

Selected Assessment Tools

Ontario Ministry of Training, Colleges and Universities

March 2011



Contents

What Is This Collection About?	1
How was the collection developed?	1
What selection criteria were used?	2
How, specifically, was <i>Selected Assessment Tools</i> developed?	2
How was the collection categorized?	3
Categorizing the collection within the four aspects of literacy learning	4
Using a variety of assessments with the Curriculum Framework	5
Using the template to select an Assessment Tool	5
Other important elements of the Assessment template	6
<i>Using the tool as part of learner assessment</i>	6
<i>Usability by practitioner and learner</i>	7
How could you use this resource as part of your professional development?	7
Bridging the Gap Education Component: Evaluation Tools	8
Canadian Adult Reading Assessment (CARA)	10
Diagnostic Literacy Assessment for Beginning Readers (DALA)	12
Skillswise	14
Common Assessment of Basic Skills Online (CABS)	16
Building for the Future: “Think About Skills Self Assessment”	18
Construction Sector Council: Essential Skills Self-Assessment	20
Essential Skills Indicator	22
Measure Up	24
Ontario Skills Passport: Check-Up Tools	26
Recognizing Life’s Work: Leisure & Home-based Activity Identifier Tool	28
Changing the Way We Teach Math: “Evaluate Teaching Strategies,” “Expressing Feelings” and “Just Do It”	30
Purposeful Literacies Through Informal Learning: Informal Learning Information Inventory	32
Workplace Informal Learning Matrix (WILM)	34
Connecting Literacy, Learning & Work: Learner Photostories	36
Catching Confidence	38
Monitoring Tools for Learning in a Group Setting: Rubrics and Spinners	40

I've Opened Up: Exploring Learners' Perspectives on Progress	42
Learning Profile Self-Assessment Tool (LPSAT)	44
Personal Power Poster	46
Blueprint for Life/Work: Blueprint Quiz.....	48
Blueprint for Life/Work: Career Navigator Quizzes.....	50
Future Worx: Employability Skills Assessment Tool (ESAT)	52
Delta Screener.....	54
Keys to Effective Learning Disabilities Teaching Practice: Appendix A and Appendix B	56
Annotated Bibliography	58
More Examples of Assessment Tools.....	58
General Adult Literacy Assessment Resources	59
Appendix 1: Template to Describe Assessment Tools.....	62

What Is This Collection About?

Selected Assessment Tools provides practitioners and assessors with examples of a wide range of informal and formal assessment tools that can be used within the Ontario Adult Literacy Curriculum Framework (OALCF) to assess learners in the Literacy and Basic Skills (LBS) Program. The collection contains 25 individual assessment tools and an annotated bibliography listing additional resources. The collection

- emphasizes the importance of using a variety of assessment tools, as no single tool should be relied upon to provide comprehensive information about learning
- affirms to LBS Program practitioners and assessors that their current assessment tools may be effective and meaningful within the OALCF
- introduces practitioners and assessors to tools that they might want to start using
- situates a task-based approach to assessment and learning within the broader context of literacy assessment and learning under the OALCF

Current as of February 2011, this collection of assessment tools is neither a comprehensive nor a recommended list. Rather, *Selected Assessment Tools* provides a sampling of appropriate assessment resources available to practitioners and assessors.

How was the collection developed?

Methods and Decisions

The following broad statement guided the development of *Selected Assessment Tools*:

Assessment is any tool or process that is used to gather information about learning in an adult literacy program.

The tools in the collection consist of both informal and formal tools. *Informal* tools are those that a practitioner, or practitioners and learners, develop for purposes unique to learners in individual programs. *Formal* tools, usually developed by professionals with assessment expertise, have gone through a rigorous process, usually field trials, to determine their

- validity (the tool measures what it says it will measure)
- reliability (the tool measures the same way under the same conditions with the same sorts of test-takers)

The formal tools in this collection do not include standardized tools since a key selection criterion was that the tools be readily accessible for use by practitioners. Standardized tools are often costly and usually require extensive training to administer, often by a certified assessor. Therefore, the following standardized tools, often used by LBS service providers, have not been listed:

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

What selection criteria were used?

Two key criteria guided the selection of the 25 tools and the annotated bibliography in *Selected Assessment Tools*: accessibility and usability.

Each tool had to be readily accessible for use by LBS Program practitioners and assessors. That is to say, LBS service providers needed to be able to easily find or to access the tools. For that reason, tools, such as *Revised Common Writing Assessment* (2000) or *Portfolios in Practice* (1996) that are popular but no longer in print, have not been included in *Selected Assessment Tools*.

Usability, or ease of use, was another criterion that guided the development of the collection. To determine the usability of each tool the development team asked the following 13 questions:

1. Is the tool readily available and easy to access?
2. Does it address one of the four aspects of literacy or numeracy learning: skills, tasks, literacy and numeracy practices, or changes in learners' lives?
3. Is the tool widely used?
4. If the tool is not copyrighted, is it available in a format that allows practitioners to adapt it to meet the cultural or physical needs of learners? For example, font size may have to be increased.
5. Does the tool cost less than \$300?
6. Are ongoing replacements of test books and online registration free?
7. Does the tool provide explicit practitioner instructions in the form of a manual, CD, or DVD?
8. Is the tool self-explanatory, not requiring specialized expertise?
9. Is training required to use the tool?
10. If training is required, does it take less than one day?
11. Is training free or available at a low cost?
12. Can the tool be administered in 60 minutes or less, or can it be chunked into more than one session?
13. Does the tool support a task-based approach?

In *Selected Assessment Tools*, 20 of the tools are available at no cost while the others range from \$10 to \$250.

How, specifically, was *Selected Assessment Tools* developed?

Initially, the development team gathered over 75 assessment tools by

- conducting a search of online adult literacy sites in various jurisdictions, with a focus on sites supporting practitioners
- contacting agencies providing literacy services at colleges, school boards, and in the community to request contributions of tools

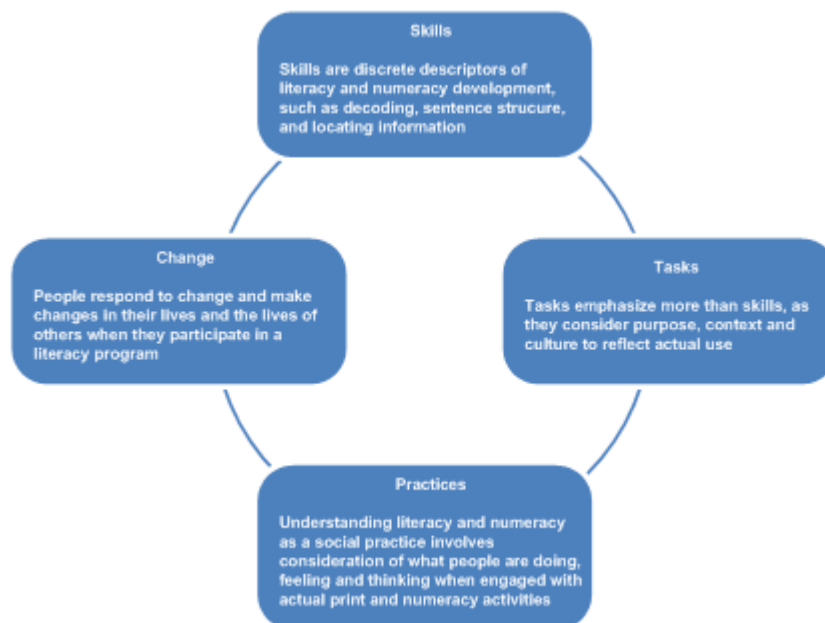
- contacting a limited number of individual programs
- contacting authors, publishers, and librarians to track down specific assessment resources

During the next phase of work, the team sorted and decided on potential tools by

1. separating comprehensive assessment resources containing a variety of different tools and approaches from the individual tools; many of these comprehensive resources are now in the annotated bibliography
2. determining whether or not the tool was available and easily accessed online or through a publisher, the author, a literacy program, or the library
3. determining the tool's usability

How was the collection categorized?

Just as a broad definition of assessment was used in the development of the collection, so has a broad understanding of literacy learning been used. An understanding of literacy learning as *skills*, *tasks*, *practices*, and *changes in learners' lives* was introduced in the *Foundations of Assessment* paper (http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Foundations_of_Assessment_March_2011.pdf), accessible from the "Linking Assessment to the OALCF" page on the OALCF website. The graphic below summarizes the four aspects of literacy learning.



