganizing. 	<ul style="list-style-type: none"> • Write several reasonably well-organized paragraphs but may not use words to connect the ideas in one paragraph to ideas in another paragraph. 	<ul style="list-style-type: none"> • Choose correct format for the purpose. • Use introduction and conclusion paragraphs. 	<ul style="list-style-type: none"> • Write in a more sophisticated manner with more than one paragraph per main point.



Spelling and Grammar	<ul style="list-style-type: none"> • Apply some spelling rules. • Are beginning to grasp sentence structure, punctuation and capitalization. 	<ul style="list-style-type: none"> • Apply spelling rules for simple prefixes and suffixes. • Have a grasp of word, sentence and paragraph construction. 	<ul style="list-style-type: none"> • Apply root words and syllabication to aid in spelling. • Do some editing of spelling, grammar and punctuation. 	<ul style="list-style-type: none"> • Will edit their writing for spelling, punctuation and grammar.
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D. ORAL COMMUNICATION

	Beg Stage One	Mid Stage One	End Stage One / Beg Stage Two
	ES Level One		
Listening Speaking Discussing	<ul style="list-style-type: none"> • Can listen to entertain themselves (radio, TV, CD player) • Can respond to greetings (<i>I'm fine; how you are doing?</i>) • Can provide straight-forward, factual information when questioned (<i>name, address, telephone number</i>) • Can socialize with family and friends (<i>family gatherings and parties</i>) • Communications have no expectations and little to no risk attached (<i>greeting a neighbor and commenting on the weather</i>) 	<ul style="list-style-type: none"> • Can listen to questions and respond with answers (<i>Q: 911 – What is your emergency? A: Mr. D fell and his head is bleeding</i>) • Can make simple requests for clarification (<i>Do I go to room six or room seven?</i>) • Can give reasons for enrolling in literacy program (<i>I want to learn to read so I can read to my son.</i>) • Communication has little to no risk but some expectation attached (<i>an expectation that presenting at the literacy program will result in successfully registering in the program</i>) 	<ul style="list-style-type: none"> • Will ask questions requesting information and will listen to remember the answers (<i>may repeat the date and time classes will begin</i>) • May come to interview with prepared questions (<i>How can I learn to read faster?</i>) • Failure to communicate may cause irritation but has little real consequence (<i>purchase white instead of whole wheat hotdog buns</i>)

D. ORAL COMMUNICATION

	Mid Stage Two	End Stage Two/ Beg Stage Three	Mid Stage Three	End Stage Three
	ES Level Two		ES Level Three	
Listening Speaking Discussing	<ul style="list-style-type: none"> • Can explain things to others (<i>Ask the secretary for a bus pass. But you can't miss more than three classes in a month without a good reason or you won't get another pass next month.</i>) • Can use voice mail to leave and receive short messages (<i>This is Joan. Call me when you get in. You know my number.</i>) • Failure to communicate may be quite annoying (<i>son didn't tell you he would be late picking you up after work and you have to rush to get supper before the soccer game</i>) 	<ul style="list-style-type: none"> • Will state an opinion on matters of personal relevance and give reasons to a group of familiar people (<i>I would like class to end by 10 to nine. That way I can catch the 9:01 bus home. The next bus doesn't come until 9:29.</i>) • Can use voice mail to leave and receive a detailed message (<i>This is Jim. I won't be in class today because we had to take my daughter to the hospital last night. Could you ask Don to make the coffee, please? It's my turn today. He'll need to fill the sugar bowl. I noticed it was almost empty yesterday. Thanks!</i>) • Failure to communicate may cause difficulties (<i>you weren't sure if your husband said to set the alarm for quarter after or quarter to six, but didn't verify; you set it for quarter after and he is late for work and is docked pay</i>) 	<ul style="list-style-type: none"> • Will listen in a discussion and state an opinion on a controversial issue and give sound, thoughtful arguments (<i>I think reading novels is a waste of time. People should be reading about what is happening in the world and in their communities so we know how to vote and how to fix the environment, not somebody's made-up story.</i>) • Failure to communicate causes significant difficulties (<i>forgetting to tell a co-worker that the brakes on the truck aren't working and the coworker hits a fence, causing damage to the fence and the truck</i>) 	<ul style="list-style-type: none"> • Can advocate effectively for themselves in the intake interview (<i>I'd like to do this rather than that because...</i>). • Can disagree politely and assertively. (<i>in response to being told he will need to work overtime – "I'm sorry, I can't work overtime today. It's my wife's birthday and we are going out for dinner with her parents."</i>) • Can explain or describe an activity to a group of people they don't know (<i>explain how candy is made to a group touring a candy factory</i>) • Can listen and take notes from a lecture or movie. • Can exchange information and offer an opinion in a group discussion. • Failure to communicate results in legal difficulties (<i>kids aren't picked up from daycare because both parents think the other one is doing it and social services become involved</i>)

PHASE II

Step 5: Ongoing Assessment

Stage Level Increments

Literacy instructors can identify incremental learner progress within Stage Levels 1, 2, and 3 using the following definitions and the descriptors of learners at the beginning, mid-, and ending points of each of the Stage Levels. Assessment of incremental learning informs learners, instructors, coordinators, and Adult Learning and Literacy of achievement at a certain point in time.

The Stages Framework principles are used in the assessment of progress within and across Stage levels:

- Skills Development
- Metacognition
- Ownership
- Transferability
- Context

The definitions of Stage Level Increments reflect a gradual release of instructor responsibility as learners increase their competence, independence, and confidence and move from highly structured, concrete, and instructor-supported activities to open, abstract and complex activities.

The checklists identify learner progress using the following definition of *stage level increments*:

BEGINNING STAGE LEVEL: 1, 2, 3 – One check (✓)

The learner is getting ready or is ready to learn how to do this; the learner is developing or has the necessary lead-up skills.

MID STAGE LEVEL: 1, 2, 3 – Two checks (✓✓)

The learner understands how to do this but needs practice so he/she will remember how and become good at it.

ENDING STAGE LEVEL: 1, 2, 3 – Three checks (✓✓✓)

The learner can teach this to someone else, remembers to do it most of the time, and is ready to go on to the next step in learning.

Progress Checklists

The Progress Checklists provide a place to track progress and record the skills a learner has demonstrated during the program year. The checklists have been adapted from those found in the Manitoba Stages Framework.

The Progress Checklists allow you to track learner progress at specific points during the program year. They also provide space to record the name of the assessor as well as the date the assessment was completed. They are used during the intake assessment as a guide to determining a learner's initial Stage level.

At mid-year and year-end, learners' Progress Checklists can be reviewed for data collection purposes.

As you work with the learner over the course of the learning process, you can affirm, adjust and add to a learner's list of skills.

Encourage learners to review their Progress Checklists regularly to corroborate their skills development. Learners can take copies of their Progress Checklists with them when they exit from the program or transfer to another program.



Progress Checklist – Reading Text – STAGE ONE

Learner

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Assessed by:

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Reading Words: The Learner...			
• Knows the names and sounds of the letters in the alphabet.			
• Uses letter sounds to help read words.			
• Finds word meanings in a dictionary.			
• Knows the order of letters in the alphabet.			
• Knows the words that are often used on forms.			
• Reads words that are important to her/him.			
• Knows some ways of figuring out new words.			
Reading Sentences: The Learner...			
• Knows what a sentence is.			
• Uses the whole sentence to help figure out the meaning of a word.			
• Understanding What is Read: The Learner...			
• Uses what he/she knows about a topic to help understand what is read.			
• Says why he/she is reading something.			
• Knows that there are different ways of reading such as skimming, scanning, and reading every word carefully.			
• Uses the way of reading that is right for the purpose for reading.			
• Knows if he/she understood what was read.			
• Knows some things to do when he/she doesn't understand what he/she is reading, like re-reading, reading ahead, etc.			
• Uses titles, headings and diagrams to help understand what he/she is reading.			
• Finds the who, what, when, where, why and how of a story.			
• Explains what she/he has read to someone else.			
• Recognizes the different purposes of text – for information and for enjoyment.			
• Recognizes that different types of text will look different and that the format can help identify the purpose of the text.			

Progress Checklist – Reading Text – STAGE TWO

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by:

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Reading Words: The Learner...			
• Uses what is known about syllables, word parts and root words to help read and understand new words.			
• Finds words in a dictionary.			
• Uses a dictionary or glossary to find the meaning or pronunciation of new words.			
• Reads words that are important to her/him such as words used at work or for personal interests.			
Understanding What is read: The Learner...			
• Uses previous knowledge and experiences to help understand what he/she is reading.			
• Has a purpose for reading.			
• Asks questions that will be answered by reading.			
• Makes guesses about what a text will say before he/she reads, and checks guesses by reading.			
• Connects what is learned from reading with what he/she already knows about a topic			
• Reads easy text quickly and more difficult text more slowly.			
• Changes the way she/he reads, depending on purpose for reading and how difficult the reading is. Some ways of reading are skimming, scanning, reading in detail, re-reading and reading ahead.			
• Finds main ideas and supporting details.			
• Looks for information or finds answers to questions.			
• Figures out what the author's purpose was for writing, and for whom the author was writing. Some purposes are: to persuade, to describe, to instruct, or to inform.			
• Understands that information is presented differently for different audiences and purposes.			
• Gets information from a picture or diagram and connects this to what the text says.			
• Shows that he/she has understood by telling someone about what has been read, writing a report or making a summary.			
• Uses lists, notes, webs, outlines, and maps to help with understanding what has been read.			

Progress Checklist – Reading Text – STAGE THREE

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by:

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Reading Words: The Learner...			
• Uses what is known about roots, foreign roots, prefixes and suffixes to read new words.			
• Uses dictionaries, glossaries or reference material to find the meaning of unfamiliar words.			
• Understands the concept of simile, idiom and metaphor.			
• Understands that word choice conveys style (formal, informal).			
Reading Sentences: The Learner...			
• Understands that different kinds of sentences have different effects.			
• Decides if the sentences a writer is using are suitable for a particular audience and purpose.			
• Understands how writers use different kinds of sentences in order to persuade or convince the reader.			
Understanding What is Read: The Learner...			
• Identifies an author's purpose and intended audience, basing opinions on evidence from the text, including form, structure, style and vocabulary.			
• Writes summaries.			
• Understands how character and setting are created, and how plot, narrative structure and themes are developed in a piece of fiction.			
• In fiction, recognizes the differences between author, narrator and character.			
• Adapts reading methods and reading rate to the purpose for reading, topic and difficulty of text. Explains the methods used, and why they were used.			
• States an opinion about a text, using the text to support his/her opinion.			
• Reads "between the lines" to make inferences and draw conclusions about a text, giving evidence from the text to support ideas.			
• Gathers information about a topic from a variety of sources, comparing, contrasting and integrating the information collected.			

<ul style="list-style-type: none"> • Uses organizational features (headings, index, contents) and systems (reference systems, Internet) to locate texts and information. 			
<ul style="list-style-type: none"> • Knows the characteristics of different kinds of writing (genres), considering language, form, style and content. 			
<ul style="list-style-type: none"> • Reads texts critically by asking and answering the following questions: <ul style="list-style-type: none"> • Is the author stating a fact or an opinion? • Is this information up-to-date and reliable? • Is this the right text for the purpose? • What is the author's point of view, and does the text reveal the author's bias? • Is the text well written? • Is the author's argument effective and well stated? • What meanings are revealed by the author's choice of vocabulary, tone, style and form? • What evidence has the author included or deliberately left out in order to convince the reader? 			



Progress Checklist – Document Use – STAGE TWO

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Understanding documents: The Learner...			
<ul style="list-style-type: none"> • Figures out the main idea, purpose and audience for a document. • Has a clear purpose for reading the document and finding information. • Previews a document and notices: <ul style="list-style-type: none"> • how it is organized • titles, headings and labels • keywords and phrases 			
<ul style="list-style-type: none"> • Knows and uses ways to deal with difficult words. 			
<ul style="list-style-type: none"> • Uses main and sub-categories to find information. 			
<ul style="list-style-type: none"> • Combines information from more than one document. 			
<ul style="list-style-type: none"> • Reads maps, understanding and using directions, symbols, legends, distances and scale. 			
<ul style="list-style-type: none"> • Understands and uses the features of graphs and charts, including title, axis, scales, key and labels. 			
<ul style="list-style-type: none"> • Finds information in simple, double line and bar graphs. 			
<ul style="list-style-type: none"> • Makes comparisons and notices trends in the data, and thinks about the meaning of these trends. 			
<ul style="list-style-type: none"> • Finds information in diagrams and other graphics. 			
Completing documents: The Learner...			
<ul style="list-style-type: none"> • Previews the document to see: <ul style="list-style-type: none"> • how it is organized • if there are instructions for completing the form • what information is required if he/she will need to gather information before completing the form 			
<ul style="list-style-type: none"> • Knows the purpose of the form: why is the information being gathered, who will use it, and for what purpose? 			
<ul style="list-style-type: none"> • Gathers the information needed to complete the form. 			
<ul style="list-style-type: none"> • Follows the instructions for completing the form. 			
<ul style="list-style-type: none"> • Writes answers that are clear, complete and concise. 			

Date:	At Intake	Interim	At Exit
• Knows the spelling of words that are often used on forms.			
• Prints or writes neatly.			
• Proof-reads to see if there are errors or missing information.			
Generation documents: The Learner...			
• Gathers information and presents it so it makes sense to others.			
• Knows that information can be presented in different ways and picks a format that will work well for the data.			
• Uses titles and labels that help the reader understand.			
• Picks a scale that makes sense of the data.			

Progress Checklist – Document Use – STAGE THREE

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Understanding documents: The Learner...			
<ul style="list-style-type: none"> • Previews the document to see: <ul style="list-style-type: none"> • how the information is displayed and organized • what categories are used • what methods should be used for finding the needed information 			
• Identifies the purpose and intended audience of the document.			
• Relates information in text to that in graphics.			
• Notices trends, makes comparisons and draws conclusions from documents.			
• Considers the reason for trends in the data.			
• Evaluates a document to see if it is suitable for its intended purpose and audience.			
• Uses reference systems to find information and information sources.			
• Finds information in two and three-dimensional drawings such as blueprints, projections, cross-sections, schematics, and exploded drawings.			
Completing documents: The Learner...			
• Understands the structure of a form, and decides if it is suitable for its intended purpose and audience.			
• Completes forms that require her/him to code information before entering it on the form.			
• Uses information from one section of the form in another section. Tax returns are one example of recycling information in this way.			
• Makes decisions about how to complete the form when the information does not fit the categories of the form.			
• Writes clear, concise and complete answers to open-ended questions, such as those found on job applications.			
Generation documents: The Learner...			
• Designs a document or an organizational system so that the required information can be easily located and new information can be entered as needed.			