Categorizing the collection within the four aspects of literacy learning

The assessment tools have been categorized by the following four aspects of literacy learning:

1. skills
2. tasks
3. practices
4. changes in learners' lives

These categories reflect how literacy is actually organized and developed in programs and support the OALCF competencies by focusing on the skills, knowledge, and behaviours involved in literacy learning.

Skills-based assessments most often

- use non-fiction texts in sentence and paragraph form or use single words to look at spelling, decoding, and sight word abilities. For example, see *Canadian Adult Reading Assessment (CARA)*.
- focus on assessing the development of print and meaning-based component skills or on developing the writing process and the presentation of text using a structured format (main idea, supporting details, sequential connection of thoughts). For example, see *Bridging the Gap Education Component: Evaluation Tools*.
- focus on assessing the development of numerical operations and calculations without a direct application of operations and calculations to get something done. For example, see *Skillswise*.

Task-based assessments most often

- use texts, including graphics, symbols, charts, and lists that apply literacy and numeracy abilities for a stated purpose; these are referred to as tasks
- result in a measurable performance or product. For example, some task-based assessments focus on
 - assessing the development of print and meaning component skills, such as decoding and vocabulary development as they apply to a task; they may also focus on reading comprehension, the writing process, or numerical operations and calculations. For example, see *Common Assessment of Basic Skills Online (CABS)*.
 - using information-processing skills requiring the learner to find the correct type of match (locating, cycling, integrating, generating) between the test question and text using specific types of concrete or abstract information, with the possibility of distracting information. For example, see *Measure Up*.
 - performances and products as they articulate with the nine Essential Skills and other standards lists. For example, see *Recognizing Life's Work: Leisure & Home-based Activity Identifier Tool*.

Practice-based assessments most often

- explore the uses of literacy and numeracy in daily life using the learner's own words, experiences, and understandings. For example, see *Connecting Literacy, Learning & Work: Learner Photostories*
- define literacy based on a learner's uses and experiences, not only by levels, skills descriptors, or constructed tasks
- acknowledge how literacy changes, for example, with the use of technology

- acknowledge the feelings, values, and wide range of social and personal dynamics related to using literacy and numeracy. For example, see *Changing the Way We Teach Math: Evaluate Teaching Strategies, Expressing Feelings and Just Do It*.

Change-based assessments most often

- look at the impact of literacy program participation and literacy development on learners' personal and community lives. For example, see *I've Opened Up: Exploring Learners' Perspectives on Progress*.
- focus on assessing the development of confidence, self-esteem, new understandings of self and others, and personal identity. For example, see *Catching Confidence*.
- focus on assessing the learner's understanding of their growth as a learner. For example, see *Learning Profile Self Assessment Tool (LPSAT)*.
- focus on assessing the active use of new literacy and numeracy practices in various communities, including literacy programs, the learner's cultural environment, and online contexts

Two assessment tools that look specifically at learning disabilities are also in the collection.

Using a variety of assessments with the Curriculum Framework

The curriculum framework is a set of standard competencies and task groups intended to be used as the basis for assessment and learning. It is task-based and directly supports one of the four aspects of literacy learning. However, practitioners will also need to consider the development of skills, practices, and changes in learners' lives to determine whether or not a learner is ready to transition to the next steps or has completed the requirements of his or her goal. Milestone task assessments, currently under development, will be articulated with the curriculum framework and will be used for reporting purposes starting in April 2012. The selected tools in this collection can be used in conjunction with milestone task assessments.

Using the template to select an Assessment Tool

A template has been used to organize information for each of the 25 assessment tools. In *Appendix A*, you will find a blank template to use or adapt as you analyze other non-standardized assessment tools for your program.

Each tool in *Selected Assessment Tools* has been categorized by the particular aspect of literacy with which it deals, as follows:

- assessing skills
- assessing tasks
- assessing practices
- assessing changes in learners' lives

A final category, "Learning Challenges," includes two tools that focus specifically on learning disabilities.

A short description of each tool's key features and organization is followed by a scale to show the tool's level of formality, from informal to formal. Then detailed information is provided about where to find the tool, how much it costs, and who the publisher or developer is, including the publication date.

Other important elements of the Assessment template

The template also provides detailed information about the tool's

- **format**—whether learners use the assessment online, in print, or as a video, DVD, or CD
- **type**—whether learners assess themselves or have peers, the practitioner alone, or the practitioner with a scoring protocol assess them, or whether an automated process is used
- **method**—how the assessment is conducted and the main activity used to elicit information, such as reflection, a conversation or interview, an observation, a test, or a task
- **responses**—how answers are presented for evaluation purposes

Responses in assessments are often pre-determined, and the learner or practitioner decides if the response fits. The response could appear as a checklist, in a rubric, or in a spinner, a graphical representation of a rubric. Responses may also be presented visually using graphs or timelines, require a specific answer, or ask for anecdotal information.

- **duration**—whether the tool has a time limit

Using the tool as part of learner assessment

The section “Using the tool as part of learner assessment” comments on using the assessment tool as part of initial, ongoing, or exit assessment, as follows:

1. **Initial assessment**, or intake assessment—conducted very quickly and efficiently to place a learner or assign a level

Initial assessment is not necessarily limited to one intake session; rather it should continue once a learner is in a program to establish a complete profile of the learner's prior literacy and educational experiences, and current literacy practices.

2. **Ongoing assessment**, or formative assessment—interconnected with learning and often indistinguishable from learning activities. Often informal, it involves learners in a very interactive and highly collaborative way

Ongoing assessment affirms new understandings about literacy, gauges learner progress, and helps practitioners develop learning activities.

3. **Exit assessment**, or summative assessment—conducted to affirm learner achievements and goal completion

Exit assessment provides an indication of learner readiness for the next steps. It often uses tests and formats commonly used in the environment of the learner's next step. This type of assessment also measures and recognizes changes in a learner's life, such as improved self-confidence and more engagement in new literacy practices.

Usability by practitioner and learner

The final section, “Usability by practitioner and learner,” comments on such things as how easy it is for both the learner and you to use each tool, particularly, how available and adaptable the tool is, including any copyright restrictions, what kind of training is required, how clear the instructions are, and how the tool supports a task-based approach to programming and assessment.

How could you use this resource as part of your professional development?

Take time to look at the tools in the collection, explore and try out new assessments, and discuss and share your experiences with other practitioners. For example, you might

- plan a session to review some of the assessment tools with other practitioners in your delivery agency or community. Practitioners could break out into pairs to review one or two tools and then report back to share their findings and experiences. Because the collection includes 25 tools, you might decide to review the tools on more than one occasion.
- follow up your first session by having practitioners bring and discuss their own assessment tools. Together you could decide which aspect of literacy learning the tool is measuring—skills, tasks, practices, or changes in learners’ lives. Finally, you could use the blank template in Appendix A to write a description of the tool to share with others.
- set up an assessment wiki where practitioners from across Ontario could explore and share tools
- invite practitioners and assessors from other regions, networks, or other LBS delivery sectors to share their assessment tools and strategies

The web links in this resource are valid as of March 1, 2011.

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Bridging the Gap Education Component: Evaluation Tools

Education Component

By Teresa Gibbons
Produced by Samaritan House Training Centre
Funded by National Literacy Secretariat

[Bridging the Gap Home Page](#)

[Computer Component](#)

Description and Development

The Evaluation Tools are a comprehensive set of rubrics and checklists. They were created as part of the Education Component in a large project called *Bridging the Gap*. Close to 60 rubrics and checklists were developed to assess specific skills in several different domains.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The primary purpose of the rubrics and checklists is to provide learners and practitioners with consistent assessment criteria for a variety of learning activities. The rubrics and checklists can be used as self-assessments, peer assessments and practitioner delivered assessments. They can be used during all phases of program assessment: initial, ongoing and exit. The rubrics and checklists address many different learning domains: reading, writing, speaking, problem-solving, group work, multimedia projects, research, and employment. The writing rubrics could be used to assess student writing samples. In addition, general templates are included. They have also included rubrics that practitioners can use to reflect on their own teaching.

Usability by practitioner and learner

The comprehensive set of rubrics and checklists are available in both PDF and HTML format. They could be used as presented since they are not articulated to a set of provincial literacy levels. Criteria in the rubrics are organized into four general phases of development: 1) apprentice, 2) basic, 3) learned, and 4) exemplary. In addition, the document is not copyrighted. The individual rubrics and checklists could be adapted by practitioners.

How do I find this material?

www.nald.ca/library/learning/btg/ed/edmain/edindex.htm#tools

When you click this link you will see the Education Component of the project with several subheads. Scroll to the bottom to view the Evaluation Tools subhead.

Cost: Free

Developed by Samaritan House Training Centre, Manitoba, 2000

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☒ peer assessment ☒ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

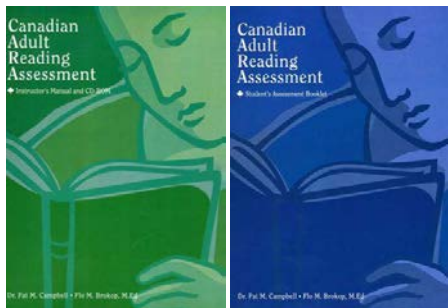
Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☒ observation ☐ test
☒ performance or product (task-based)

Responses: ☒ checklist ☒ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Canadian Adult Reading Assessment (CARA)



Description and Development

The *Canadian Adult Reading Assessment* is comprised of 49 reading passages with a readability range that covers Grades 1–12. Each reading passage is followed by a set of comprehension questions that are used to assess different reading abilities. The learner is not required to write responses to the questions. Dr. Pat Campbell and Flo Brokup, M.Ed. developed CARA as a placement, diagnostic and instructional tool. The tool was field tested with over 1500 adult learners across Canada. An instructor's manual and CD accompany the assessments.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

CARA helps a practitioner identify specific reading patterns. This information could be used by a practitioner to inform instruction. It can be used for both initial and ongoing assessment. A graded word list is included to help the assessor choose a reading passage at an appropriate level. The instructor's manual includes an articulation of the graded and levelled reading passages with each province's provincial levels. The five LBS Levels appear in this comparison chart.

Usability by practitioner and learner

This tool is easy to administer and score and is well laid out for practitioners. The instructor's manual and CD provide comprehensive instructions on the delivery and scoring of the assessment. In addition, the manual provides detailed interpretations of the results that can be used to inform instruction. The content is both adult and Canadian. Once purchased, the testing materials come with permission to photocopy.

How do I find this material?

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

www.grassrootsbooks.net/ca/assessment/canadian-adult-reading-assessment-student-s-assessment-booklet.html

Cost: \$84.95 for Instructor's Manual; \$14.95 for Student's Assessment Booklet

Published and distributed by Grass Roots Press, 2000

ISBN: 978-1-894593-01-4 (Instructor's Manual)

ISBN: 978-1-894593-02-1 (Student Booklet)

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☐ self-assessment ☐ peer assessment ☐ practitioner assessor
☒ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☐ reflection (written, oral, visual) ☒ conversation or interview ☐ observation ☒ test
☐ performance or product (task-based)

Responses: ☐ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☒ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Diagnostic Literacy Assessment for Beginning Readers (DALA)



Description and Development

Dr. Pat Campbell developed the DALA toolkit as a “user-friendly assessment” for very beginning adult readers. The toolkit includes an activity book, photo story, DVD, alphabet deck card, 25 examiner record booklets and the *Teaching Beginning Readers* handbook. The toolkit helps practitioners identify reading patterns and choose effective teaching strategies to meet the unique needs of learners.

Range of formality: informal – formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The primary purposes of the DALA are to inform instruction and measure progress. DALA can be used for both initial and ongoing assessment. The assessment begins with an interview about reading concepts. The information is used to help learners better understand how adults learn to read. The interview is followed by nine subtests: environmental print, text functions, print concepts and conventions, letter names, phonemic awareness, high frequency words, phonics, the alphabetic principle and literacy practices. An added value in this tool is that the accompanying manual provides strategies for working with very beginning readers. In this way, DALA fills an important gap, as most other assessment tools are designed for adult readers who already have some reading skills.

Usability by practitioner and learner

This toolkit is visually appealing and non-threatening for learners. It is easy to use and has very clear instructions for practitioners. The accompanying handbook, *Teaching Beginning Readers*, provides further information about teaching beginning readers. The DVD included in the kit shows practitioners

how to use the tool. The toolkit will provide both learners and practitioners with valuable and meaningful information about learning to read.

How do I find this material?

www.grassrootsbooks.net/ca/assessment/diagnostic-adult-literacy-assessment-for-beginning-readers-dala.html

Cost: \$195; replacement examiner record books \$50 (package of 50)

Published and distributed by Grass Roots Press, 2010

ISBN: 978-1-926583-12-9

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☐ self-assessment ☐ peer assessment ☐ practitioner assessor
☒ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☐ reflection (written, oral, visual) ☒ conversation or interview ☐ observation ☒ test
☐ performance or product (task-based)

Responses: ☐ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☒ specific answer ☒ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Skillswise



Description and Development

Skillswise is an online environment produced by the BBC for both learners and practitioners (referred to as *tutors* in the UK). Both learning and assessment activities related to word and number skills are included. Word-related tools address grammar, spelling, reading, writing, listening and vocabulary. Tools for number skills address whole numbers; measures, shape and space; fractions, decimals and percentages; and handling data. Along with printable factsheets and worksheets there are online quizzes and games. Both the worksheets and online quizzes could be used for assessment purposes.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The primary purpose of *Skillswise* is to help learners improve their literacy and numeracy skills. The worksheets and online quizzes can be readily used for ongoing assessment purposes. Each quiz is presented at three levels of difficulty, which offers both support and a challenge for learners. The assessments could be used as part of a comprehensive approach during initial, ongoing and exit phases.

Usability by practitioner and learner

Both learners and practitioners will have to adapt to some UK vocabulary, place names and phrasing. A section on money math will not be useful because it uses British pounds. However, these are minor limitations. Far outweighing the limitations are many great features for learners and practitioners. The site is easy to use, well organized and visually appealing. Each section contains teaching notes. In addition, the Tutors section contains some useful subsections and links. Although there are several references to

various UK levels in the practitioner/tutor materials, learners do not see these in their materials. Lesson plans, teaching strategies, articles on various topics, including learning disabilities and the use of technology, are also included.

How do I find this material?

<http://www.bbc.co.uk/skillswise/>

The main content is organized below the headings Words and Numbers, with a separate Tutors Centre.

Cost: Free

Format: ☒ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☐ self-assessment ☐ peer assessment ☐ practitioner assessor
☒ practitioner assessor with scoring protocol or answers ☒ computer results

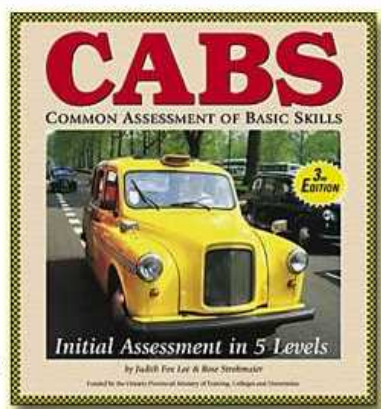
Method: ☐ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☒ test
☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☒ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Common Assessment of Basic Skills Online (CABS)



Description and Development

CABS was designed to support initial assessment using the LBS Levels. The CABS online tool has about 15 task-based demonstrations at each of the five LBS Levels. The domains addressed are reading, writing, numeracy and basic computer skills. The tasks are often integrated, addressing more than one domain. The CABS binder was initially developed in 1995 with two later editions in 1997 and 2000. CABS online was completed in 2003. Using a simple tool for each demonstration, the LBS Levels are articulated to Essential Skills levels 1–3 in the domains of Reading Text, Document Use and Numeracy. CABS has become a key part of assessment practices for Ontario practitioners.

The tasks in CABS focus on the development of print and meaning component skills, such as decoding and vocabulary development, the writing process, or numerical operations and calculations.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

These online assessment activities were designed for initial assessment. They have been used for placement purposes and to articulate a learner's skills to the LBS Levels. Within the new OALCF, they will continue to be useful as a way to gain insights into learners' literacy skills development.

Usability by practitioner and learner

This tool is easy to use and access. A drawback is that many of the activities use adapted documents rather than actual workplace or community documents. There are detailed instructions for the online version as well as the original CABS binder. The activities can be adapted, and there are tips to encourage practitioners to develop their own CABS-like assessment activities for learners.

How do I find this material?

www.lleo.ca/col/cabs_online.html

Cost: Free

Literacy Link Eastern Ontario, 2003 (online version)

Format: ☒ web ☐ video/DVD/CD ☐ print or print from web

Type of assessment: ☐ self-assessment ☐ peer assessment ☐ practitioner assessor

☒ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☐ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test

☒ performance or product (task-based)

Responses: ☐ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)

☒ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Building for the Future: “Think About Skills Self Assessment”



Description and Development

As stated on the developers' website, “*Building for the Future* (BFF) is designed as a career exploration resource for adults interested in exploring the skilled trades. BFF guides readers through the apprenticeship system in Ontario by engaging them in reflection and research activities. The resource can be used as part of goal-setting, career exploration or skills upgrading programming.” The assessment tool is located in the last section of the manual.