Progress Checklist – Writing – STAGE ONE

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Use of the Writing Process: The Learner...			
• Knows for whom and why he/she is writing.			
• Thinks of ideas for writing.			
• Writes short phrases.			
• Writes sentences, lists and notes.			
• Plans before starting to write.			
• Knows some ways of planning such as talking over the topic with someone else, making a list, or making a map of ideas.			
• Uses a plan to help with writing.			
• Writes about things that he/she has done or experienced.			
• Decides on the form the writing will take so it will be right for the audience and reason for writing. Some examples of forms are notes, lists, letters and paragraphs.			
• Organizes writing into paragraphs.			
• Goes over her/his writing to see if: <ul style="list-style-type: none"> • it says what is intended • everything is in the right order • nothing has been left out • something has been unnecessarily repeated 			
• Makes changes in the writing if things are found that could be done a different way.			
Punctuation: The Learner...			
• Uses capital letters correctly: <ul style="list-style-type: none"> • names and addresses • the first word in a sentence • the word "I" • proper nouns 			
• Uses periods, question marks and exclamation marks correctly.			

Date:	At Intake	Interim	At Exit
Grammar: The Learner...			
• Knows what a sentence, the subject of a sentence and verb of a sentence are.			
• Writes complete, correct sentences.			
• Writes questions.			
• Uses words like and, or, but, etc. to join two simple sentences into a longer sentence.			
• Uses describing words (adjectives) in writing.			
• Uses the correct verbs when writing about things that happened in the past.			
• Uses the correct verbs when writing about things that are happening now.			
Spelling: The Learner...			
• Writes upper and lower case letters of the alphabet.			
• Knows the sounds that go with letters or groups of letters.			
• Knows the best ways to learn and remember.			
• Uses a way of learning to spell words that works for him/her.			
• Understands how to remember things.			
• Notices when a word looks like it has been spelled wrong.			
• Notices when words are made up of short words or word parts, and uses to help spell.			
• Picks words that are important to spell (ex: words needed at work, at home, or for own interests, or often-used words).			
• Tries to write new words even if not sure how to spell them.			
• Uses tools to help spell, such as dictionaries, glossaries, personal spelling lists, computer spellcheckers, electronic dictionaries and spellcheckers.			
Handwriting and Presentation: The Learner...			
• Prints and writes so that it is easy for the reader to read what is written.			
• Knows when neat, clear handwriting is important, and when it is not so important.			
• Decides when to use the computer and when to write by hand.			
Vocabulary and Word Choice: The Learner...			
• Uses the right words that say what is meant.			

Progress Checklist – Writing – STAGE TWO

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
• Understands the target audience and purpose for writing. Selects the best organization and style for the content, audience and purpose. (ex: writes a paragraph, creates a chart, provide information in numbered points, etc.)			
• Makes a plan before beginning to write.			
• Thinks about the audience and purpose for writing when planning: <ul style="list-style-type: none"> • what he/she will say • the form the writing will take • how much she/he will write • how ideas will be organized 			
• Uses a plan to help write by hand or on the computer.			
• Finds sources for the information to include in the writing. The information could come from other people, from reading, or from media like videos or the Internet.			
• Gathers information, takes notes and writes down where the information is found.			
• Decides if he/she has enough information, and if what is collected is right for the target audience and purpose.			
• Organizes the writing around a clear main idea and supporting points.			
• Puts ideas in logical order.			
• Stays on topic.			
• Makes links or bridges between ideas so the reader can follow and understand easily.			
• Writes paragraphs that include topic sentences.			
• Finds and corrects mistakes in grammar, punctuation, spelling and capitalization.			
• Writes a final copy after having asked these questions: <ul style="list-style-type: none"> • Has anything been left out? • Is anything repeated? • Is everything on topic? • Are the ideas in a logical order? 			

Date:	At Intake	Interim	At Exit
• Thinks about the writing, and sets goals for how to improve writing skills.			
Punctuation: The Learner...			
• Correctly uses commas, apostrophes and speech (quotation) marks.			
• Uses a variety of sentence types in writing;			
• Uses verbs correctly, so that verbs agree with subjects, and uses the correct verb tense.			
• Uses linking words so that the writing flows and is unified.			
Spelling: The Learner...			
• Uses methods of learning to spell that fit with learning style.			
• Knows when correct spelling is important or not so important.			
• Learns to correctly spell words that sound the same but are spelled differently. (ex: there, their, they're)			
• Knows and uses some guidelines or rules for spelling.			
• Takes chances in writing new words.			
• Understands the meaning and use of some common prefixes and suffixes.			
• Notices when he/she has misspelled a word, and understands the reasons for the errors.			
• Makes and follows a plan to improve spelling.			
• Uses tools to help with spelling: dictionaries, glossaries, personal spelling lists, computer spellcheckers, electronic dictionaries and spellcheckers.			
Handwriting and Presentation: The Learner...			
• Prints and writes in a way that is neat and easy to read.			
• Makes a final copy of writing that has the right level of neatness and correctness for the purpose and audience.			
Vocabulary and Word Choice: The Learner...			
• Learns new words by: <ul style="list-style-type: none"> • using what is known about root words, word families, suffixes and prefixes • noticing and learning new words while reading • using a thesaurus to help pick just the right word for what he/she is trying to say 			



Progress Checklist – Writing – STAGE THREE

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Use of the Writing Process: The Learner...			
• Adapts use of the writing process to a particular writing assignment.			
• Develops logical arguments and provides relevant evidence to support opinions.			
• Uses form, language and style that are right for the intended audience and purpose.			
• Organizes the writing clearly and logically so that it is easy for the reader to follow and understand.			
• Writes effective openings that introduce the main idea and draw the reader into the text.			
• Provides good transitions between sections of the text.			
• Selects, clarifies and narrows a topic for research and writing.			
• Locates appropriate oral, text and media sources of information related to a topic.			
• Gathers and records information, using a variety of sources and recording sources of information.			
• Assesses information to make sure that it is relevant to the topic, up-to-date and comes from reliable sources.			
• Reviews and evaluates her/his writing, discusses what is written, and pinpoints areas that need improvement.			
Punctuation: The Learner...			
• Correctly uses the following kinds of punctuation: end marks, commas, quotation marks, colons, semicolons and dashes.			
Grammar: The Learner...			
• Uses a variety of sentence types in writing.			
• Uses verbs correctly, so that verbs agree with subjects, and uses the correct verb tense.			
• Uses linking words so that the writing flows and is unified.			

Date:	At Intake	Interim	At Exit
• Uses methods of learning to spell that fit with learning style.			
• Knows when correct spelling is important or not so important.			
• Learns to correctly spell words that sound the same but are spelled differently. (ex: there, their, they're)			
• Knows and uses some guidelines or rules for spelling.			
• Takes chances in writing new words.			
• Understands the meaning and use of some common prefixes and suffixes.			
• Notices when he/she has misspelled a word, and understands the reasons for the errors.			
• Makes and follows a plan to improve spelling.			
• Uses tools to help with spelling: dictionaries, glossaries, personal spelling lists, computer spellcheckers, electronic dictionaries and spellcheckers.			
Handwriting and Presentation: The Learner...			
• Prints and writes in a way that is neat and easy to read.			
• Makes a final copy of writing that has the right level of neatness and correctness for the purpose and audience.			
Vocabulary and Word Choice: The Learner...			
<ul style="list-style-type: none"> • Learns new words by: <ul style="list-style-type: none"> • using what is known about root words, word families, suffixes and prefixes • noticing and learning new words while reading • using a thesaurus to help pick just the right word for what he/she is trying to say 			



Progress Checklist

Oral Communication – STAGE ONE

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Listening: The Learner...			
• Knows why she/he is listening.			
• Asks questions to help pick out the information that is important.			
• Uses key words and repeated words to help pick out important ideas.			
• Uses what is already known about a topic to help understand the speaker.			
• Notices when he/she doesn't understand what the speaker is saying.			
• Knows some things to do when what is said is not understood. For example: <ul style="list-style-type: none"> • asks questions • asks for more information • asks for information to be repeated • repeats what is heard 			
• Compares new information with what is already known about the topic.			
• Understands when someone gives instructions.			
• Follows instructions in the right order.			
• Knows and uses some ways of remembering what is heard.			
• Takes simple notes about what is heard.			
Speaking: The Learner...			
• Speaks clearly so people can easily understand. Pays attention to: <ul style="list-style-type: none"> • how loudly or quietly he/she speaks • how quickly or slowly he/she speaks • pronunciation of words 			
• Answers questions about personal and other information.			
• Spells out details such as name and address if needed.			

Date:	At Intake	Interim	At Exit
• Asks questions or make requests.			
• Before asking questions or making requests, • knows what he/she is asking for • knows the best place to get the needed information or help			
• Knows different ways of asking questions and making requests.			
• Knows when to use formal or informal ways of asking questions and making requests.			
• Uses greetings and partings to open and close in-person and telephone conversations.			



Progress Checklist

Oral Communication – STAGE TWO

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Listening: The Learner...			
• Knows and uses ways to concentrate on the speaker while listening.			
• Knows key words that help follow order (ex: first of all, additionally, next, then, finally, etc.).			
• Knows whether the speaker is giving the needed information.			
• Listens for clues, like tone of voice, to help pick out important points.			
• Knows and uses ways of recording and remembering information.			
• Understands the difference between main points and specific detail.			
• Understands that not all information is equally important, and that he/she doesn't have to remember everything.			
• Picks out the main ideas that relate to the purpose for listening.			
• Uses repeated words or phrases, as well as summaries at the end of an explanation, to help pick out the main ideas.			
• Identifies the important details that relate to the purpose for listening.			
• Uses words and actions that show he/she is paying attention to the speaker.			
• Is an active listener, making sure what the speaker is said is understand.			
• Knows and uses some ways to make sure she/he has understood the speaker, such as: <ul style="list-style-type: none"> • asking for information to be repeated • asking questions to aid understanding • paraphrasing (in other words, repeating) what is heard 			
• Is clear about what information is needed and why.			
• Identifies useful sources of information.			

Date:	At Intake	Interim	At Exit
• Makes and follows a plan for gathering information.			
• Asks questions and makes requests to gather information.			
• Uses the right amount of formality or informality when asking questions and making requests.			
• Reviews gathered information and decides if there are things he/she still needs to find out.			
• Thinks about whether information could have been gathered in a better way.			
• Makes a plan for how to give information to others.			
• Is aware of audience and purpose for speaking when making a plan.			
• Uses a plan when giving information to others.			
• Gives information in a logical order, so that the listener can easily understand.			
• Knows and uses body language and phrases which reassure the listener and signal respect.			
• Makes a presentation to a small group, using volume, pacing, emphasis and formality that are right for the audience and purpose for speaking.			
• Uses cues that help an audience notice when making an important point or change topic.			
• Introduces self or others to a group.			
• Knows how to reassure others or make them feel comfortable in a situation.			



Progress Checklist

Oral Communication – STAGE THREE

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Listening: The Learner...			
<ul style="list-style-type: none"> Adapts listening strategies to purpose for listening. (Some purposes include listening for the gist, main idea, details and/or instructions.) 			
<ul style="list-style-type: none"> Is a critical listener by answering the following questions: <ul style="list-style-type: none"> Is the speaker stating a fact or an opinion? Is the information up-to-date? Is the speaker a knowledgeable and reliable source of information about the topic? Does the speaker support opinions with logical argument and adequate support? 			
<ul style="list-style-type: none"> Notices and understands what is being communicated by the speaker's body language and way of speaking. 			
Speaking: The Learner...			
<ul style="list-style-type: none"> Explains personal viewpoints in a clear and meaningful way. 			
<ul style="list-style-type: none"> Uses the right amount of evidence to support own viewpoints, while still maintaining the interest of the audience. 			
<ul style="list-style-type: none"> Develops ideas and expresses them in a logical sequence that is easy for the audience to follow and understand. 			
<ul style="list-style-type: none"> Distinguishes facts from opinions when providing information and expressing opinions. 			
<ul style="list-style-type: none"> Keeps an audience's/listener's attention by varying tone of voice and using physical stance and gestures. 			
<ul style="list-style-type: none"> Notices and understands what is being communicated by body language and way of speaking. 			
<ul style="list-style-type: none"> Knows and uses strategies to make sure that the listener has understood what was said, and says things in a different way if the listener has not understood. 			
<ul style="list-style-type: none"> Expresses positive and negative feelings and opinions in ways that are suitable for the situation and that respect the feelings and opinions of others. 			

Date:	At Intake	Interim	At Exit
<ul style="list-style-type: none"> • Contributes to the discussion in a way that suits the audience, purpose and situation. 			
<ul style="list-style-type: none"> • Sticks to the topic and relates comments to what was said before. 			
<ul style="list-style-type: none"> • Uses polite ways of interrupting or creating an opportunity to speak. 			
<ul style="list-style-type: none"> • Shows interest in what others have to say. 			
<ul style="list-style-type: none"> • Responds to people with whom she/he disagrees by: <ul style="list-style-type: none"> • disagreeing politely • recognizing that others have the right to disagree • considering the feelings of others • allowing the discussion to move forward • respecting everyone’s right to speak 			
<ul style="list-style-type: none"> • Responds to new information or understanding by: <ul style="list-style-type: none"> • comparing own opinions and understanding with those of others • integrating new understanding into previous viewpoints • reconsidering and revising initial understanding in light of new information 			
<ul style="list-style-type: none"> • Notices and understands what feelings and messages are communicated by body language and way of speaking during the discussion. 			
<ul style="list-style-type: none"> • Adjusts non-verbal communication so that it matches the message. 			
<ul style="list-style-type: none"> • Knows and uses strategies to keep the discussion on track or to move it forward, such as summarizing what has been said, developing points or focusing on the purpose of the discussion. 			
<ul style="list-style-type: none"> • Takes on various group roles, including chair, scribe, and spokesperson. 			





PHASE III

Step 6: Final Assessment



The Final Assessment phase shows learner progress made as a result of participation in the adult literacy program. This process prepares the learner for leaving their familiar learning environment and entering another environment – educational, work-related, further training, personal. Formal ongoing assessment completed in Phase II can show that the learner has reached his or her goal, and may take the place of the exit assessment.

Adult literacy instructors need to plan for adult learners leaving the program whenever that might be. Three examples of an adult learner leaving an adult literacy program:

- **Adult learner achieves learning plan goal.** The learner has achieved what they set out to learn as a result of the intake assessment and the portion of learning that the adult literacy program agreed to provide. The learning has been accomplished.
- **Adult learner reaches the end of the program.** There may be a referral to another adult literacy program, adult learning centre, or the workplace.
- **Adult learner leaves the program without prior notice.** Learner's progress can be tracked on progress skill checklists.

Once a learner exits the program, the Final Assessment Report and Recommendations form must be completed and placed in the learner file.