In this task-based assessment, the focus is on developing both literacy skills (e.g. vocabulary, reading comprehension) and academic skills (e.g. make study notes, read to learn) required to do various tasks as an apprentice. It also helps learners articulate their abilities to the Essential Skills.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

“Think about Skills” is ideally suited for initial and ongoing assessment. This tool guides learners through numerous scenarios and descriptions of how specific skills are used as an apprentice, helps the learner to compare their skills and knowledge with expectations, and then helps them to focus on areas that may need further practice. This approach helps to put learners in control of their learning.

Usability by practitioner and learner

This is a comprehensive and effective assessment tool. Both practitioners and learners will find the assessments easy to understand. The directions are straightforward. This tool was not designed for lower-level learners. It is suited to learners who already have some higher-level skills and who are interested in apprenticeships. The assessment is part of a manual that describes apprenticeship in Ontario. It has a wealth of information for both practitioners and learners. The manual and assessment section within it are clearly presented and well-organized.

How do I find this material?

www.ptp.ca/publications/apprenticeship/

The self-assessments are found in the section “Think About Skills.”

Cost: \$26.50

PTP Adult Learning and Employment Programs, 2006

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test
☒ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Construction Sector Council: Essential Skills Self-Assessment



Description and Development

This assessment was developed for the Construction Sector Council by SkillPlan BC. The introduction states that “Its purpose is to highlight the importance of Essential Skills in making a successful transition from working on the tools to positions that involve supervisory roles and responsibilities within the construction industry. The materials provide information and practice opportunities to those individuals who may aspire to or who are currently employed in supervision careers.”

The focus of this task-based assessment is on the use of information-processing skills that require the test taker to find the correct type of match (locating, cycling, integrating, generating) between the test question and text using specific types of information (concrete to abstract) and a possibility of distracting information.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The focus of the self-assessment is on reading text, document use, numeracy and writing. It is a formative assessment that will identify areas of strength and areas that need improvement. The self-assessment has an accompanying workbook entitled *Essential Skills Practice Workbook*. Each Essential Skill area in the assessment has similar tasks in the workbook for additional practice. Learners could choose to do the

self-assessment first and use the workbook for additional practice, or decide to do the workbook first to prepare for the self-assessment. Please note that this self-assessment is not intended to be used as a screening tool, nor is it meant to be used as a substitute for actual instruction.

Usability by practitioner and learner

The self-assessment was designed for adults preparing to enter a supervisory position in the construction industry. It requires a higher level of reading and is suited for learners on the postsecondary and apprenticeship paths. The tasks reflect many of the activities that a supervisor may have to complete on the job such as reading product updates, policies, completing tracking forms, accident reports, interpreting drawings and making calculations. The document is professionally designed and very appealing. It also includes a detailed answer key. This tool uses the International Adult Literacy Survey (IALS) assessment methodology, an approach to designing task-based literacy assessments for large-scale testing and international comparisons. Its usefulness and applicability to instruction is limited. However, this tool is more meaningful than generalized IALS-type assessment since it is focused on a specific job.

How do I find this material?

www.csc-ca.org/en/products/step-build-your-talents-construction-supervisor-first-level-essential-skills-%E2%80%93-self-assessm

Cost: Free

Construction Sector Council, 2008

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☐ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☒ test
☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☒ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Essential Skills Indicator



Description and Development

The *Essential Skills Indicator* is an online tool from Human Resources and Skills Development Canada (HRSDC). It comprises a series of task-based quizzes for three Essential Skills: Numeracy, Document Use and Reading. Each Essential Skill has a set of pre- and post-test quizzes at ES Levels 1–3. In addition, simple self-assessment checklists are included for Continuous Learning and Working with Others.

The focus of this task-based assessment is on the use of information-processing skills that require the test taker to find the correct type of match (locating, cycling, integrating, generating) between the test question and text using specific types of information (concrete to abstract) and a possibility of distracting information. It is available in French and English.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The quizzes could be used to prepare learners to take other similar tests such as PDQ or TOWES. Learners could also gain insight into the kinds of documents used in various jobs.

Usability by practitioner and learner

The online presentation is very clean and simple. Learners are required to respond in the following ways: type an answer in a box, click on an answer using a pull-down menu or click on an answer in a list of possible answers. Once the questions have been answered, learners have a chance to review all questions and answers and make changes as desired. There are only five or six questions per level. Once the answers are submitted, learners can see which ones are correct and which ones aren't. An

explanation of the correct answer is provided for each question. This tool uses the IALS assessment methodology, an approach to designing task-based literacy assessments for large-scale testing and international comparisons. Its usefulness and applicability to instruction is limited.

How do I find this material?

www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/online_indicator.shtml

Cost: Free

Human Resources and Skills Development Canada (HRSDC)

Format: ☒ web ☐ video/DVD/CD ☐ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☒ computer results

Method: ☐ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☒ test
☒ performance or product (task-based)

Responses: ☐ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☒ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Measure Up



Description and Development

Measure Up provides self-assessments for three Essential Skills: Reading, Document Use and Numeracy. In addition, learners can practice completing activities before taking the test and explore different careers based on the National Occupation Classification System (NOC). Tests are offered at three levels.

The focus of this task-based assessment is on the use of information-processing skills that require the test taker to find the correct type of match (locating, cycling, integrating, generating) between the test question and text using specific types of information (concrete to abstract) and a possibility of distracting information.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The tests could be used to prepare learners to take other similar tests, such as PDQ or TOWES. They can also complete tasks using documents found in particular jobs.

Usability by practitioner and learner

The site is easy to use. Some practitioners will like the option of doing ES/IALS-type tests in print form rather than online. The site includes detailed explanations of the answers for each task. The details show how the answer is produced. This tool uses the IALS assessment methodology, an approach to designing task-based literacy assessments for large-scale testing and international comparisons. Its usefulness and applicability to instruction is limited. Although the tasks were designed for learners working at various

literacy levels, the activities use documents found in the workplace, which can be difficult to understand for some learners.

How do I find this material?

www.skillplan.ca/measureup/english/index.asp (Tests are downloadable as PDF files.)

Cost: Free

SkillPlan BC and HRSDC

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☒ computer results

Method: ☐ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☒ test
☒ performance or product (task-based)

Responses: ☐ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☒ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Ontario Skills Passport: Check-Up Tools



Description and Development

The *Ontario Skills Passport (OSP)* Check-up Tools consist of two sections: 1) “Essential Skills and Work Habits,” and 2) “Facilitated Essential Skills.” “Essential Skills and Work Habits” is a series of self-assessment checklists that articulates everyday and workplace activities to the Essential Skills and Work Habits lists. The “Facilitated Essential Skills” tool is a set of task-based assessment activities organized by occupation and Essential Skills. Once an occupation is chosen, learners can access and complete a small number of task-based activities. The self-assessment checklists are available in French and English.

The focus of the first tool is on the articulation of personal abilities to the Essential Skills and Work Habits lists. The focus of the second tool is on the use of information-processing skills that require the test taker to find the correct type of match (locating, cycling, integrating, generating) between the test question and text using specific types of information (concrete to abstract) and a possibility of distracting information.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

Using the Essential Skills and Work Habits tool, learners can compare the Essential Skills they have with jobs they are interested in. As a follow-up, learners can use the Facilitated Essential Skills tool to prepare

to take similar tests, such as PDQ and TOWES. They can also complete tasks using documents found in particular jobs. An additional feature is the *OSP Check-in Tool*. This is a 40-page PDF file, similar to the Essential Skills and Work Habits self-assessment, that contains a series of checklists learners can use to indicate how often they use certain tasks in their everyday lives. It also contains some guiding interview questions that are similar to those asked during an intake assessment. However, the tool is geared to students in the K–12 system and contains many references to adolescent activities. The Facilitated Essential Skills tool uses the IALS assessment methodology, an approach to designing task-based literacy assessments for large-scale testing and international comparisons. Its usefulness and applicability to instruction is limited.

Usability by practitioner and learner

The site is not as easy to use as some Essential Skills-focused sites. There are many layers to navigate through in order to find and access particular pages. In addition, content is organized by skills lists. Many learners may not be familiar with the lists and will be unable to determine if the content behind the category is useful. However, the site contains a wealth of information and links to other websites.

How do I find this material?