The exit activities provide the opportunity for both the learner and the adult literacy instructor to reflect on the learning experience. Exit activities bring an end to the adult learner's participation in the adult literacy program in a positive way that supports the learner transition. Activities involved in Stage Six Final Assessment include activities such as stages achievement, the exit interview, learning reflection, and follow-up activities.

Stages Achievement

A review of the Progress Checklist is the best way to determine how far a learner has progressed towards Stage achievement since the intake assessment. Progress can be recorded on the checklists at particular times during the program year or when specific skill outcomes have been demonstrated. At exit, the learner's demonstrated skills should be recorded on the checklists.

Learning Reflection

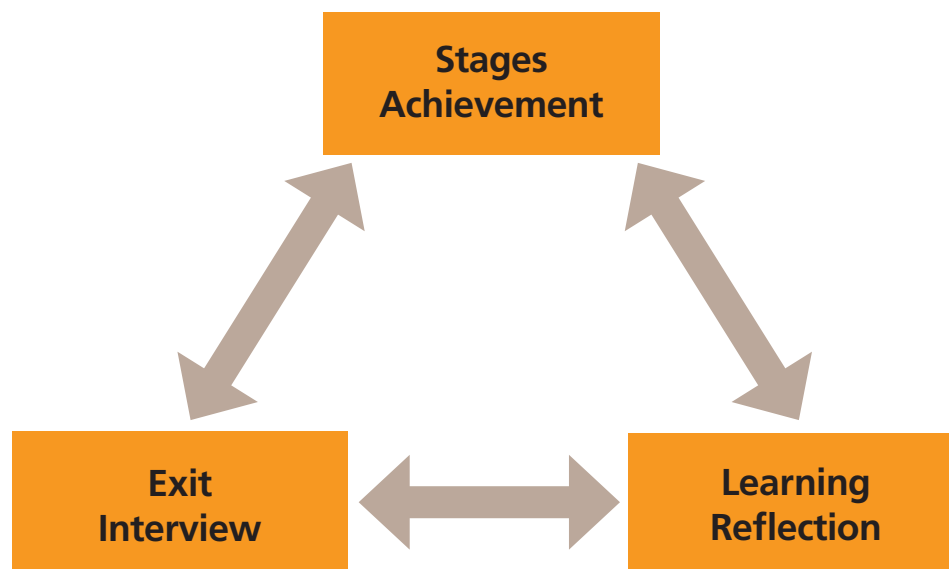
The role of exit activities is to provide the opportunity to reflect upon the learner's participation in the adult literacy program. Reflection can also take the form of thinking about what was learned, about where to go next and how to get there. If exit from the program is planned or anticipated, the learner can complete the *Adult Learner Self Reflection Sheet* and follow up with a conversation with their instructor.

Exit Interview

The exit interview provides the opportunity to gather feedback from the adult learner about their learning experiences. The exit interview is conducted in much the same manner as the registration/intake assessment and may be combined with the learner reflection. The adult literacy instructor will meet with the learner one on one so they can provide feedback on the learner's progress and achievements in the program.

The exit interview provides a time to:

- highlight the knowledge and skills that have been gained by the learner
- provide the learner with an adult literacy learner *Exit Assessment Report*
- ask the learner for feedback on the learning experience





Adult Learner Self Reflection Sheet – Sample

(Adult learner completes the form and hands into the adult literacy instructor)

Three learning projects/assignments that I am most proud of and why:

-
-
-



New skills, strategies and knowledge I learned were:

I had some difficulties with...

But I solved it by...

I found out that as a learner, I am...

I will apply the skills I've learned to my life such as...

Other reflections:

Date: _____ Learner Signature: _____

NOTES





Adult Literacy Learner Exit Interview

Date: _____ Stage Level: _____ Assessor: _____

Learner Name: _____

Program Name: _____

Instructor(s): _____

Learner's goals: _____

1. When you entered this adult literacy program, what was your goal?

- What projects/assignments helped you to get the skills you need to reach your goal?
Please explain.
- What did you do to reach your goals?
- How did your instructor help you to meet your goals?

2. What progress do you feel you have made in your learning? How have you used this new knowledge at home, in the community or in your work?

3. Describe your greatest accomplishment(s) in the program.

4. What areas do you still want to improve?

5. What did you find out about yourself as a learner that will help you in the future?

6. What are your future learning goals?

NOTES





Final Assessment Report and Comments

Learner Name: _____ Date: _____

Program Name: _____

Literacy Skills Assessment	Circle Stage Level
A. Reading Text: level, performance, content, strategies	1 2 3
B. Document Use – purpose, form completion, document navigation, reference systems	1 2 3
C. Writing – strategies, content, organization, spelling and grammar	1 2 3
D. Oral Communication – listening, speaking, discussing	1 2 3
E. Numeracy	1 2 3



Strengths:

Accomplishments:

Additional Comments:

Adult Literacy Instructor: _____

Adult Literacy Coordinator: _____

Office Use: Check one ✓
 Learner Present: _____ Learner Not Present: _____ Date of Exit: _____

NOTES





SECTION TWO

Forms and Tools for Assessment and Progress

NOTES



A. Adult Literacy Intake Registration Form – sample

Learner I.D. # _____ New Returning Year: _____

A. General Information

Male Female

Name _____

Address _____

Contact Information

Home Phone _____ Work Phone _____

Cell phone _____ Text message _____

Email _____

Emergency Contact

Name _____ Phone # _____

The information below is collected for statistical purposes. It helps us to get an accurate picture of the learners attending our program. The information is reported as group numbers only.

B. Learner Profile

Age: _____ Birthdate: (day/month/year) _____

Check all the things that describe you:

I am a single parent of child(ren) under the age of 6

I am getting Income Assistance Insurance (IA)

I am a recent immigrant to Canada (arrived in the last 5 years)

English is an additional language for me

I am First Nation Métis Inuit Other Aboriginal

English is an additional language for me

I am getting a training allowance from my band

Name: _____

C. Employment Status: Check one only

I am working full-time I am **not** working right now and I am looking for work

I am working part-time I am **not** working right now and I am **not** looking for work

I am getting Employment Insurance (EI)

D. Education Background

The last time I attended school was:

- 1 to 5 years ago between 11 and 20 years ago
 between 6 and 10 years ago more than 20 years ago

The highest grade I completed was:

- less than grade 8 grade 8 or 9
 grade 10 or 11 Grade 12 graduate (in Canada or international)

E. Learner Goal

Check your **main reason** for increasing your literacy/numeracy skills. Select **one** only

- to help me at home/community
 to help with Independent Study Option Courses
 to get a better job or promotion
 to help with the Mature Student High School Diploma
 to get into an adult learning centre
 to help me with a GED certificate
 to get into a training program
 to get a job
 to get into post secondary education

Other – please describe: _____

F. Attendance availability Write down the times you are available to come to class:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning						
Afternoon						
Evening						





Your privacy is important to us. The information below is optional to fill; you do not have to answer the questions. It helps us create a learning environment that is safe and comfortable for you.

G. Health

Are you taking any medications that could affect your learning? Yes No

If yes, please describe the medication: _____



Critical health information

Please describe any health conditions you have that could affect your learning (ex: allergies, seizures, diabetes, phobias, physical disability, mental health problems, etc.):

Do you use Eyeglasses? Hearing Aid(s)?

H. Supports required (ex: childcare, transportation, school supplies, support worker, etc.):

Completed by: _____
(Print Your Name) (Signature)

Date: _____

FOR OFFICE USE:
Type of Program: <input type="checkbox"/> Full Time <input type="checkbox"/> Evening <input type="checkbox"/> Afternoon
Intake Registration Form Stage indicator _____

NOTES



B. Learner Release Form – sample

I, _____,
(Learner's full name – please print)
give _____ permission to share
(Program name)

Initial assessment information and results with: <input type="radio"/> Practitioners working with me * <input type="radio"/> The program director <input type="radio"/> Employment case worker <input type="radio"/> Workers Compensation Board	Comments
Progress reports with: <input type="radio"/> Practitioners working with me * <input type="radio"/> The program director <input type="radio"/> Employment case worker <input type="radio"/> Workers Compensation Board	Comments
Exit assessment information and results with: <input type="radio"/> Practitioners working with me * <input type="radio"/> The program director <input type="radio"/> Employment case worker <input type="radio"/> Workers Compensation Board <input type="radio"/> Adult Learning Centre/Post Secondary Institutions	Comments

* in any ALL funded program

Learner's Signature _____ Date _____

NOTES



7.6




C. Summary of Assessment Findings and Recommendations

This form can be completed during breaks in the assessment process or after the entire assessment has been completed. It should then be placed in the learner's file.

Assessors using the Quick Reference Cards may choose to enter their assessment findings directly onto this form during the assessment process.

Recommendations could include:

- Materials that relate to a learner's work, interests and/or hobbies
 - Learning activities that might be suitable
 - Supports for learning disabilities
 - Attitudes or issues that need to be addressed
 - Important cultural considerations
 - Strengths and strategies that can be capitalized on
- 

Summary of Assessment Findings and Recommendations

Learner Name _____

Assessor _____ Program _____ Date _____

Assessment Interview:

- A. Education/Training – early education, EAL, adult education, community courses
- B. Acquired Skills – work, home and community, volunteer work, travel, technology
- C. Learner Needs – time management, supports, barriers, adaptations
- D. Goals – education, career, other
- E. Learner’s Concepts re Reading/Writing – current habits, perceived difficulties, perceived solutions
- F. Reading Attitudes and Habits – how they read, what they read, how often they read
- G. Learning Styles and Preferences – style, attitude to risk, attitude to evaluation
- H. Interests, Activities, Hobbies

	Stage:
	Stage:
	Stage:
	Stage:





Summary of Intake Assessment Findings and Recommendations

Learner Name _____

Learning Goal (literacy, education, other):



Literacy Skills Assessment:

A. Reading Text – level, performance, content, strategies Circle tool used: DALA CARA ReadForward	Stage:
---	--------

Summary of Intake Assessment Findings and Recommendations

Learner Name _____

B. Document Use – purpose, form completion, document navigation, reference systems	Stage:
C. Writing – strategies, content, organization, spelling and grammar	Stage:
D. Oral Communication – listening, speaking, discussing	Stage:

Assessor Comments:

Intake placement decision

Assessor

Date



7.10




D. Progress Checklists

Progress Checklists provide a convenient place for you to record learner's skills as assessed at intake and to record progression toward and achievement of literacy goals. These checklists have been adapted from those found in the Manitoba Stages Framework.

It is impossible to assess for every skill listed in the checklists during the initial assessment process. As you get to know the learner better over the course of the learning process, you can affirm, adjust and add to a learner's list of skills.

At mid-year and at exit, have learners review their Progress Checklists to corroborate their skills development.



The legend at the top of the page reflects the degree of completion of a skill being learned.

The Progress Checklists provided here allows you to track learner progress at specific points during the program year. An alternate version available as an electronic document allows you to track learner progress as it occurs throughout the program year.

Assessors and instructors may choose to plot only skill completion, and may choose to do so with a single ✓ or another symbol of their choosing.

Encourage learners to take their Progress Checklists with them when they exit from the program or transfer to another program.

NOTES



7.12

Date:	At Intake	Interim	At Exit
<ul style="list-style-type: none"> • Recognizes the different purposes of text – for information and for enjoyment. 			
<ul style="list-style-type: none"> • Recognizes that different types of text will look different and that the format can help identify the purpose of the text. 			



Progress Checklist – Reading Text – STAGE TWO

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by:

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Reading Words: The Learner...			
• Uses what is known about syllables, word parts and root words to help read and understand new words.			
• Finds words in a dictionary.			
• Uses a dictionary or glossary to find the meaning or pronunciation of new words.			
• Reads words that are important to her/him such as words used at work or for personal interests.			
• Evaluates a document to see if it is suitable for its intended purpose and audience.			
• Uses reference systems to find information and information sources.			
• Finds information in two and three-dimensional drawings such as blueprints, projections, cross-sections, schematics, and exploded drawings.			
Understanding What is read: The Learner...			
• Uses previous knowledge and experiences to help understand what he/she is reading.			
• Has a purpose for reading.			
• Asks questions that will be answered by reading.			
• Makes guesses about what a text will say before he/she reads, and checks guesses by reading.			
• Connects what is learned from reading with what he/she already knows about a topic			
• Reads easy text quickly and more difficult text more slowly.			
• Changes the way she/he reads, depending on purpose for reading and how difficult the reading is. Some ways of reading are skimming, scanning, reading in detail, re-reading and reading ahead.			
• Finds main ideas and supporting details.			
• Looks for information or finds answers to questions.			

Date:	At Intake	Interim	At Exit
<ul style="list-style-type: none"> • Understands that information is presented differently for different audiences and purposes. 			
<ul style="list-style-type: none"> • Gets information from a picture or diagram and connects this to what the text says. 			
<ul style="list-style-type: none"> • Shows that he/she has understood by telling someone about what has been read, writing a report or making a summary. 			
<ul style="list-style-type: none"> • Uses lists, notes, webs, outlines, and maps to help with understanding what has been read. 			



Progress Checklist – Reading Text – STAGE THREE

Learner

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Reading Words: The Learner...			
• Uses what is known about roots, foreign roots, prefixes and suffixes to read new words.			
• Uses dictionaries, glossaries or reference material to find the meaning of unfamiliar words.			
• Understands the concept of simile, idiom and metaphor.			
• Understands that word choice conveys style (formal, informal).			
• Considers the reason for trends in the data.			
• Evaluates a document to see if it is suitable for its intended purpose and audience.			
• Uses reference systems to find information and information sources.			
• Finds information in two and three-dimensional drawings such as blueprints, projections, cross-sections, schematics, and exploded drawings.			
Reading Sentences: The Learner...			
• Understands that different kinds of sentences have different effects.			
• Decides if the sentences a writer is using are suitable for a particular audience and purpose.			
• Understands how writers use different kinds of sentences in order to persuade or convince the reader.			
• Makes decisions about how to complete the form when the information does not fit the categories of the form.			
• Writes clear, concise and complete answers to open-ended questions, such as those found on job applications.			

Date:	At Intake	Interim	At Exit
• Identifies an author’s purpose and intended audience, basing opinions on evidence from the text, including form, structure, style and vocabulary.			
• Writes summaries.			
• Understands how character and setting are created, and how plot, narrative structure and themes are developed in a piece of fiction.			
• In fiction, recognizes the differences between author, narrator and character.			
• Adapts reading methods and reading rate to the purpose for reading, topic and difficulty of text. Explains the methods used, and why they were used.			
• States an opinion about a text, using the text to support his/her opinion.			
• Reads “between the lines” to make inferences and draw conclusions about a text, giving evidence from the text to support ideas.			
• Gathers information about a topic from a variety of sources, comparing, contrasting and integrating the information collected.			
• Uses organizational features (headings, index, contents) and systems (reference systems, Internet) to locate texts and information.			
• Knows the characteristics of different kinds of writing (genres), considering language, form, style and content.			
• Reads texts critically by asking and answering the following questions: <ul style="list-style-type: none"> • Is the author stating a fact or an opinion? • Is this information up-to-date and reliable? • Is this the right text for the purpose? • What is the author’s point of view, and does the text reveal the author’s bias? • Is the text well written? • Is the author’s argument effective and well stated? • What meanings are revealed by the author’s choice of vocabulary, tone, style and form? • What evidence has the author included or deliberately left out in order to convince the reader? 			