<http://skills.edu.gov.on.ca/ESCTWeb/jsp/en/home.jsp>

Cost: Free

Ministry of Education and Ministry of Training, Colleges, and Universities

Format: ☒ web ☐ video/DVD/CD ☐ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☒ computer results

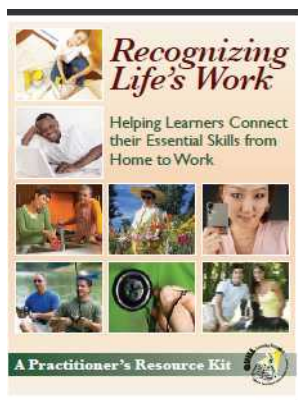
Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☒ test
☒ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☒ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Recognizing Life's Work: Leisure & Home-based Activity Identifier Tool



Description and Development

The assessment tool can be found within a resource kit designed to help learners “connect their Essential Skills from home to work.” The assessment tool has two parts. Part one is a detailed listing of leisure and home-based activities (a combination of checklists and frequency scale are used to gather information about which of these activities learners participate in). Part two is an adaptation of an Essential Skills profiling exercise. Once the top leisure and home-based activities are identified, they are articulated to one of the nine Essential Skills and levelled.

The focus of this task-based assessment is the articulation of personal skills and activities to the Essential Skills.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The inventory, which provides extensive lists of hobbies, pastimes and household activities, can be used as part of ongoing assessment. Learners simply check off items that apply to them and check off the frequency with which they engage in the activity. Then, with the help of the practitioner, learners can articulate the Essential Skills to their most frequent activities. The practitioner will also determine the level of complexity. The information can be used to assess which Essential Skills may need improvement, depending on the desired career path. The information also helps to increase confidence in learners by showing them the skills they do have and how these skills relate to employment. The tool may be helpful for learners who don't work and have difficulty recognizing how their personal skills could also be valued as workplace skills.

Usability by practitioner and learner

The tool is well presented and professionally designed. It does, however, contain dense text that may overwhelm lower-level learners. A practitioner could choose to use the tool in different ways. If a practitioner is not comfortable doing the profiling exercise, she may choose to use only the first part of the tool. After gathering extensive information about leisure and home-based activities, the practitioner could facilitate a more open conversation about how these skills connect to the workplace. The tool is part of a comprehensive resource that offers a wealth of information and learning activities.

How do I find this material?

www.nald.ca/library/learning/recognizing/helping_learners/helping_learners.pdf (Inventory is on pp. 252-263.)

Cost: Free

QUILL Learning Network, Ontario, 2010

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☒ practitioner assessor

☐ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☐ reflection (written, oral, visual) ☒ conversation or interview ☐ observation ☐ test

☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)

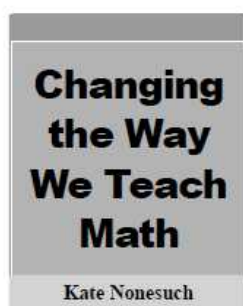
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Changing the Way We Teach Math: “Evaluate Teaching Strategies,” “Expressing Feelings” and “Just Do It”

A Manual for Teaching Basic Math to Adults



Description and Development

Within this manual on teaching math are three sections that could be used for assessment purposes. The first, “Evaluate Teaching Strategies,” is a simple scale that learners can use to express their opinion about a particular math strategy. The following two sections could be used as is or with some adaptations. “Expressing Feelings” is a narrative section that could be used to promote discussions about feelings associated with learning. “Just Do It” provides examples of ways that math can be taken “out of the classroom” and into students’ everyday lives. The author, Kate Nonesuch, unites her extensive experience as a math teacher with current research about teaching.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

“Evaluate Teaching Strategies” helps learners evaluate how different teaching strategies worked for them. The practitioner could use this information to better inform instruction and develop activities and approaches to better suit learners. Learners will gain insights into strategies that work for them. The “Expressing Feelings” section could be used to open up a conversation about feelings and emotions associated with learning. Practitioners could also adapt the section and create a simple checklist that could be used regularly to help students express feelings in a non-threatening manner. “Just Do It” is a

section that describes several activities that can be done to take math learning out of the classroom. The section could be used to start a conversation about learning math in different ways, to explore how students use math in their lives and to plan new learning activities that take math learning out of the classroom.

Usability by practitioner and learner

The author of this manual uses a direct and honest approach. Of the three relevant sections, “Evaluate Teaching Strategies” looks most like an assessment tool. The other two sections can be used to promote discussion or can be used with some adaptation, but this will require some creativity and development.

How do I find this material?

www.nald.ca/library/learning/mathman/mathman.pdf

Cost: Free

Malaspina University-College (now Vancouver Island University), 2006

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

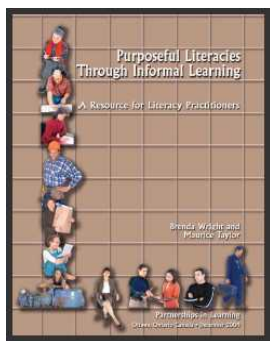
Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Purposeful Literacies Through Informal Learning: Informal Learning Information Inventory



Description and Development

This tool appears in a resource guide on informal learning. Based on a research project, the guide was developed to help practitioners better understand how learners engage in informal learning. Informal learning is learning that occurs “in the lives of learners outside the literacy program or organized group.” The guide and inventory tool were developed by a practitioner-researcher Brenda Wright and university professor Dr. Maurice Taylor. The inventory is designed to be utilized by practitioners to better understand learners’ engagement, feelings and values related to informal learning.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The inventory tool is ideal for initial assessment. It will help gather information about learners’ likes and dislikes related to learning, goals, current learning and literacy practices, as well as to past learning experiences, feelings about learning and reasons for attending a literacy program. It also provides information that can be used to plan future learning activities. It could be used at intake, but will require time to complete. It could also be used during the first days that learners participate in a program.

Usability by practitioner and learner

The inventory tool is designed to be photocopied. Learner responses can be written directly on the page. Although it is structured as a conversation between assessor and learner, the delivery could be adapted and used with groups of learners. With a group, each question could be discussed, and then learners

could record their own responses. The inventory is part of a resource guide that has a wealth of information about informal learning. The information is based primarily on a related research study. One of the outcomes of the research is a very useful discussion of informal learning strategies. In addition, the idea of a literacy event is introduced. A literacy event is an activity that involves interactions with text. Observing and understanding literacy events helps us see how literacy is used and learned outside formal program settings.

How do I find this material?

www.nald.ca/library/research/mtaylor/purpose/purpose.pdf (Inventory is on pp. 31-36.)

Cost: Free

Partnerships in Learning, Ontario, 2004

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☐ self-assessment ☐ peer assessment ☒ practitioner assessor

☐ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☐ reflection (written, oral, visual) ☒ conversation or interview ☐ observation ☐ test

☐ performance or product (task-based)

Responses: ☐ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)

☐ specific answer ☒ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Workplace Informal Learning Matrix (WILM)



Description and Development

This assessment tool helps measure the complexity of informal learning in the workplace. Although based on the Essential Skills, it also provides a broader understanding of workplace skills that goes beyond the Essential Skills to include personal and social skills as well. The tool has rubrics for working with others, oral communication, problem solving, decision-making, leadership skills, learning skills, workplace culture and accommodation to diversity and culture.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The WILM was designed to assess the on-the-job learning experienced by employees and to provide a range of information about the level of informal learning needed in job profiles and job classifications. However, it can be readily used by literacy service providers, particularly those with an employment emphasis. The eight WILM charts can be downloaded and used in different ways within programs. They can be used as a self-assessment tool to help learners reflect on the kinds of learning they may have encountered in the workplace in the past, or on the kinds of learning they may encounter in the future. The charts can also provide a starting place for conversation about the socio-cultural complexities of the workplace.

Usability by practitioner and learner

This tool is easy to use, comprehensive and effective. The website includes some general and brief instructions for using the tool for different purposes (www.wilm.ca/en/matrices_quick.html). The language contained within the tool is sometimes advanced. Practitioners may have to work with learners to ensure that they understand all of the terms used. However, this could also provide an opportunity for learning.

Results are conveyed in a rubric scaled from levels 1 to 4. Two research reports support the development of the tool. The website also contains other support information such as a glossary, case studies and testimonials. A DVD and book are available to purchase, as are hard copies of the tool. The online version of the tool requires registration.

How do I find this material?

<http://www.wilm.ca/en/index.html> (Matrices are available in PDF format or online.)