Progress Checklist – Document Use – STAGE ONE

Learner

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Understanding documents: The Learner...			
• Reads headings and titles before looking for information.			
• Notices how the document is organized.			
• Scans to find information.			
• Finds information in drawings and diagrams.			
• Sorts things or ideas into categories.			
• Finds information in a simple table, chart or graph.			
• Uses alphabetical order to find information.			
• Remembers or writes down the information.			
Completing documents: The Learner...			
• Looks over the form before filling it in.			
• Understands the purpose of the form.			
• Reads words and abbreviations that are often used on forms.			
• Correctly spells words that are often used on forms.			
• Correctly capitalizes names, addresses and other proper nouns.			
Generation documents: The Learner...			
• Collects information and organizes it so it makes sense to others.			
• Uses titles and labels to help make the meaning clear.			

Progress Checklist – Document Use – STAGE TWO

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Understanding documents: The Learner...			
<ul style="list-style-type: none"> • Figures out the main idea, purpose and audience for a document. • Has a clear purpose for reading the document and finding information. • Previews a document and notices: <ul style="list-style-type: none"> • how it is organized • titles, headings and labels, and • keywords and phrases. 			
<ul style="list-style-type: none"> • Knows and uses ways to deal with difficult words. 			
<ul style="list-style-type: none"> • Uses main and sub-categories to find information. 			
<ul style="list-style-type: none"> • Combines information from more than one document. 			
<ul style="list-style-type: none"> • Reads maps, understanding and using directions, symbols, legends, distances and scale. 			
<ul style="list-style-type: none"> • Understands and uses the features of graphs and charts, including title, axis, scales, key and labels. 			
<ul style="list-style-type: none"> • Finds information in simple, double line and bar graphs. 			
<ul style="list-style-type: none"> • Makes comparisons and notices trends in the data, and thinks about the meaning of these trends. 			
Completing documents: The Learner...			
<ul style="list-style-type: none"> • Previews the document to see: <ul style="list-style-type: none"> • how it is organized, • if there are instructions for completing the form, • what information is required, and • if he/she will need to gather information before completing the form. 			
<ul style="list-style-type: none"> • Knows the purpose of the form: why is the information being gathered, who will use it, and for what purpose? 			
<ul style="list-style-type: none"> • Gathers the information needed to complete the form. 			
<ul style="list-style-type: none"> • Follows the instructions for completing the form. 			
<ul style="list-style-type: none"> • Writes answers that are clear, complete and concise. 			

Date:	At Intake	Interim	At Exit
• Prints or writes neatly.			
• Proof-reads to see if there are errors or missing information.			
• Writes clear, concise and complete answers to open-ended questions, such as those found on job applications.			
Generation documents: The Learner...			
• Gathers information and presents it so it makes sense to others.			
• Knows that information can be presented in different ways and picks a format that will work well for the data.			
• Uses titles and labels that help the reader understand.			
• Picks a scale that makes sense of the data.			

Progress Checklist – Document Use – STAGE THREE

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Understanding documents: The Learner...			
<ul style="list-style-type: none"> • Previews the document to see: <ul style="list-style-type: none"> • how the information is displayed and organized • what categories are used • what methods should be used for finding the needed information 			
• Identifies the purpose and intended audience of the document.			
• Relates information in text to that in graphics.			
• Notices trends, makes comparisons and draws conclusions from documents.			
• Considers the reason for trends in the data.			
• Evaluates a document to see if it is suitable for its intended purpose and audience.			
• Uses reference systems to find information and information sources.			
• Finds information in two and three-dimensional drawings such as blueprints, projections, cross-sections, schematics, and exploded drawings.			
Completing documents: The Learner...			
• Understands the structure of a form, and decides if it is suitable for its intended purpose and audience.			
• Completes forms that require her/him to code information before entering it on the form.			
• Uses information from one section of the form in another section. Tax returns are one example of recycling information in this way.			
• Makes decisions about how to complete the form when the information does not fit the categories of the form.			
• Writes clear, concise and complete answers to open-ended questions, such as those found on job applications.			
Generation documents: The Learner...			
• Designs a document or an organizational system so that the required information can be easily located and new information can be entered as needed.			

Progress Checklist – Writing – STAGE ONE

Learner

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Use of the Writing Process: The Learner...			
• Knows for whom and why he/she is writing.			
• Thinks of ideas for writing.			
• Writes short phrases.			
• Writes sentences, lists and notes.			
• Plans before starting to write.			
• Knows some ways of planning such as talking over the topic with someone else, making a list, or making a map of ideas.			
• Uses a plan to help with writing.			
• Writes about things that he/she has done or experienced.			
• Decides on the form the writing will take so it will be right for the audience and reason for writing. Some examples of forms are notes, lists, letters and paragraphs.			
• Organizes writing into paragraphs.			
• Goes over her/his writing to see if: <ul style="list-style-type: none"> • it says what is intended, • everything is in the right order, • nothing has been left out, or • something has been unnecessarily repeated. 			
• Makes changes in the writing if things are found that could be done a different way.			
Punctuation: The Learner...			
• Uses capital letters correctly: <ul style="list-style-type: none"> • names and addresses, • the first word in a sentence, • the word "I", • proper nouns. 			
• Uses periods, question marks and exclamation marks correctly.			

Date:	At Intake	Interim	At Exit
Generation documents: The Learner...			
• Knows what a sentence, the subject of a sentence and verb of a sentence are.			
• Writes complete, correct sentences.			
• Writes questions.			
• Uses words like and, or, but, etc. to join two simple sentences into a longer sentence.			
• Uses describing words (adjectives) in writing.			
• Uses the correct verbs when writing about things that happened in the past.			
• Uses the correct verbs when writing about things that are happening now.			
Spelling: The Learner...			
• Writes upper and lower case letters of the alphabet.			
• Knows the sounds that go with letters or groups of letters.			
• Knows the best ways to learn and remember.			
• Uses a way of learning to spell words that works for him/her.			
• Understands how to remember things.			
• Notices when a word looks like it has been spelled wrong.			
• Notices when words are made up of short words or word parts, and uses to help spell.			
• Picks words that are important to spell (e.g. words needed at work, at home, or for own interests, or often-used words).			
• Tries to write new words even if not sure how to spell them.			
• Uses tools to help spell, such as dictionaries, glossaries, personal spelling lists, computer spellcheckers, electronic dictionaries and spellcheckers.			
Handwriting and Presentation: The Learner...			
• Prints and writes so that it is easy for the reader to read what is written.			
• Knows when neat, clear handwriting is important, and when it is not so important.			
• Decides when to use the computer and when to write by hand.			
Vocabulary and Word Choice: The Learner...			
• Uses the right words that say what is meant.			



Progress Checklist – Writing – STAGE TWO

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by:

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Use of the Writing Process: The Learner...			
<ul style="list-style-type: none"> Understands the target audience and purpose for writing. Selects the best organization and style for the content, audience and purpose. (e.g. writes a paragraph, creates a chart, provide information in numbered points, etc.) 			
<ul style="list-style-type: none"> Makes a plan before beginning to write. 			
<ul style="list-style-type: none"> Thinks about the audience and purpose for writing when planning: <ul style="list-style-type: none"> what he/she will say, the form the writing will take, how much she/he will write, and how ideas will be organized. 			
<ul style="list-style-type: none"> Uses a plan to help write by hand or on the computer. 			
<ul style="list-style-type: none"> Finds sources for the information to include in the writing. The information could come from other people, from reading, or from media like videos or the Internet. 			
<ul style="list-style-type: none"> Gathers information, takes notes and writes down where the information is found. 			
<ul style="list-style-type: none"> Decides if he/she has enough information, and if what is collected is right for the target audience and purpose. 			
<ul style="list-style-type: none"> Organizes the writing around a clear main idea and supporting points. 			
<ul style="list-style-type: none"> Puts ideas in logical order. 			
<ul style="list-style-type: none"> Stays on topic. 			
<ul style="list-style-type: none"> Makes links or bridges between ideas so the reader can follow and understand easily. 			
<ul style="list-style-type: none"> Writes paragraphs that include topic sentences. 			
<ul style="list-style-type: none"> Finds and corrects mistakes in grammar, punctuation, spelling and capitalization. 			
<ul style="list-style-type: none"> Writes a final copy after having asked these questions: <ul style="list-style-type: none"> Has anything been left out? Is anything repeated? Is everything on topic? Are the ideas in a logical order? 			

Date:	At Intake	Interim	At Exit
Punctuation: The Learner...			
<ul style="list-style-type: none"> • Correctly uses commas, apostrophes and speech (quotation) marks. 			
Generation documents: The Learner...			
<ul style="list-style-type: none"> • Uses a variety of sentence types in writing. 			
<ul style="list-style-type: none"> • Uses verbs correctly, so that verbs agree with subjects, and uses the correct verb tense. 			
<ul style="list-style-type: none"> • Uses linking words so that the writing flows and is unified. 			
Spelling: The Learner...			
<ul style="list-style-type: none"> • Uses methods of learning to spell that fit with learning style. 			
<ul style="list-style-type: none"> • Knows when correct spelling is important or not so important. 			
<ul style="list-style-type: none"> • Learns to correctly spell words that sound the same but are spelled differently. (e.g. there, their, they're) 			
<ul style="list-style-type: none"> • Knows and uses some guidelines or rules for spelling. 			
<ul style="list-style-type: none"> • Takes chances in writing new words. 			
<ul style="list-style-type: none"> • Understands the meaning and use of some common prefixes and suffixes. 			
<ul style="list-style-type: none"> • Notices when he/she has misspelled a word, and understands the reasons for the errors. 			
<ul style="list-style-type: none"> • Makes and follows a plan to improve spelling. 			
<ul style="list-style-type: none"> • Uses tools to help with spelling: dictionaries, glossaries, personal spelling lists, computer spellcheckers, electronic dictionaries and spellcheckers. 			
Handwriting and Presentation: The Learner...			
<ul style="list-style-type: none"> • Prints and writes in a way that is neat and easy to read. 			
<ul style="list-style-type: none"> • Makes a final copy of writing that has the right level of neatness and correctness for the purpose and audience. 			
Vocabulary and Word Choice: The Learner...			
<ul style="list-style-type: none"> • Learns new words by: <ul style="list-style-type: none"> • using what is known about root words, word families, suffixes and prefixes, • noticing and learning new words while reading, • using a thesaurus to help pick just the right word for what he/she is trying to say. 			



Progress Checklist – Writing – STAGE THREE

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Use of the Writing Process: The Learner...			
• Adapts use of the writing process to a particular writing assignment.			
• Develops logical arguments and provides relevant evidence to support opinions.			
• Uses form, language and style that are right for the intended audience and purpose.			
• Organizes the writing clearly and logically so that it is easy for the reader to follow and understand.			
• Writes effective openings that introduce the main idea and draw the reader into the text.			
• Provides good transitions between sections of the text.			
• Selects, clarifies and narrows a topic for research and writing.			
• Locates appropriate oral, text and media sources of information related to a topic.			
• Gathers and records information, using a variety of sources and recording sources of information.			
• Assesses information to make sure that it is relevant to the topic, up-to-date and comes from reliable sources.			
• Reviews and evaluates her/his writing, discusses what is written, and pinpoints areas that need improvement.			
Punctuation: The Learner...			
• Correctly uses the following kinds of punctuation: end marks, commas, quotation marks, colons, semicolons and dashes.			
Generation documents: The Learner...			
• Uses a variety of sentence types in writing.			
• Uses verbs correctly, so that verbs agree with subjects, and uses the correct verb tense.			
• Uses linking words so that the writing flows and is unified.			

Date:	At Intake	Interim	At Exit
Spelling: The Learner...			
• Uses methods of learning to spell that fit with learning style.			
• Knows when correct spelling is important or not so important.			
• Learns to correctly spell words that sound the same but are spelled differently. (e.g. there, their, they're)			
• Knows and uses some guidelines or rules for spelling.			
• Takes chances in writing new words.			
• Understands the meaning and use of some common prefixes and suffixes.			
• Notices when he/she has misspelled a word, and understands the reasons for the errors.			
• Makes and follows a plan to improve spelling.			
• Uses tools to help with spelling: dictionaries, glossaries, personal spelling lists, computer spellcheckers, electronic dictionaries and spellcheckers.			
Handwriting and Presentation: The Learner...			
• Prints and writes in a way that is neat and easy to read.			
• Makes a final copy of writing that has the right level of neatness and correctness for the purpose and audience.			
Vocabulary and Word Choice: The Learner...			
• Learns new words by: <ul style="list-style-type: none"> • using what is known about root words, word families, suffixes and prefixes, • noticing and learning new words while reading, • using a thesaurus to help pick just the right word for what he/she is trying to say. 			



Progress Checklist – Oral Communication – STAGE ONE

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

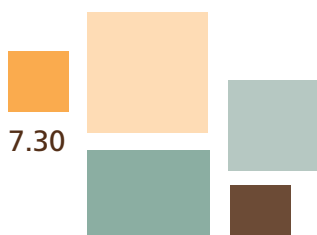
At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Listening: The Learner...			
• Knows why she/he is listening.			
• Asks questions to help pick out the information that is important.			
• Uses key words and repeated words to help pick out important ideas.			
• Uses what is already known about a topic to help understand the speaker.			
• Notices when he/she doesn't understand what the speaker is saying.			
• Knows some things to do when what is said is not understood. For example: <ul style="list-style-type: none"> • asks questions, • asks for more information, • asks for information to be repeated, or • repeats what is heard. 			
• Compares new information with what is already known about the topic.			
• Understands when someone gives instructions.			
• Follows instructions in the right order.			
• Knows and uses some ways of remembering what is heard.			
• Takes simple notes about what is heard.			
Speaking: The Learner...			
• Speaks clearly so people can easily understand. Pays attention to: <ul style="list-style-type: none"> • how loudly or quietly he/she speaks, • how quickly or slowly he/she speaks, and • pronunciation of words. 			
• Answers questions about personal and other information.			
• Spells out details such as name and address if needed.			

Date:	At Intake	Interim	At Exit
• Asks questions or make requests.			
• Before asking questions or making requests, • knows what he/she is asking for, and • knows the best place to get the needed information or help.			
• Knows different ways of asking questions and making requests.			
• Knows when to use formal or informal ways of asking questions and making requests.			
• Uses greetings and partings to open and close in-person and telephone conversations.			



Progress Checklist – Oral Communication – STAGE TWO

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

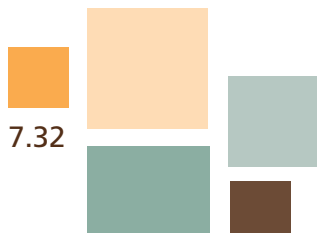
At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Listening: The Learner...			
• Knows and uses ways to concentrate on the speaker while listening.			
• Knows key words that help follow order (e.g. first of all, additionally, next, then, finally, etc.).			
• Knows whether the speaker is giving the needed information.			
• Listens for clues, like tone of voice, to help pick out important points.			
• Knows and uses ways of recording and remembering information.			
• Understands the difference between main points and specific detail.			
• Understands that not all information is equally important, and that he/she doesn't have to remember everything.			
• Picks out the main ideas that relate to the purpose for listening.			
• Uses repeated words or phrases, as well as summaries at the end of an explanation, to help pick out the main ideas.			
• Identifies the important details that relate to the purpose for listening.			
• Uses words and actions that show he/she is paying attention to the speaker.			
• Is an active listener, making sure what the speaker is said is understand.			
• Knows and uses some ways to make sure she/he has understood the speaker, such as: <ul style="list-style-type: none"> • asking for information to be repeated, • asking questions to aid understanding, • paraphrasing (in other words, repeating) what is heard. 			

Date:	At Intake	Interim	At Exit
Speaking: The Learner...			
• Is clear about what information is needed and why.			
• Identifies useful sources of information.			
• Makes and follows a plan for gathering information.			
• Asks questions and makes requests to gather information.			
• Uses the right amount of formality or informality when asking questions and making requests.			
• Reviews gathered information and decides if there are things he/ she still needs to find out.			
• Thinks about whether information could have been gathered in a better way.			
• Makes a plan for how to give information to others.			
• Is aware of audience and purpose for speaking when making a plan.			
• Uses a plan when giving information to others.			
• Gives information in a logical order, so that the listener can easily understand.			
• Knows and uses body language and phrases which reassure the listener and signal respect.			
• Makes a presentation to a small group, using volume, pacing, emphasis and formality that are right for the audience and purpose for speaking.			
• Uses cues that help an audience notice when making an important point or change topic.			
• Introduces self or others to a group.			
• Knows how to reassure others or make them feel comfortable in a situation.			



Progress Checklist – Oral Communication – STAGE THREE

✓	beginning
✓✓	mid-stage
✓✓✓	ending

Learner

Assessed by: _____

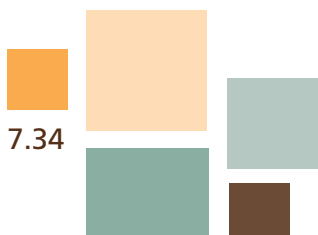
At Intake

Mid-Year

At Exit

Date:	At Intake	Interim	At Exit
Listening: The Learner...			
• Adapts listening strategies to purpose for listening. (Some purposes include listening for the gist, main idea, details, and/or instructions.)			
• Is a critical listener by answering the following questions: <ul style="list-style-type: none"> • Is the speaker stating a fact or an opinion? • Is the information up-to-date? • Is the speaker a knowledgeable and reliable source of information about the topic? • Does the speaker support opinions with logical argument and adequate support? 			
• Notices and understands what is being communicated by the speaker's body language and way of speaking.			
Speaking: The Learner...			
• Explains personal viewpoints in a clear and meaningful way.			
• Uses the right amount of evidence to support own viewpoints, while still maintaining the interest of the audience.			
• Develops ideas and expresses them in a logical sequence that is easy for the audience to follow and understand.			
• Distinguishes facts from opinions when providing information and expressing opinions.			
• Keeps an audience's/listener's attention by varying tone of voice and using physical stance and gestures.			
• Notices and understands what is being communicated by body language and way of speaking.			
• Knows and uses strategies to make sure that the listener has understood what was said, and says things in a different way if the listener has not understood.			
• Expresses positive and negative feelings and opinions in ways that are suitable for the situation and that respect the feelings and opinions of others.			

NOTES





E. Adult Learner Self Reflection Sheet

Three learning projects/assignments that I am most proud of and why:

-
-
-

New skills, strategies and knowledge I learned were:

I had some difficulties with...

But I solved it by...

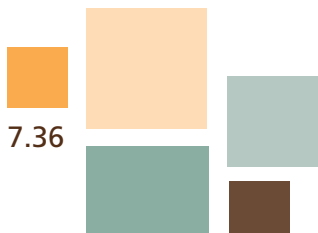
I found out that as a learner, I am...

I will apply the skills I've learned to my life such as...

Other reflections:

Date: _____ Learner Signature: _____

NOTES





F. Adult Literacy Learner Exit Interview

Date: _____ Stage Level: _____ Assessor: _____

Learner Name: _____

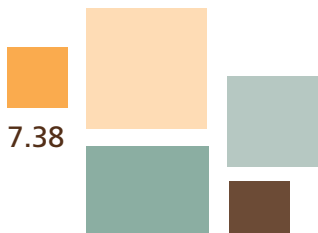
Program Name: _____

Instructor(s): _____

Learner's goals: _____

1. When you entered this adult literacy program, what was your goal?
 - What projects/assignments helped you to get the skills you need to reach your goal? Please explain.
 - What did you do to reach your goals?
 - How did your instructor help you to meet your goals?
2. What progress do you feel you have made in your learning? How have you used this new knowledge at home, in the community or in your work?
3. Describe your greatest accomplishment(s) in the program.
4. What areas do you still want to improve?
5. What did you find out about yourself as a learner that will help you in the future?
6. What are your future learning goals?

NOTES



G. Final Assessment Report and Comments

Learner Name: _____ Date: _____

Program Name: _____

Literacy Skills Assessment	Circle Stage Level
A. Reading Text: level, performance, content, strategies	1 2 3
B. Document Use – purpose, form completion, document navigation, reference systems	1 2 3
C. Writing – strategies, content, organization, spelling and grammar	1 2 3
D. Oral Communication – listening, speaking, discussing	1 2 3
E. Numeracy	1 2 3

Strengths:

Accomplishments:

Additional Comments:

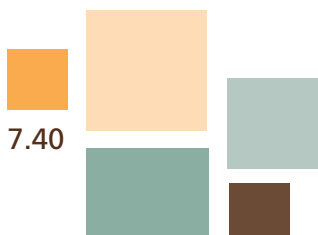
Adult Literacy Instructor: _____

Adult Literacy Coordinator: _____

Office Use: Check one ✓

Learner Present: _____ Learner Not Present: _____ Date of Exit: _____

NOTES





H. Tracking Document for Adult Literacy Learner Files



Documents	Date	Comments
Registration/Intake form		
Summary of Initial Assessment Findings and Recommendations		
Formal reading diagnostic assessment (CARA, Read Forward, DALA)		
Writing Sample & Writing Initial Assessment Rubric		
Learning plan		
Progress Checklist (Ongoing)		
Adult Literacy Learner Exit Assessment Report		
Adult learner self reflection		
Adult literacy learner exit Interview		

NOTES



I. Quick Reference – Interview Questions

A. EDUCATION/TRAINING

Early Education:

Did learner enjoy school?

Why did learner not succeed – circumstances, learning difficulties

Tell me something about your school years:

- Where did you grow up?
- Did you go to school there?
- Tell me about your school experience.
- What did you like best about school?
- Did you have any specific difficulties? What were they?
- When did school get hard for you?
- Did you get any special help?
- Why do you think you had trouble learning?
- Did you miss a lot of school? If so, why?
- Did you change from school to school? If so, why?
- What grade did you finish?
- *(If learner didn't finish grade 12):* When did you leave school?
- Why did you leave?

Adult Education

Attitude of learner – does learner fault system or self

Relevance to learner's goals for upgrading

Have you been to classes for adult education before?

If yes,

- Why did you go?
- What was it like for you?
- What did you like best about that schooling?

- Why did you stop going? What were some barriers
- How do you feel about coming back to school now?
- How long ago did you attend?
- Can we have our permission to contact your previous instructors to share their records?
- Do you have any samples of your work (portfolio)?

Community Courses

Learner's ability to learn in a group situation

Learner's interests and learning styles

Have you ever taken a course that was offered in your community centre or church/place of worship?

Have you ever taken swimming lessons, or CPR, or scrapbooking, or a cooking class, or a computer class?

- Did you need to do any reading, or writing, or speaking?
- Was there a certificate at the end? What did you need to do to get the certificate?
- What did you like best about how the course was taught?

English Additional Language (EAL)

Learner's literacy levels in native language

Cultural differences between school systems

Learner's CLB levels

Program's fit for learner

What is your first language?

- How old were you when you learned to speak English?

- How much schooling did you get in your country of birth?
- What language(s) do you speak at home?
- Do you know your Canadian Language Benchmarks (CLBs)? If so, what are they? Where was the CLB Assessment carried out?
- How are Canadian schools different from your school experience?

B. ACQUIRED SKILLS

*Skills and strategies learner can build on
Learner's recognition of their strengths and competencies*

Work

Do you have a job now?

If yes:

- What kind of work do you do?
- What reading and writing do you do at work?

If no:

- What job(s) have you had?
- What reading and writing do you do at work?

Have you participated in any workplace training?

If yes:

What was that like for you?

How did you benefited from that training?

Home and Community

What sorts of things do you do at home?

- What kinds of things do you read at home, in stores, on the street?
- What kinds of things do you write?

- How is your spelling?
- How would improved reading, writing and spelling skills help you at home and at work?

Volunteer Work

Have you volunteered in your community?

- Where have you volunteered?
- How have you volunteered? What did you do?
- Did you need to do any reading for your volunteer work? What did you need to read?
- Did you need to do any writing for your volunteer work? What kind of writing?
- Did you need to do any record-keeping or reporting as part of your volunteer work? What was that like?

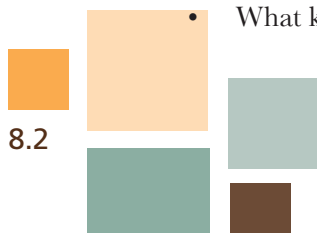
Travel

- Do you like to travel?
- Where have you travelled?
- Tell me about your trip. How did you travel?
- Who planned the trip? Did anyone help you? What helped you to plan your trip?
- What kinds of materials did you read to prepare for your trip?
- What reading did you need to do as you travelled?
- Did you keep records or write a travel diary or log as you travelled?

Technology

Technology is all around us – computers, cell phones, ATM's, calculators, hand-held video games, cash registers, microwaves, ...

- What technology do you use at home, at work, in the community?
- Are there any other kinds of technology you would like to learn to use? For what tasks?



If learner does not use a computer:

- Would you like to learn how to use the computer? Why?

If learner uses a computer:

- What sorts of things do you do on the computer?
- What other things would you like to learn to do on the computer?

C. LEARNER NEEDS

Identify circumstances that can influence learning success

Help learners assume ownership for their learning

Time Management Supports Barriers Adaptations

- How much time and effort do you think you can give to learning now?
- What kinds of things might make it hard for you to come to class and study?
- What would make it easier for you to come to all the classes and study?
- Do you have poor eyesight? Hearing loss? Speech difficulties?
- Do you have any other physical or health problems that might affect learning?
- Do you have or can you make space at home where you can read/write/study when you want?

D. GOALS

Triggers bringing learner to program

Learner's educational needs to attain goal

Education/Career/Other

- What made you decide to become a student again?
- What are your educational goals?

- What are your work/career goals?
- How long are you giving yourself to reach your goal?
- What is your most important reason for wanting to learn to read, write and spell better?
- What would better reading and writing help you do right now?

E. LEARNER'S CONCEPTS re: READING/WRITING

Let's talk about your reading and writing.

- What do you do when you are reading and you come to a word you don't understand?
- What do you do if you don't understand what you have just read?
- What do you do if you don't know how to spell a word that you want to use in your writing?
- What do you do to get started if you have to write something?
- What do you think you need to learn to improve your reading and writing?
- What do you think will help you learn to read and write better?

F. READING ATTITUDES AND HABITS

I'd like to know more about how you read.

- Do you read any newspaper or magazine on a regular basis?
- Do you tend to avoid reading if you can get the same information in another way?
- Do you often read a page and then realize that you really do not know what you have read?

- Do you believe that understanding what you read is more important than how fast you read?
- Do you read every word in a piece of reading material, no matter what it is?
- Do you feel it is necessary for you to read things over more than once?
- Do you skip graphs, charts, pictures, or diagrams in reading material?
- When you read to yourself, have you ever noticed that you move your lips?
- Do you believe that people with large vocabularies are better readers than people with limited vocabularies?
- What do you need to do to remember something? What strategies do you use?
- How do you like to find out how well you are doing?
- How do you feel about making mistakes when you are learning something new? How do you like to have your mistakes corrected? (Figure it out yourself? Have the teacher correct you? Ask another student to correct your work?)
- Think of a recent learning experience that was good and one that was bad. What made the good experience good? What made the other experience bad?
- What would you like the instructor to do to help you learn?

G. LEARNING STYLES AND PREFERENCES

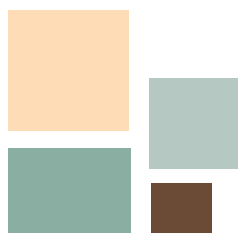
People like to learn in different ways. What are your favourite ways of learning something new?

- Tell me about something you learned to do. How did you go about learning it?
- What would you do to figure out how something like a machine works? (Ask someone? Read about it? Watch someone else take it apart? Other?)
- Do you understand something more easily if you hear about it? See it written down? Use the word or idea yourself?
- How do you learn best? (Alone? With other people? With no noise? With music or with the TV on?)
- Where do you learn the best?
- When do you learn the best?
- What makes it difficult for you to learn something?

H. INTERESTS; ACTIVITIES; HOBBIES

To help us choose materials and ideas to use when we plan your learning, it would be helpful to know more about you.

- What kinds of activities do you like to do the most?
- If you could spend a whole day doing anything you wanted, what would you do?
- What kinds of activities do you not like to do?