Cost: Free

The Centre for Education and Work, Manitoba, 2005

Format: ☒ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor

☐ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test

☐ performance or product (task-based)

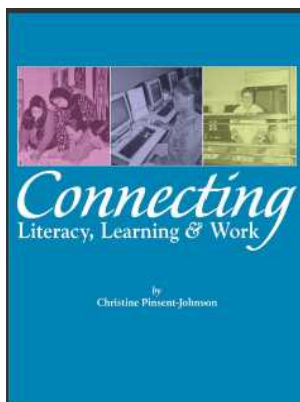
Responses: ☐ checklist ☐ rubric ☐ spinner ☒ graphical representation (web, timeline, plotting graph)

☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Connecting Literacy, Learning & Work: Learner Photostories



Description and Development

This series of learner photostories and directions for developing photostories with learners appears in a guide focused on integrating employment learning with literacy learning. A simple question informs the creation of each photostory: what is important to learn about work? The photostories can be used as is to open up conversation about work. They can also be used as examples to help practitioners and learners create their own photostories.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

This tool can be used as part of ongoing assessment. Learners and practitioners can simply read and discuss the photostories or use them as examples to create their own photostories. If reading and discussing, the information could be used to discuss complex and challenging issues related to work. For example, one story effectively explores the challenges a learner faces when reading different texts and how she addresses those challenges. Other stories could open up conversations on topics about the nature of work, the challenge of finding meaningful and regular work and the challenge of finding work that supports a family. In addition, stories look at ways people find personal meaning and fulfillment in their work. The photostory approach ensures that learners are in control of their words, experiences and insights.

Usability by practitioner and learner

The use of photostories is very appealing to a wide range of learners. They can be readily produced and shared if desired. Photostories are a powerful tool that could open up new and sometimes challenging topics. Practitioners will have to use the approach in a thoughtful manner. The steps taken to develop the photostories are provided in Appendix 2 of the guide (pp. 151-153). These are only suggestions and can be easily changed or adapted. Learners will like this tool since, with it, they can produce their story, rather than being directed by a set of questions or confined by a set of standards and skills. The Photostories in the tool are thought-provoking and insightful.

How do I find this material?

www.nald.ca/library/learning/christine/connecting/connecting.pdf

Cost: Free

Ottawa-Carleton District School Board, 2008

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☐ checklist ☐ rubric ☐ spinner ☒ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Catching Confidence



Description and Development

This tool was designed to help adult practitioners develop, identify and record changes in learners' confidence during participation in a literacy program. This is important because many practitioners and learners have reported that gains in confidence are a significant part of learning. The tool is based on research conducted with 17 different agencies and over 450 learners. Both the research report and tool are available through the National Institute of Continuing Education (NIACE) in England.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

Ideally, the tool can be used as both an initial and exit assessment to show the changes in confidence as a result of participating in a literacy program. The items in the tool can be used to open up a conversation about confidence. The tool works best when used close to the start of the learning program in order to discover beginning confidence levels. Deciding when and how to re-visit the process is important. For most, this will be at the end of a learning activity in order to identify the "distance travelled". This allows learners to see changes and reflect on the reasons for these changes. Results are conveyed on a four-point scale ranging from "highly confident" to "very low confidence." Accompanying research states that the use of a four-point scale helps adults make choices in a more thoughtful manner.

Usability by practitioner and learner

This tool is easy to use for practitioners and learners. The range of confidence is captured in symbols instead of numbers or on a scale. A 28-page tutor/practitioner manual is available. *Catching Confidence* can be readily used by programs in Ontario since there are no specific literacy levels assigned to the tool.

How do I find this material?

Tool: www.niace.org.uk/sites/default/files/documents/publications/catching-confidence-original-grid-en.pdf

Manual: <http://archive.niace.org.uk/Research/BasicSkills/Guidance%20notes.pdf>

Cost: Free

National Institute of Adult Continuing Education (NIACE), UK, 2006

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

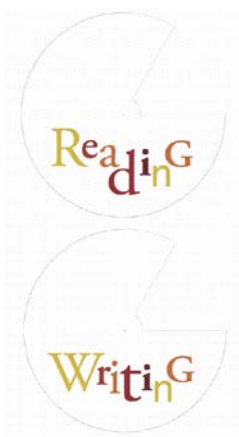
Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Monitoring Tools for Learning in a Group Setting: Rubrics and Spinners



Description and Development

This tool uses the same criteria in two different formats: a rubric and spinner. As the guide states, “A spinner is a paper circle with different written statements on it. Only one statement shows at a time as you *spin* the wheel.” Both the rubric and spinners look at the following domains: reading, writing, numeracy, computer literacy, discussion skills and group presentation. Both formats also present each domain across five levels of ability: 1) avoidance, 2) exposure, 3) engagement, 4) application and 5) looks for challenge. The intent is to monitor literacy learning in context, along with learning and participation in a group setting. The criteria are based on personal values, feelings, engagement and confidence in relation to literacy learning.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The tool can be used for initial, ongoing or exit assessment. This tool encourages self-reflection. Information accompanying the rubrics and spinners demonstrates how results can be used for reporting purposes.

Usability by practitioner and learner

Both the rubrics and related spinners are easy to use. Depending on learners' preferences, either the spinner or rubric could be used. Some learners will like the unique visual and kinaesthetic appeal of the spinners, while other learners will like the formal presentation of the rubrics.

How do I find this material?

Report with spinners and rubrics: www.nald.ca/library/learning/groundup/mtlgs/final.pdf (Rubric is on p. 5; Spinners are on pp. 11-22.)

Cost: Free

Research in Practice in Adult Literacy BC (RiPAL BC) in partnership with Literacy BC (Part of the Inreach/Outreach Program of the Carnegie Learning Centre)

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

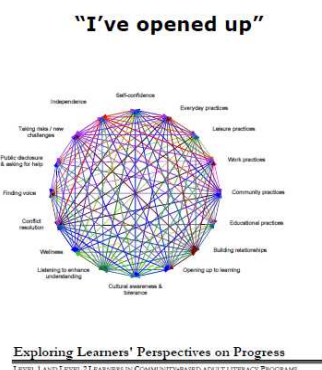
Method: ☒ reflection (written, oral, visual) ☒ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☐ checklist ☒ rubric ☒ spinner ☐ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

I've Opened Up: Exploring Learners' Perspectives on Progress



Description and Development

The assessment tool was developed as part of a larger research project that examined learners' perspectives on progress in several Ontario adult literacy programs. The tool was developed by a group of practitioner-researchers. According to the authors, "The aim of this tool is to stimulate wide ranging reflection and discussion by learners about the progress they have made and the variety of social practices and contexts in which they have made that progress." The outcomes include but are not limited to

- self-confidence,
- speaking-up/standing up for one self
- independence
- taking on new challenges risk-taking
- listening to enhance understanding
- public disclosure of literacy difficulties and feeling comfortable asking for help
- conflict resolution skills, including anger management
- cultural awareness and tolerance
- opening up to learning—hopeful and positive attitudes about learning
- building relationships
- health and health management

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The tool is designed to look at learning outcomes. It can be used as part of ongoing and exit assessment in programs. It is particularly helpful in guiding conversations about learning and the many kinds of progress associated with participation in a program.

Usability by practitioner and learner

The tool is easy to use and visually appealing. It provides both practitioners and learners with an “at a glance” indicator of a wide range of progress factors. It includes a graphic, a guiding set of questions and a table for recording specific examples of progress in a variety of categories. The developers make clear that the tool is a set of suggestions that can be readily adapted and changed by practitioners to meet the specific needs of learners.

How do I find this material?

www.nald.ca/library/research/openup/openup.pdf (Assessment tool is on pp. 34-39.)

HTML version: www.nald.ca/library/research/openup/38.htm

Cost: Free

Action Read, Literacy for East Toronto (TCDSB) and Parkdale Project Read, 2006

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

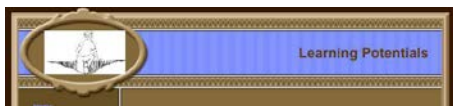
Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☐ checklist ☒ rubric ☐ spinner ☒ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Learning Profile Self-Assessment Tool (LPSAT)



Description and Development

The LPSAT was developed by Janet Johnson, M.Ed. who has extensive experience working with adults in literacy programs who have learning disabilities. The LPSAT is a self-reflection tool intended to elicit information from learners about how they learn. Results are used to help learners gain insights and understandings into their own ways of learning. It is also referred to as a meta-cognition assessment. Results are not used to compare learners or to diagnose a learning disability.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The tool can be used for both initial and ongoing assessment. Results are conveyed in a graph that details strengths and weaknesses. This tool encourages greater self-reflection and can inform instruction. The assessment can help practitioners to focus instruction and/or provide assistance where needed. It is easily adapted for adult learners without disabilities.