J. Quick Reference – Common Responses to Interview Questions

The information in this table is a paraphrase/interpretation of typical responses from learners as they are being interviewed. The responses have been categorized by Stages levels

	Stage One	Stage Two	Stage Three
A. Education/Training			
Early Education	<ul style="list-style-type: none"> • Have very limited school attendance and/or have severe learning disabilities. 	<ul style="list-style-type: none"> • Dropped out before junior high, attended sporadically, or had significant learning or social problems. 	<ul style="list-style-type: none"> • Dropped out after grade 6/7 and on, often for social reasons or due to lack of interest.
Adult Education	<ul style="list-style-type: none"> • Have not attended or have attended very sporadically. 	<ul style="list-style-type: none"> • May have tried adult education before but dropped out, likely because they thought they weren't making progress 	<ul style="list-style-type: none"> • If they have attended adult education before, may have dropped out because they got too busy. Or they may not have been accepted into a course to which they applied
Community Courses	<ul style="list-style-type: none"> • Activity courses requiring no reading, e.g. painting, aerobics, dancing 	<ul style="list-style-type: none"> • Activity courses requiring limited reading, e.g. cooking, gardening • Also, courses requiring no reading 	<ul style="list-style-type: none"> • Courses requiring reading and may involve a test, e.g. hunter safety, boating safety, First Aid • Also, courses requiring no or little reading
EAL	<ul style="list-style-type: none"> • Have been assessed at CLB Listening/Speaking 4/5 	<ul style="list-style-type: none"> • Have been assessed at CLB Reading 3-5, writing 4-5, Listening/Speaking 5-7 	<ul style="list-style-type: none"> • Have been assessed at CLB Reading 5/6, writing 6/7, listening/speaking 6-8

	Stage One	Stage Two	Stage Three
B. Acquired Skills			
Work	<ul style="list-style-type: none"> • Entry level physical labour jobs (e.g. baby sitting, cleaning, gas jockey) 	<ul style="list-style-type: none"> • Entry level jobs; service industry jobs 	<ul style="list-style-type: none"> • Service industry jobs; trades helpers, self-employed; supervisory
Home & Community	<ul style="list-style-type: none"> • Cooking, childcare, house and yard work 	<ul style="list-style-type: none"> • Cooking, shopping, hobbies, fix things, pay bills and sign contracts on advise of agencies 	<ul style="list-style-type: none"> • Read and ask questions before paying bills and signing contracts
Volunteer Work	<ul style="list-style-type: none"> • Volunteering is usually for simple tasks (i.e., cleanup after a party, yard work) 	<ul style="list-style-type: none"> • May volunteer on a regular basis with tasks that don't require reading or record keeping (i.e., help in community centre canteen, carpool driver) 	<ul style="list-style-type: none"> • May volunteer in schools, children's extra-curricular activities
Travel	<ul style="list-style-type: none"> • Travel with others or stay close to home 	<ul style="list-style-type: none"> • Make simple travel plans 	<ul style="list-style-type: none"> • Plan more complex itineraries; may keep travel logs
Technology	<ul style="list-style-type: none"> • Seldom or never use a computer or video game • May use keyless code entry pads and make and receive cell phone calls 	<ul style="list-style-type: none"> • May play simple computer games that use mouse or keyboard (Solitaire) • May find information in a data base if the program is on the screen • May use ATM, video games, calculators 	<ul style="list-style-type: none"> • Likely can independently start computer and access a familiar program for personal use (email, internet, word processing) • May use digital camera, DVD players, MP3 players

	Stage One	Stage Two	Stage Three
C. Learner Needs			
Time Management	Responses cannot be generalized to a particular STAGES level.		
Supports			
Barriers			
Adaptations (disabilities, scheduling)			



	Stage One	Stage Two	Stage Three
D. Goals			
	• Learn to read	• Learn to read better/ faster	• Write GED tests, take ALC or college courses
• Education	• Get a job	• Get a better job	• Promotion at work, job requiring GED, HS, or college equivalency
• Career	• Read to my child	• Help my child with homework	• Take on executive position in a service club

	Stage One	Stage Two	Stage Three
E. Learner's Concepts			
READING			
Current Practices	• Don't read	• Read only when they have to	• Read magazines, newspapers and maybe novels
Perceived Difficulties	• Don't know letter sounds; can't remember words	• Read too slowly; can't understand big words	• Can't cope with reading required at work or in a course of study; can't remember what they've read
Perceived Solutions	• Learn to sound out words; practice more	• Practice more; use dictionary	• Reread
WRITING			
Current Practices	• Forms – may write name (on cards, draw box tickets, belongings) • At work – will write name on papers	• Forms – may complete simple job application forms, • Phone messages – may write down name, number and very simple message (e.g., Call Jim if you want a ride.) • At work – may write short notes to co-workers • For enjoyment – may write notes in greeting cards, emails, journals	• Forms – may fill in cheques, job applications, Employment Insurance, workers' compensation forms • Phone messages – may write several detailed sentences • At work – may write shift and/or incident reports • For enjoyment – may write journal entries, poetry, stories, Facebook, texting
Perceived Difficulties	• Can't spell, can't think of what to write	• Spelling is poor, can't organize what they want to say	• Don't know how to write essays, reports, cover letters, resume
Perceived Solutions	• Learn to spell	• Practice spelling and writing more	• Get help from teacher

	Stage One	Stage Two	Stage Three
F. Reading Attitudes & Habits			
How they read	<ul style="list-style-type: none"> • May try sounding words 	<ul style="list-style-type: none"> • Slowly, sounding out unknown words, and losing comprehension when the words are unfamiliar 	<ul style="list-style-type: none"> • Fairly fluently with familiar, high interest materials
What they read	<ul style="list-style-type: none"> • Labels – look at pictures to determine contents • Mail – no • Newspaper – pictures • Pleasure reading – no 	<ul style="list-style-type: none"> • Labels – read name of contents • Mail – letters from friends • Newspaper – classifieds, horoscope, local news • Pleasure reading – magazines (sports, TV shows, fashion) 	<ul style="list-style-type: none"> • Labels – read to determine contents • Mail – bills, info flyers, magazines • Newspaper – local and world news • Pleasure reading – self-help books, mysteries (Stephen King), romance (Danielle Steel)
How often they read	<ul style="list-style-type: none"> • Rarely or not at all 	<ul style="list-style-type: none"> • When I need to or if I'm very interested and for only a short while 	<ul style="list-style-type: none"> • Varies from on a need to read basis to more extensive recreational reading

	Stage One	Stage Two	Stage Three
G. Learning Styles & Preferences			
Learning Styles	<ul style="list-style-type: none"> • Likely by doing (kinesthetic) 	<ul style="list-style-type: none"> • Mixed, likely very low in either auditory or visual 	<ul style="list-style-type: none"> • Mixed
Attitude to Risk	<ul style="list-style-type: none"> • Very low 	<ul style="list-style-type: none"> • Low 	<ul style="list-style-type: none"> • Moderate
Attitude to Evaluation	<ul style="list-style-type: none"> • Fearful 	<ul style="list-style-type: none"> • Somewhat fearful 	<ul style="list-style-type: none"> • Mixed

	Stage One	Stage Two	Stage Three
H. Interests, Activities, Hobbies			
Interests	Responses cannot be generalized to a particular STAGES level.		
Activities			
Hobbies			






Overview

One of the best ways to assess learners' literacy strengths and weaknesses, skill levels, and use of strategies is by giving them assessment tasks that you can observe.

The selection of tasks you present to a learner will be informed by:

- the learner's likely Stages level based on your Assessment Interview
 - the learner's history, experience and environment (rural/urban, culture, age, etc.)
 - the learner's goal(s) and interests
 - any physical and/or learning disabilities the learner may have
- 

There is an endless supply of materials and scenarios that you can use for assessing literacy skills.

- *Commercially prepared assessment tools:*
 - DALA – This tool is highly recommended for use with beginning readers. It includes many tasks that can be used to assess skills in both reading text and document use.
 - CARA – This is an excellent tool for assessing reading skills. All reading selections are graded, the instructions are clear, and miscue analysis is explained well. (This tool is limited to assessing reading text.
 - CABS – A demonstration-based assessment tool that assesses for reading, writing, oral communication and spelling. Many of the demonstrations use document-format materials, but document use is not separately addressed—it is addressed within reading and numeracy. (CABS is not aligned to the Manitoba Stages Framework.)
 - Reading Forward – A just-released highly recommended and beautifully illustrated set of reading assessment tests.

The more familiar a task and its subject matter is to a learner (e.g., cooking, mechanics, hockey), the more comfortable the learner will be with the assessment process—and the more accurate your assessment results will be.

NOTES





K. Quick Reference Card – Literacy Skills Assessment



Stage One	Stage Two	Stage Three
<p>Reading Text Say to the learner:</p> <p>“I am going to ask you to look at some pictures and words. This is to see what kinds of things about reading and writing you already know, so that we can figure out more about your learning. As you look at the pictures and words, I would like you to guess at what you think the words say. I will probably also ask you some questions as we go along.”</p> <p>Ask learner to:</p> <ul style="list-style-type: none"> • Name or guess what the words on each card say (<i>If the response doesn't make sense, ask learner what made him guess that – the learner may have a good reason for the response.</i>) • Say how many times a word appears on a card • Name the letters that appear on a card • Say what the reading was about <p>and/or</p> <p>Ask learner to:</p> <ul style="list-style-type: none"> • Suggest a topic to talk about and then to tell the “story” • Name ideas to include and how to start telling the story • Pick out certain words and letters • Give the sound each letter stands for • Name the letters of the alphabet <p>Read along as assessor reads the story</p>	<p>Reading Text Ask learner to:</p> <ul style="list-style-type: none"> • Choose a card or reading selection and read it • Retell what the reading was about • Answer questions about the reading selection 	<p>Reading Text Ask learner to:</p> <ul style="list-style-type: none"> • Choose a card or reading selection and read it • Retell what the reading was about • Answer questions about the reading selection

Stage One	Stage Two	Stage Three
<p>Document Use Ask learner to:</p> <ul style="list-style-type: none"> • Select documents and identify them by type • State why someone would use texts identified • Point out titles, headings, etc. • Find a specific item of information in the document OR to guess where this information might be found in the document 	<p>Document Use Ask learner to:</p> <ul style="list-style-type: none"> • Select documents and identify them by type • Locate assessor-specified information in several of the documents and explain how they went about finding the information • Complete a form (could have relevance to being in a literacy program) • Explain how they have navigated and used a reference system 	<p>Document Use Ask learner to:</p> <ul style="list-style-type: none"> • Select documents and identify them by type • Locate assessor-specified information in several of the documents and explain how they went about finding the information • Complete a form (could have relevance to being in a literacy program) • Explain how they have navigated and used a reference system
<p>Document Use Ask learner to:</p> <ul style="list-style-type: none"> • Select documents and identify them by type • Locate assessor-specified information in several of the documents and explain how they went about finding the information • Complete a form (could have relevance to being in a literacy program) • Explain how they have navigated and used a reference system 	<p>Writing Ask learner to:</p> <ul style="list-style-type: none"> • Write full name and date at the top of the page • Write a short paragraph • Use the best words • Guess at spellings 	<p>Writing Ask learner to:</p> <ul style="list-style-type: none"> • Write full name and date at the top of the page • Write a few paragraphs on a topic of his/her choosing • Use the best words • Guess at spellings





Stage One	Stage Two	Stage Three
<p>You have been observing the learner as the two of you engaged in conversation since the beginning of the interview.</p> <p>You have observed:</p> <ul style="list-style-type: none">• How they listened and responded to questions.• How they answered and asked questions and if they made comments. <p>If you haven't yet been able to determine the learner's stage in oral communication...</p> <p>Ask the learner:</p> <ul style="list-style-type: none">• How did you know about (this program)?• What is your idea of a good teacher?• Is there anything else you would like to tell me about yourself?• Do you have any questions about the program?	<p>You have been observing the learner as the two of you engaged in conversation since the beginning of the interview.</p> <p>You have observed:</p> <ul style="list-style-type: none">• How they listened and responded to questions.• How they answered and asked questions, made comments, requested clarifications, and expressed opinions. <p>If you haven't yet been able to determine the learner's stage in oral communication...</p> <p>Ask the learner:</p> <ul style="list-style-type: none">• How did you hear about (this program)?• What is your idea of a good teacher?• How do you expect this program will be different from what school was like when you were a child?• Is there anything else you would like to tell me about yourself?• Do you have any questions about the program?	<p>You have been observing the learner as the two of you engaged in conversation since the beginning of the interview.</p> <p>You have observed:</p> <ul style="list-style-type: none">• How they listened and responded to questions.• How they answered and asked questions, made comments, requested clarifications, and expressed opinions.• How they discussed their learning goals and needs with you.• If you haven't yet been able to determine the learner's stage in oral communication... <p>Ask the learner:</p> <ul style="list-style-type: none">• How did you learn about (this program)?• What is your idea of a good teacher?• How do you expect this program will be different from what school was like when you were a child?• Do you think adults should be taught differently than children? Why?• Is there anything else you would like to tell me about yourself?• Do you have any questions about the program?



NOTES



9.6

L. Quick Reference Card – Observing the Learner

Use the findings during Part One: Initial Interview to guide you in the selection of tasks you ask the learner to do.		
Stage One	Stage Two	Stage Three
<p>Reading Text To determine:</p> <ul style="list-style-type: none"> • <i>How well the learner can predict words in context</i> – Is the learner making guesses for words he/she doesn't know? Are these guesses text or print based? • <i>How well the learner can discriminate between similar letters and words</i> – Can learner match letters when they appear in different fonts? In capital and lower case form? • <i>What letters of the alphabet the learner recognizes and can identify</i> – Can learner say both the name and the usual sound of the letters of the alphabet? • <i>How well the learner can read continuous text</i> – How is the learner using pictures, context and phonics to decode unfamiliar words? 	<p>Reading Text To determine:</p> <ul style="list-style-type: none"> • <i>Learner's reading level</i> – How many errors did the learner make? Less than 5 errors means the reading passage is well within the learner's reading level. 5 – 7 errors means it is within the learner's instructional level, but not within his/her ability to read independently. • <i>How well the learner can predict text</i> – Does he/she make use of context, pictures, etc. in order to make guesses at unfamiliar words? • <i>If the learner has good phonetic skills</i> – Does he/she sound out unfamiliar words? Can he/she make individual sounds but has difficulty blending them? • <i>How fluently the learner reads</i> – Does the learner read word for word or is he/she able to read in phrases? • <i>How confident a reader the learner is</i> – Is he/she willing/able to guess at words or does he/she feel so unconfident that he/she can't guess? • <i>How well the learner can recall what he/she read</i> – Did he/she understand the passage? Did he/she read so slowly that comprehension was lost? 	<p>Reading Text To determine:</p> <ul style="list-style-type: none"> • <i>Learner's ability to state the main idea of the passage</i> – When the learner was finished reading, could he tell you what the reading selection was about? • <i>Learner's ability to recall details</i> – Could the learner recall most details? Even if a number of words have been misread, could the learner still summarize the passage? • <i>Learner's ability to read critically</i> – Can learner guess at the author's purpose for writing and give reasons for the answer? Is he connecting what he is reading to his own experience and knowledge? • <i>Learner's ability to read quickly enough so as not to lose comprehension</i> – Is reading speed an average of 130 words per minute? • <i>Learner's ability to decode</i> – How does the learner attack unfamiliar multi-syllable words and how he or she use context to predict what a word might be?