Usability by practitioner and learner

This tool is easy to use. The instructions contained in both the User's Manual as well as within the LPSAT itself detail how to administer and interpret the results. The drawback of this tool is that it may take some time to administer. It is best to use the tool with learners on more than one occasion. If learners cannot use the tool independently, the practitioner can interview the learner.

How do I find this material?

Contact the agency to order this material. Contact information available at: www.learningpotentials.ca

Cost: \$68.75 for user's manual and 25 assessments

Sureen Publishing and Productions, 1995, 2010

ISBN: 0-9693131-4-4

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☒ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Personal Power Poster



Range of formality: informal - formal



Usability by practitioner and learner

This insightful poster is designed to open up conversation about learning. Although it does not come with any practitioner guidelines or manuals, its appeal is immediate and visual. This unique approach could

be a powerful tool to use with particular learner groups and practitioners, especially learners from different cultures and language groups.

How do I find this material?

Contact: Anne Docherty: adocherty@upperskeena.ca or Melanie Sondergaard: melanie@upperskeena.ca

Cost: \$20.00 (\$10.00 for the poster / \$10 for the postage)

Storyteller's Foundation, BC, 2008

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☐ checklist ☐ rubric ☐ spinner ☒ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Blueprint for Life/Work: Blueprint Quiz



Description and Development

HRSDC developed this 32 question self-assessment to help adults explore their competencies related to work in Canada. It is useful for helping adults understand the socio-cultural values of the Canadian workplace. The *Blueprint Quiz* provides results using three general competencies: 1) personal management, 2) learning and work exploration, and 3) life/work building. The quiz is available in French and English.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

Ideally, the tool can be used as part of ongoing assessment. It provides a wealth of information and terminology that can be used to develop additional learning activities and conversations with learners. It provides a snapshot of Canadian workplace culture, values and expectations.

Usability by practitioner and learner

This tool is fairly easy to use and instructions are straightforward and easy to understand. Please note that learners will need to create an account before using the quiz and will need a higher level of reading skills.

How do I find this material?

<http://www.jobsetc.gc.ca/eng/>

Cost: Free

Human Resources Skills Development Canada (HRSDC)

Format: ☒ web ☐ video/DVD/CD ☐ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☒ computer results

Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Blueprint for Life/Work: Career Navigator Quizzes



Description and Development

HRSDC developed these assessments to help learners explore “work abilities, learning styles and work values.” The *Career Navigator Quizzes* include two sets of quizzes. First is a set of career quizzes: 1) Abilities Quiz, 2) Data, People, Things Quiz, and 3) Work Preference Quiz. Second is a set of learning style quizzes: 1) Multiple Intelligence Quiz, 2) Seeing, Hearing, and Doing Quiz and 3) Work Values Quiz. All quizzes are available in both French and English.

Range of formality: informal – formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The quizzes can be used as part of initial and ongoing assessment. They are designed to help adults make career-related decisions. They can also be used to discuss workplace values and culture. Each self-assessment takes between 5 and 15 minutes to complete and will provide an extensive information and terminology that can be used to develop additional learning activities and conversations with learners. Although some of the assessments are quite simplified, there are many links to other websites and prompts to meet with a counsellor should learners require or want more detailed information.

Usability by practitioner and learner

This tool is fairly easy to use, although the learner needs a higher level of reading skills. Instructions are straightforward and easy to understand. In addition, the site is easy to navigate. Neither login nor registration is required to complete the quizzes. However, if learners want to save their results, they will need to set up an account.

How do I find this material?

<http://www.jobsetc.gc.ca/eng/>

Cost: Free

Human Resources Skills Development Canada (HRSDC)

Format: ☒ web ☐ video/DVD/CD ☐ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☒ computer results

Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Future Worx: Employability Skills Assessment Tool (ESAT)



Description and Development

This tool looks at “employability skills” from the perspective of both learners and practitioners. Areas addressed are adaptability, teamwork, time management, confidence, accountability, attitude, motivation, presentation and stress management. The tool takes the form of a questionnaire designed to measure changes in these skills over time. Accompanying the questionnaire are both a radar graphic and bar graph displaying changes and trends. These graphical representations allow comparison between learners’ and practitioners’ responses. The accompanying User’s Guide details how to use the tool. The tool is still under development but available for trial use. Contact the developer directly at *FutureWorx*.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

This tool is designed for ongoing assessment. Re-assessment is recommended every six to eight weeks. The self-assessment questionnaire includes 50 questions. Practitioners would need to define the context for answering the questions (i.e. program or workplace). The assessment is intended to be completed with the help of a practitioner who completes the same assessment. Both the self-assessment and the practitioner assessment data are entered into a spreadsheet that produces a radar graphic and bar graph. Once the responses are displayed, both practitioner and learners can discuss apparent similarities, differences and changes.

Usability by practitioner and learner

This unique, versatile tool allows the learner and practitioner to compare responses. They can also see changes that have occurred over time. One drawback may be its eight-point scale for each of the 50 questions, which may prove overwhelming for lower-level learners. Another drawback may be its use with different learner groups. The questionnaire uses some very blunt questions/statement prompts (e.g. “I do not respect authority”). This may be effective for some learners, but not others. In addition, a couple of questions/statement prompts make value-based and behaviour judgments (e.g. “I will happily learn so I can adapt to change”). Since the tool is still under development, *FutureWorx* is open to receiving feedback. Overall, the tool provides interesting possibilities for program use.

How do I find this material?

paulb@futureworx.ca (email)

Cost: Free while under development

FutureWorx, Nova Scotia

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

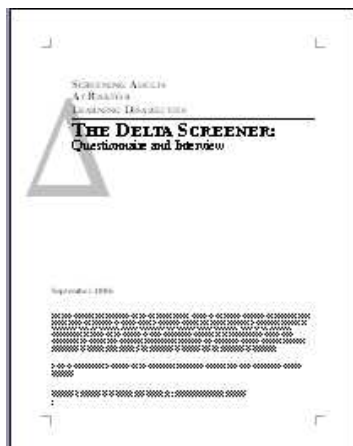
Method: ☒ reflection (written, oral, visual) ☒ conversation or interview ☒ observation ☐ test
☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☒ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Delta Screener



Description and Development

The Delta Screener was developed for use by educators working with students in Ontario colleges. It could be used by qualified LBS practitioners, particularly those working with students in the college sector. It is a screening tool that “could alert practitioners to the possibility” of learning disabilities. It is not a diagnostic tool. *The Delta Screener* consists of a questionnaire, administration guidelines and an “at-risk summary checklist.” The questionnaire addresses the following topics: current academic status, previous academic history, language and developmental history, family history, health and medical history and employment. The checklists look at learning challenges, daily activities and learning strengths. From the cover: “*The Delta Screener* was developed by the LD Special Interest Group of the College Committee on Special Needs (CCDI), a provincial group under the Ministry of Training, Colleges and Universities. It was developed for use by qualified practitioners working with adults with learning problems.”

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

This assessment tool would be used in situations where a practitioner suspects that a learner may have a learning disability. If there is evidence that suggests a possible learning disability, the adult should be referred for a diagnostic assessment. It is suggested that the tool be used by practitioners with some expertise in working with students with learning challenges. The full tool takes approximately 1.5 hours to

administer. The practitioner and program will need to get the student's written consent to participate in the assessment.

Usability by practitioner and learner

This tool may provide some insights for both learners and practitioners regarding learning challenges and could alert practitioners and learners to possible learning disabilities. The information about learning challenges could be used to discuss learning strategies with a learner. A practitioner may choose to use only the three checklists with a learner. They could be used simply to have a discussion about learning, learning challenges and possible learning strategies.

How do I find this material?

www.loyalistc.on.ca/services/ccdi/documents/DeltaScreenerandManualJan04.doc

Cost: Free

LD Special Interest Group, College Committee on Special Needs, Ministry of Training, Colleges and Universities, 2004

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

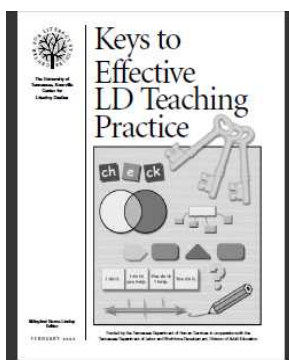
Method: ☐ reflection (written, oral, visual) ☒ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☐ specific answer ☒ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

Keys to Effective Learning Disabilities Teaching Practice: Appendix A and Appendix B



Description and Development

Within this comprehensive manual on learning disabilities are two appendices that practitioners can use for screening purposes. "Appendix A: Screening for Adults with Learning Disabilities" contains detailed information to guide a practitioner. "Appendix B: Analysing my Learning" is a self-assessment tool. It is used by learners to understand learning strengths and struggles. Also directly related to assessment is a chapter on the screening process that should be read before any screening activities take place. At the end of the chapter, detailed information on reading psycho-educational assessments is also provided. The assessment information is only part of this manual on working with adults with diagnosed learning disabilities or learning challenges.