Use the findings during Part One: Initial Interview to guide you in the selection of tasks you ask the learner to do.		
Stage One	Stage Two	Stage Three
<p>Document Use</p> <p>To determine:</p> <ul style="list-style-type: none"> • <i>What the learner knows about the use of documents</i> – Which documents could the learner identify? Which documents has he used? • <i>What the learner knows about the formatting of documents</i> – Could the learner explain how he knew what kind of documents the ones he identified were? Could he point out a title, a heading, a chart, etc.? If there was more than one heading on a page, did he point out all of them? • <i>If the learner can complete a simple form</i> – Could the learner fill in name, address and phone number? Could he check off the correct responses to simple questions? • <i>What the learner knows about navigating a document</i> – Did the learner hold and handle the document correctly? Could he find the information you asked him to find? Could you tell if he scanned the copy to get to the right place? 	<p>Document Use</p> <p>To determine:</p> <ul style="list-style-type: none"> • <i>What the learner knows about the use of documents</i> – What kinds of documents can the learner identify? Which of these can he use? Can the learner provide several uses for a document? • <i>What the learner knows about navigating a document</i> – Can the learner locate a specific piece of information in a document he has selected, and can he tell you how he went about finding the information? • <i>The learner's ability to complete a form</i> – Can the learner complete a form requiring contact information (name, address, phone number, etc.), such as a simple registration form? • <i>The learner's ability to navigate a reference system</i> – Can the learner find a specific piece of information in a reference source (e.g. show you where his phone number is listed in the phone book or show you on a map where he lives)? 	<p>Document Use</p> <p>To determine:</p> <ul style="list-style-type: none"> • <i>What the learner knows about the use of documents</i> – What kinds of documents can the learner identify? Which of these can he use? Can the learner provide several uses for a document? • <i>What the learner knows about navigating a document</i> – Can the learner locate a specific piece of information in a document he has selected, and can he tell you how he went about finding the information? • <i>The learner's ability to complete a form</i> – Can the learner complete a form requiring contact information (name, address, phone number, etc.), such as a simple registration form? • <i>The learner's ability to navigate a reference system</i> – Can the learner find a specific piece of information in a reference source (e.g. show you where his phone number is listed in the phone book or show you on a map where he lives)?



Use the findings during Part One: Initial Interview to guide you in the selection of tasks you ask the learner to do.

Stage One	Stage Two	Stage Three
<p>Writing To determine:</p> <ul style="list-style-type: none"> • <i>How practiced the learner is in using writing materials</i> – Does the learner grip the pen/pencil very tightly or is it a relaxed grip? Does he press down very hard? Does he write quickly or very slowly? Does he erase often? How comfortable does he seem with the task? Did he choose to write on lined or unlined paper? Consider if poor motor control might be due to lack of practice or to a physical or neurological condition. • <i>How accurately the learner can copy text</i> – Is the copy correct? Does the learner look back at the text several times for each letter? For each word? Does he reproduce the text in cursive or in print? Is the word reproduced correctly? Are there problems with how he forms some of the letters? • <i>Knowledge of letter sound correspondence</i> – Can learner write some familiar words and name the letters in those words? Can he spell 3-letter words, phonetically spelled words? What kinds of spelling errors does he make? Can he spell any non-phonetically spelled words, e.g., the, of, said? <p>If the learner has dictated an experience story or written a short paragraph,</p> <ul style="list-style-type: none"> • could he select a starting sentence, ideas to include in the story, and a concluding sentence? • could he construct a complete sentence? What kinds of sentences did he dictate (simple, compound, complex)? 	<p>Writing To determine:</p> <ul style="list-style-type: none"> • <i>The learner's ability to communicate in writing (text focus)</i> – Can the learner state ideas clearly in written form? Is there enough detail to cover the topic adequately? Is the language appropriate for the topic and the audience? • <i>The learner's knowledge of sentence structure (sentence focus)</i> – Does the learner write in complete sentences? Does he use correct grammar and punctuation? • <i>The learner's spelling (word focus)</i> – What kinds of spelling does the learner make? Are they phonetic errors or sight word errors? Is there a problem with multi-syllable words or with suffixes? • <i>The learner's use of pre-writing strategies</i> – Does the learner think before beginning to write? Are strikeouts content focused rather than spelling and punctuation corrections? • <i>The learner's writing habits</i> – How fluent a hand writer is the learner? Does the learner prefer printing or cursive writing? Does he press hard? Does he erase a lot? Is the writing legible? 	<p>Writing To determine:</p> <ul style="list-style-type: none"> • <i>The learner's ability to create text (text focus)</i> – Can the learner develop several ideas clearly in written form? Is there enough detail to cover the topic adequately? Is the language appropriate for the topic and the audience? Does the writing show that the learner realizes that writing is more than talk written down? Does the writing show style and voice? • <i>The learner's knowledge of paragraph construction</i> – Can the learner organize the writing in a logical sequence with appropriate paragraph breaks? Do paragraphs have a main idea and supporting details? Does the learner provide transitions between paragraphs? Did he use an opening and a closing paragraph? • <i>The learner's knowledge of sentence structure</i> – Does the learner use a variety of sentence forms (simple, compound, complex)? Is there noun-pronoun and subject-verb agreement? • <i>The learner's attention to words (word focus)</i> – Does the learner use vocabulary adequate for his writing purpose? Is he aware of any difficulties with spelling? Does he mention strategies to deal with these difficulties? • <i>The learner's use of pre-writing strategies</i> – Did you observe the learner planning his writing before he began? Could he tell you what pre-writing strategies are and, if he used some before he began writing, what they were? • <i>The learner's writing habits</i> – How fluently and quickly does the learner write? Does he prefer printing or cursive writing?

Use the findings during Part One: Initial Interview to guide you in the selection of tasks you ask the learner to do.

Stage One	Stage Two	Stage Three
<p>Oral Communication To determine:</p> <ul style="list-style-type: none"> • <i>The learner's comfort level during the interview process</i> – What is the learner's body language telling you? Could he make eye contact? (Note: lack of eye contact may be a sign of respect in some cultures.) Did he appear relaxed or tense? Was he able to attend to what you were saying? • <i>The learner's ability to listen effectively</i> – Did the learner respond on topic to your questions? Did he respond with more than just a few words? Could he remember and follow simple instructions correctly? Did he ask you to clarify or repeat when necessary? • <i>The learner's ability to speak effectively</i> – Did the learner greet you appropriately? Did he respond appropriately to your questions and requests? Did he speak distinctly and with suitable volume, pitch and speed? Did he ask any questions? Were they relevant to the discussion at hand? Did he ask for or volunteer any additional information? Could he say why he wanted to enroll in the literacy program? • <i>The learner's facility with language</i> – Are the vocabulary and sentence structure used by the learner simple but adequate for the occasion? Will a limited vocabulary hinder reading comprehension? Will incorrect sentence structure be a problem in writing? • <i>The learner's ability to speak on a topic and organize ideas</i> – Did the learner stay on topic when he dictated an experience story during the writing assessment or when you asked him about his ideas of a good teacher? Did he provide 2 or 3 pieces of information? Was there an attempt to organize the information in a logical order? 	<p>Oral Communication To determine:</p> <ul style="list-style-type: none"> • <i>The learner's comfort level during the interview process</i> – What is the learner's body language telling you? Was he able to attend to what you were saying? Was he fidgety or could he be still? • <i>The learner's ability to listen effectively</i> – Did the learner respond on topic to your questions? Could he remember and follow a series of several instructions correctly? Did he ask you to repeat when he didn't hear or understand? • <i>The learner's ability to speak effectively</i> – Did the learner respond appropriately to your questions and requests? When appropriate, did he speak in complete sentences? Did he speak distinctly and with suitable volume, pitch and speed? Did he ask relevant questions? Could he elaborate on responses when asked to? Could he give several specific reasons for enrolling in the literacy program? • <i>The learner's facility with language</i> – Are the vocabulary and sentence structure used by the learner quite adequate for the occasion? Will a limited vocabulary hinder reading comprehension? Will incorrect sentence structure be a problem in writing? • <i>The learner's ability to speak on a topic and organize ideas</i> – Did the learner stay on topic when he spoke of his early school years or when he talked about how he thought this program would be different from what school was like for him when he was a child? Did he provide 2 or 3 pieces of information? Was there an attempt to organize the information in a logical order? 	<p>Oral Communication To determine:</p> <ul style="list-style-type: none"> • <i>The learner's comfort level during the interview process</i> – What is the learner's body language telling you? Does he appear confident and at ease? Is he respectful? Does he appear to have purpose? • <i>The learner's ability to listen effectively</i> – Did the learner respond to your questions with adequate detail? Could he follow a series of instructions correctly? Did he request clarification appropriately (didn't interrupt and didn't sound defensive or accusatory)? Did he use strategies to remember information (take notes, ask for pamphlet or schedule)? • <i>The learner's ability to speak effectively</i> – Did the learner respond politely to your questions and requests? Did he speak distinctly and with suitable volume, pitch and speed? Did he ask thoughtful, relevant questions? Could he articulate his short and long term goals? Could he advocate for himself (e.g., a parking spot close to the door because of a disability)? • <i>The learner's facility with language</i> – is the vocabulary and sentence structure used by the learner more than adequate for the occasion? Will a limited vocabulary hinder reading comprehension? Will incorrect sentence structure be a problem in writing? • <i>The learner's ability to speak on a topic and organize ideas</i> – Could the learner discuss a plan of action that will support his success as a learner? Did he do so in an organized and focused way?



M. Learner Descriptors at Intake

The tables on the following pages provide typical descriptors of adult learners **who are new to adult literacy programming**. Learners who have spent some time in an adult literacy program may exhibit different characteristics. They can have a greater awareness of the processes and strategies involved in learning, and they may be able to speak about their learning in more metacognitive terms.



A. READING TEXT

	Beg Stage 1	Mid Stage 1	End Stage 1 / Beg Stage 2
ES Level 1			
Level	<ul style="list-style-type: none"> • Below grade 1 readability level • Text length – very familiar individual word(s) 	<ul style="list-style-type: none"> • Grade 1-2 readability level • Text length – 1 or 2 simple short paragraphs 	<ul style="list-style-type: none"> • Grade 3-4 readability level • Text length – several simple, short paragraphs
Performance	<ul style="list-style-type: none"> • Very reluctant to try reading anything • Cannot read cursive writing 	<ul style="list-style-type: none"> • Will read very simple text when required to • May not be able to read cursive writing 	<ul style="list-style-type: none"> • Admit to having difficulties in reading • Often ask family members and work colleagues to tell them what a document says (letters from utilities, bulletin board notices)
Content	<ul style="list-style-type: none"> • Know some high-frequency words when presented in their usual format (STOP, SALE, McDonald's, CLOSED) • Can read names of family members 	<ul style="list-style-type: none"> • May read a very simple note (“Pick me up at the Grub Pub after work.”) 	<ul style="list-style-type: none"> • Will read simple letters, greeting cards and posters
Strategies	<ul style="list-style-type: none"> • Know some alphabet letter names and sounds 	<ul style="list-style-type: none"> • Read very slowly and may point to the words as they read • Often move their lips when reading silently • Know the letter names and sounds of the alphabet and most of the blends • Still depend more on sight vocabulary for reading 	<ul style="list-style-type: none"> • Can find details in simple text • Can make simple inferences; • Use some word attack skills and context cues to figure out new words • Often focus more on decoding than on meaning



A. READING TEXT

	Mid Stage 2	End Stage 2 / Beg Stage 3	Mid Stage 3	End Stage 3
	ES Level 2		ES Level 3	
Level	<ul style="list-style-type: none"> • Grade 4-5 readability level • Text length – 500+ words 	<ul style="list-style-type: none"> • Grade 6-7 readability level • Text length – up to 1000 words 	<ul style="list-style-type: none"> • Grade 8-9 readability level • Text length – 1000+ words 	<ul style="list-style-type: none"> • Grade 9-10 readability level • Text length – 1000+ words
Performance	<ul style="list-style-type: none"> • Read on a need-to-know basis 	<ul style="list-style-type: none"> • Are moving from learning to read to reading to learn and know 	<ul style="list-style-type: none"> • Are reading to learn 	<ul style="list-style-type: none"> • Read fairly complex books
Content	<ul style="list-style-type: none"> • Work memo • Notes from school 	<ul style="list-style-type: none"> • Newspaper – sports, entertainment, letters • Parts of magazine articles 	<ul style="list-style-type: none"> • Magazines on topics of special interest - sports, entertainment, hobbies) • May read simple novels • (Danielle Steele; Stephen King) 	<ul style="list-style-type: none"> • Personal - for information, interest or entertainment, for gaining new knowledge • Work- manuals, reference books, journals, brochures
Strategies	<ul style="list-style-type: none"> • Still read slowly and may lose comprehension due to slow reading pace • Are refining word recognition processes 	<ul style="list-style-type: none"> • Can use both word attack skills and context cues to figure out unfamiliar words 	<ul style="list-style-type: none"> • Rely on vocabulary and background knowledge to derive meaning as they read 	<ul style="list-style-type: none"> • Can identify author's purpose and intended audience • Have mastered the skills required to read for different purposes • Can successfully navigate texts to access information in a wide range of topics

B. DOCUMENT USE

	Beg Stage 1	Mid Stage 1	End Stage 1 / Beg Stage 2
ES Level 1			
Purpose	Can read/use/complete:	Can read/use/complete:	Can read/use/complete:
Form completion	<ul style="list-style-type: none"> • Simple picture signs (<i>washroom; no smoking, traffic lights; stop sign</i>) and labels (<i>sizes in clothes, drawer contents</i>) 	<ul style="list-style-type: none"> • Signs with a few simple words and found in expected places (<i>PARKING, OPEN, CLOSED; best before date</i>) and labels (<i>dials on washer and dryer</i>) 	<ul style="list-style-type: none"> • Familiar signs (<i>WHMIS</i>) and labels (<i>care labels in clothes</i>) with colour coding or several phrases or sentences
Document navigation	<ul style="list-style-type: none"> • Pictorial instructions (<i>how to cut a pineapple</i>) 	<ul style="list-style-type: none"> • Simple instructions with picture(s) and very few words (<i>table setting diagram; "To open press here" on product packaging</i>) 	<ul style="list-style-type: none"> • Instructions with up to 6 steps and with a picture and sentence for each step (<i>proper hand washing poster; illustrated recipes</i>)
Reference systems	<ul style="list-style-type: none"> • Maps (<i>read a picture map of a park; give directions by pointing</i>) • Graphs (<i>star ratings of movies and hotels</i>) and tables (<i>calendar; apartment block directory</i>) • Forms with only name and phone number required (<i>put name on draw box blank form</i>) • Reference systems (<i>flip through a catalog to find the appliance section and then the fridges</i>) • Technology (<i>make and receive calls on a cell phone; use key code entry pad; play DVD's</i>) 	<ul style="list-style-type: none"> • Maps (<i>read a YOU ARE HERE map at the zoo; draw a simple map that shows the way from your house to the church 3 blocks/miles away</i>) • Simple tables (<i>a simply formatted grocery flyer price list</i>) and graphs (<i>children's growth chart</i>) • Forms requiring only 2 or 3 items of information (<i>phone messages, restroom cleaning checklist</i>) • Reference systems (<i>picture dictionary</i>) • Technology (<i>play Solitaire on line; use a calculator</i>) 	<ul style="list-style-type: none"> • Maps (<i>read a city transit map to see what route a certain bus takes; draw a map to show how to get from one department to another at work</i>) • Tables (<i>simple table of contents; multiplication table</i>) and graphs (<i>temperature forecasts line graph; mileage/distance chart</i>) • Forms with more than one form element and requiring several items of information (<i>simple job application and club membership registration forms</i>) • Reference Systems (<i>simple dictionary; telephone book</i>) • Technology (<i>ATM, credit card parking meter</i>)

B. DOCUMENT USE

	Mid Stage 2	End Stage 2 / Beg Stage 3	Mid Stage 3	End Stage 3
	ES Level 2		ES Level 3	
Purpose	Can read/use/ complete:	Can read/use/ complete:	Can complete/ locate/organize/ analyze:	Can complete/ locate/organize/ analyze:
Form completion	<ul style="list-style-type: none"> • Signs (<i>forklift safety posters</i>) and labels (<i>nutrition label</i>) with several items of information on less familiar topics 	<ul style="list-style-type: none"> • Signs (<i>truck hand signals</i>) and labels (<i>MSDS</i>) with multiple pieces of information and of a more complex nature 	<ul style="list-style-type: none"> • Forms that are longer and denser with a variety of form elements and may require narrative responses (<i>job application; accident and incident reports; product evaluations</i>) 	<ul style="list-style-type: none"> • Forms that are complex, require consulting several sources, and may require reflective responses (<i>simple tax returns; consumer research surveys; project outcomes on a funding application</i>)
Document navigation	<ul style="list-style-type: none"> • Instructions with clearly defined steps (<i>recipes; appliance operating instructions</i>) 	<ul style="list-style-type: none"> • Instructions (<i>appliance problem solving instructions; CPR; driver's manual; recipes</i>) 	<ul style="list-style-type: none"> • Organize items and documents (<i>household bills</i>) 	<ul style="list-style-type: none"> • Organize items and documents (<i>tax receipts</i>)
Reference systems	<ul style="list-style-type: none"> • Maps (<i>read a provincial highways map to plan a trip from one town to another; draw a neighbourhood scavenger hunt map</i>) • Tables (<i>hockey schedule; equipment catalogues</i>) and graphs (<i>Canada's Food Guide</i>) • <i>Forms</i> with several form elements (<i>mail order purchases; simple ALP registration form; simple parking space application</i>) • Reference systems (<i>Yellow Pages, book index; catalogue</i>) • Technology (<i>search a simple data base; read/write emails</i>) 	<ul style="list-style-type: none"> • Maps (<i>city map index to find page and coordinates for a specific intersection</i>) • Tables (<i>price lists; sports schedules</i>) and graphs (<i>family tree</i>) • Forms with a variety of form elements and may need consultation of another source (<i>some registration forms, Medication Record Book</i>) • Reference Systems (<i>encyclopedia; medical book; internet</i>) • Technology (<i>do a simple Internet search; program quick dial numbers into phone; word process simple documents; use print icon to print documents and emails</i>) 	<ul style="list-style-type: none"> • Reference systems (<i>national postal code; Internet</i>) • Tables (<i>metric <-> imperial conversion</i>) or schedules (<i>airline schedule</i>) • Formatted information (<i>trouble shoot using schematic for a photocopier</i>) • Technology (<i>insert clipart into documents; manage email and document files; download pictures from camera to computer and print; connect peripherals to computer</i>) 	<ul style="list-style-type: none"> • Reference systems (<i>library catalogue system</i>) • Tables and schedules (<i>airline schedule involving plane changes; income tax returns schedules</i>) • Formatted information (<i>schematic for refrigeration system</i>) • Technology (<i>install new software; produce multimedia presentation</i>)

C. WRITING

	Beg Stage 1	Mid Stage 1	End Stage 1 / Beg Stage 2
ES Level 1			
Strategies	<ul style="list-style-type: none"> • Say they can't write. • Print/write slowly and hold pen awkwardly. 	<ul style="list-style-type: none"> • Say they hardly ever write. • May press hard when they write. 	<ul style="list-style-type: none"> • Are reluctant to write because of perceived spelling problems.
Content	<ul style="list-style-type: none"> • Usually know how to print their name (<i>fill in name on a form; endorse a cheque; sign in to work; sign a greeting card</i>). 	<ul style="list-style-type: none"> • Can write simple lists (5 items) to aid memory (<i>birthday party guests; grocery list</i>) and several sentences (<i>I fed the dog. Need to buy more dog food. //The grinder is broken. Used Bob's to finish the job.</i>) and short friendly notes (<i>a note in a greeting card</i>). 	<ul style="list-style-type: none"> • Will write short notes (<i>1 or 2 paragraphs</i>) when required to (<i>Bobby wasn't in school yesterday he was sick. Please let him go to the bathroom when he needs to. And let him stay in at recess.</i>)
Organization	<ul style="list-style-type: none"> • Write individual words. 	<ul style="list-style-type: none"> • Write 2 or 3 sentences on the same idea that may read like a list. 	<ul style="list-style-type: none"> • Two ideas may be consecutively presented but written as one paragraph.
Spelling & Grammar	<ul style="list-style-type: none"> • May be able to spell their name and the names of family members. • Can copy words but need to refer back to the reference word for each letter. • Say they don't know grammar. 	<ul style="list-style-type: none"> • Spell mostly phonetically, but know how to spell some sight words correctly. • May omit or misuse end punctuation. 	<ul style="list-style-type: none"> • Spelling vocabulary is quite limited. • May lack sense of sentence construction, punctuation and capitalization. • Written grammar is usually consistent with spoken grammar.



C. WRITING

	Mid Stage 2	End Stage 2 / Beg Stage 3	Mid Stage 3	End Stage 3
	ES Level 2		ES Level 3	
Strategies	<ul style="list-style-type: none"> • Are beginning to depend more on writing as a tool to remember and communicate (<i>to-do lists, short emails, text messaging; notes to child's teacher</i>). 	<ul style="list-style-type: none"> • May not use pre-writing strategies in a deliberate and thoughtful way (<i>planning, organizing, and brainstorming</i>). 	<ul style="list-style-type: none"> • Are beginning to use pre-writing strategies (<i>planning, organizing, and researching</i>). • May attempt to revise their writing. 	<ul style="list-style-type: none"> • Will consult references (<i>dictionary, thesaurus, grammar book</i>) to edit their work. • Will revise their writing (<i>clarity, word choice</i>).
Content	<ul style="list-style-type: none"> • Can write a few paragraphs, total length 200 words, on a familiar topic (<i>2 paragraph home care report elaborating on client's needs</i>: <ul style="list-style-type: none"> • <i>re grooming – take care when combing hair, sore on scalp, assist with applying cream</i> • <i>re cleaning – vacuum cleaner bag needs replacing, family have bought new bags and have put them on the shelf in the front closet</i>). 	<ul style="list-style-type: none"> • Can write several paragraphs for a purpose (<i>letters, memos</i>), total length of 250 words. 	<ul style="list-style-type: none"> • Can produce writing that is more than 250 words long. • Are more confident in their ability to write for a purpose (<i>simple business letters, basic resume and cover letter, simple reports</i>). • Are beginning to recognize that formatted writing is more than talk written down (<i>use formal and informal language appropriately</i>). 	<ul style="list-style-type: none"> • Can research and write 500 word essays. • Can write in formats and language appropriate for the purpose and audience (<i>work reports, business letters, resumes and cover letters, personal journals</i>).
Organization	<ul style="list-style-type: none"> • Write several ideas, each developed with a few sentences, but paragraphing may not be correct and ideas may need reorganizing. 	<ul style="list-style-type: none"> • Write several ideas, each developed with a few sentences, but paragraphing may not be correct and ideas may need reorganizing. 	<ul style="list-style-type: none"> • Choose correct format for the purpose. • Use introduction and conclusion paragraphs. 	<ul style="list-style-type: none"> • Write in a more sophisticated manner with more than one paragraph per main point.

Spelling & Grammar	<ul style="list-style-type: none"> • Write in a more sophisticated manner with more than one paragraph per main point. 	<ul style="list-style-type: none"> • Apply spelling rules for simple prefixes and suffixes. • Have a grasp of word, sentence and paragraph construction. 	<ul style="list-style-type: none"> • Apply root words and syllabication to aid in spelling. • Do some editing of spelling, grammar and punctuation. 	<ul style="list-style-type: none"> • Will edit their writing for spelling, punctuation and grammar.
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D. ORAL COMMUNICATION

	Beg Stage 1	Mid Stage 1	End Stage 1 / Beg Stage 2
ES Level 1			
Listening	<ul style="list-style-type: none"> • Can listen to entertain themselves (<i>radio, TV, CD player</i>) 	<ul style="list-style-type: none"> • Can listen to questions and respond with answers (<i>Q: 911 – What is your emergency? A: Mr. D fell and his head is bleeding</i>) 	<ul style="list-style-type: none"> • Will ask questions requesting information and will listen to remember the answers (<i>may repeat the date and time classes will begin</i>)
Speaking	<ul style="list-style-type: none"> • Can respond to greetings (<i>I'm fine; how you are doing?</i>) 	<ul style="list-style-type: none"> • Can make simple requests for clarification (<i>Do I go to room 6 or room 7?</i>) 	<ul style="list-style-type: none"> • May come to interview with prepared questions (<i>How can I learn to read faster?</i>)
Discussing	<ul style="list-style-type: none"> • Can provide straight-forward, factual information when questioned (<i>name, address, telephone number</i>) • Can socialize with family and friends (<i>family gatherings and parties</i>) • Communications have no expectations and little to no risk attached (<i>greeting a neighbor and commenting on the weather</i>) 	<ul style="list-style-type: none"> • Can give reasons for enrolling in literacy program (<i>I want to learn to read so I can read to my son.</i>) • Communication has little to no risk but some expectation attached (<i>an expectation that presenting at the literacy program will result in successfully registering in the program</i>) 	<ul style="list-style-type: none"> • Failure to communicate may cause irritation but has little real consequence (<i>husband brings home white instead of whole wheat hotdog buns</i>)

D. ORAL COMMUNICATION

	Mid Stage 2	End Stage 2 / Beg Stage 3	Mid Stage 3	End Stage 3
	ES Level 2		ES Level 3	
Listening Speaking Discussing	<ul style="list-style-type: none"> • Can explain things to others (<i>Ask the secretary for a bus pass. But you can't miss more than 3 classes in a month without a good reason or you won't get another pass next month.</i>) • Can use voice mail to leave and receive short messages (<i>This is Joan. Call me when you get in. You know my number.</i>) • Failure to communicate may be quite annoying (<i>son didn't tell you he would be late picking you up after work and you have to rush to get supper before the soccer game</i>) 	<ul style="list-style-type: none"> • Will state an opinion on matters of personal relevance and give reasons to a group of familiar people (<i>I would like class to end by 10 to 9. That way I can catch the 9:01 bus home. The next bus doesn't come until 9:29.</i>) • Can use voice mail to leave and receive a detailed message (<i>This is Jim. I won't be in class today because we had to take my daughter to the hospital last night. Could you ask Don to make the coffee, please? It's my turn today. He'll need to fill the sugar bowl. I noticed it was almost empty yesterday. Thanks!</i>) • Failure to communicate may cause your husband to be quite upset (<i>you weren't sure if your husband said to set the alarm for quarter after or quarter to 6, but didn't verify; you set it for quarter after and he is late for work and is docked pay</i>) 	<ul style="list-style-type: none"> • Will listen in a discussion and state an opinion on a controversial issue and give sound, thoughtful arguments (<i>I think reading novels is a waste of time. People should be reading about what is happening in the world and in their communities so we know how to vote and how to fix the environment, not somebody's made-up story.</i>) • Failure to communicate costs significant money (<i>forgetting to tell a coworker that the brakes on the truck aren't working and the coworker hits a fence, causing damage to the fence and the truck</i>) 	<ul style="list-style-type: none"> • Can advocate effectively for themselves in the intake interview (<i>I'd like to do this rather than that because...</i>). • Can disagree politely and assertively. (<i>in response to being told he will need to work overtime – "I'm sorry, I can't work overtime today. It's my wife's birthday and we are going out for dinner with her parents."</i>) • Can explain or describe an activity to a group of people they don't know (<i>explain how candy is made to a group touring a candy factory</i>) • Can listen and take notes from a lecture or movie. • Can exchange information and offer an opinion in a group discussion. • Failure to communicate results in legal difficulties (<i>kids aren't picked up from daycare because both parents think the other one is doing it and social services become involved</i>)

NOTES



9.20



SOURCES AND RESOURCES

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Sources and Resources

The following resources were referenced to develop the Manitoba Adult Literacy Learner Assessment Guide. Most are available online* for free or for purchase.

Creative Student Assessment: A Guide to Developing Meaningful Evaluation

http://www.edu.gov.mb.ca/acl/all/publications/creative_student_assessment_oct03.pdf

Manitoba Stages Framework

<http://www.edu.gov.mb.ca/acl/all/publications/stages/index.html>

The Facilitator's Guide

<http://www.edu.gov.mb.ca/acl/all/publications/stages/index.html>

Canadian Adult Reading Assessment (CARA) Tool

<http://www.grassrootsbooks.net/ca/canadian-adult-reading-assessment-instructor-s-manual-and-cd-rom.html>

Diagnostic Adult Literacy Assessment for Beginning Readers (DALA)

<http://www.grassrootsbooks.net/ca/canadian-adult-reading-assessment-instructor-s-manual-and-cd-rom.html>

Read Forward

<http://www.readforward.ca/>

Human Resources Skills Development Canada – Essential Skills Profiles

Canadian Language Benchmarks “Can Do” Checklists

Ontario Common Assessment of Basic Skills (CABS), Literacy Link Eastern Ontario (2003)

<http://www.lleo.ca/cabs3/index.html>

Kingston Literacy Assessment Kit

To order, write to: Kingston Library, 88 Wright Crescent, Kingston, ON, K7L 4T9.

Saskatchewan Circle of Learning

US Equipped for the Future

<http://eff.cls.utk.edu/>

UK Skills for Life Adult Literacy Core Curriculum

<http://www.excellencegateway.org.uk/sflcurriculum>

**web references were current at the time of printing*

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