Range of formality: informal - formal

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

The screening tools can be used in situations where a practitioner has observed learning challenges. They also provide the opportunity to discuss learning strengths and weaknesses with the learner. The tools, in combination with the extensive and useful information on teaching available in the manual, could be used to develop a variety of learning strategies.

Usability by practitioner and learner

The screening tools should be used by a practitioner only after gaining some understanding of their

purpose. This understanding could be gained through experience or by reading and discussing the information about screening provided in the manual (Chapter 2). The information in Appendix A could be used as presented to guide anecdotal observation, or could be readily adapted. If adapted, it could be presented in a checklist format with room for recording comments and observations.

How do I find this material?

www.cls.utk.edu/pdf/keys_Id/keys_Id.pdf (Appendices begin on p. 96.)

Cost: Free

The University of Tennessee, Knoxville Centre for Literacy Studies, 2002

ISBN: 0-9702799-3-0

Format: ☐ web ☐ video/DVD/CD ☒ print or print from web

Type of assessment: ☒ self-assessment ☐ peer assessment ☒ practitioner assessor

☐ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☒ reflection (written, oral, visual) ☐ conversation or interview ☒ observation ☐ test

☐ performance or product (task-based)

Responses: ☒ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)

☐ specific answer ☒ anecdotal

Duration: ☐ specified time to complete ☒ no specified time to complete

Annotated Bibliography

More Examples of Assessment Tools

Battell, Evelyn. (2001). *Naming the Magic: Non-Academic Outcomes in Basic Literacy*. Duncan, BC: Malaspina University-College (now Vancouver Island University). Retrieved from www.nald.ca/library/research/magic/magic.pdf

This resource reports on a ground-breaking project that explored the importance of non-academic outcomes in assessing literacy (i.e. beyond skills-based outcomes). It combines practitioner research and ready-to-use tips, tools and suggestions. The resource describes the use of wide variety of assessment activities such as journals, goal setting, anecdotal reporting self-portraits, action figures, web diagrams, collages, photographs, computer art, scrapbooks and more. Various tools can be used and adapted for initial, ongoing and exit assessments.

Carriere, Richard. (2004). *The First Step – Le premier pas*, 2004. Retrieved from www.nald.ca/library/research/1stpas-e/guide.pdf (English) and www.bdaa.ca/biblio/recherche/1stpas-f/guide.pdf (French)

This resource was designed as a comprehensive intake assessment tool. It can be used to help practitioners assess adult learners' proficiency in reading, writing, numeracy and oral communication. The assessments have been articulated to the LBS Levels. However, they also provide useful information about skill development. The resource includes an intake form that focuses on work experience, previous education and literacy skills used outside of an educational environment. The assessments are available in French and English.

Connolly, Nora. (2007). *VOICE: A Dynamic and Interactive Approach for Exploring Employment Possibilities*. Ottawa: Ottawa-Carleton District School Board. Retrieved from www.nald.ca/library/learning/christine/voice/voice.pdf

VOICE was developed to help learners explore employment using a wide range of activities and understandings. The five units are 1) reflecting and clarifying values, 2) enhancing abilities needed to organize time and overcome barriers, 3) finding new or renewed interests, 4) viewing and communicating personal and societal changes and 5) discovering ways to empower and engage in life. This comprehensive resource can be used in two ways for assessment purposes. First, various learning activities can be readily turned into assessment activities. Second, a self-evaluation checklist is included at the end of each unit.

Delhi, Kari, Dobbs, Gail, Dwyer, Patrick, Hilton, Diana, Horsman, Jenny, & Ingram, Carolyn. (1990). *This Is Not a Test: A Kit for New Readers*. Toronto, ON: East End Literacy. Retrieved from www.nald.ca/library/learning/notatest/notatest.pdf

The resource contains various self-assessments to help learners gain new understandings about themselves. It includes a learning styles inventory tool, reading and writing skills assessments, and general literacy and learning assessments (e.g. banking, looking after children, learning preferences). Although it is an older resource, it remains very useful, reminding practitioners of the importance of having a conversation with learners to explore learning experiences and literacy practices.

Demetron, George. (1993). *An Affective Skills Curriculum*. Seattle, WA: ABLE Network. Retrieved from www.nald.ca/library/learning/curricul/cover.htm

This resource contains various self-reflection activities that could be readily turned into self-assessments. The self-assessments could then be used as part of both initial and ongoing assessment. In addition, they could be used comparatively (contrasting earlier results with later ones) as part of exit assessment. The activities address a variety of “soft skills” that overlap with the OALCF competencies. Topics include recognizing emotions, interacting with others, enhancing self-awareness and realizing goals. These behaviours are for transition.

Grieve, Katrina. (2002). *Tools for Effective Transitions: Community Bridging Initiative Project on Transitions to Upgrading*. Toronto, ON: St. Christopher House Adult Literacy Program (Order directly from St. Christopher House Adult Literacy Program. Email: literacy@stchrishouse.org)

This collection of assessment tools and approaches focuses on supporting learner transitions into college literacy and upgrading programs. It contains a discussion of transition readiness, a collection of useful references on assessment and a very informative discussion of the importance of self-management and self-direction skills in supporting transition. In addition, it offers a series of excellent demonstration activities and self-assessment tools. The demonstration activities are designed to be used as part of ongoing and exit/summative assessment. The demonstrations are articulated to the LBS Levels. There is a wealth of information here that is clearly and thoughtfully presented. The resource offers new insights and ideas each time it is read.

Paul, Marianne, & Kennedy, Lindsay. (2010) *Spotlight on Change: An Essential Skills Upgrading Program for Women Over 40*. Waterloo, ON: Project Read Literacy Network. Retrieved from www.projectread.ca/pdf/SpotlightOnChangeCurriculum.pdf

This resource is part of the annotated bibliography for two reasons: 1) its use is not limited to women over 40, and 2) it incorporates the same or similar assessment activities that are found in this collection. For example, HRSDC'S *Work Values Quiz* and *Seeing, Hearing, Doing* (a learning styles quiz) are featured. The resource features other self-reflection quizzes that learners may find useful. Practitioners will readily see how particular self-assessments are used within the context of a range of activities in an employment preparation program. They may find it very helpful to read the sections that feature the quizzes and other self-assessment in order to get ideas on ways to present the quizzes, or they may find specific sections of this resource to be applicable as is.

General Adult Literacy Assessment Resources

Campbell, Pat. (2007) *Measures of Success: Assessment and Accountability in Adult Basic Education*. Edmonton, AB: Grass Roots Press. (Order directly from Grass Roots Press.)

Measures of Success provides practitioners and policy-makers with a wide array of information about assessment in adult literacy programs. The first part contains overviews of four broad approaches to assessment: 1) performance-based, 2) competency-based, 3) diagnostic and 4) standardized. Each section provides an explanation, definitions, examples and tips for implementing related tools and strategies. The second part contains several essays that examine important questions about assessment and assessment systems in the US, Canada, Australia and England. Contributions in the section have been made by key adult literacy researchers. The third part is an interesting conversation among academic researchers on key principles of assessment. The book is a must-read for any researcher, policy-maker or project consultant addressing assessment-related issues in adult literacy.

Campbell, Pat. (2006). *Student assessment in Adult Basic Education: A Canadian Snapshot*. Winnipeg, MB: Centre for Education and Work. Retrieved from www.nald.ca/library/research/snape/cover.htm

This research report provides some of the only data available on assessment practices in Canadian adult literacy programs. A survey was used to gather information about the use of particular tools and general approaches to assessment. Researchers used data from 400 survey respondents. They found that practitioners' options are limited when choosing formal assessment tools. Recommendations include:

1. the establishment of a national committee on assessment standards;
2. the development of tools to address First Nations students as well as emergent literacy and numeracy practices and skills, numeracy practices and skills, and writing practices and skills;
3. the development of an online reading assessment database to allow practitioners to compare and choose tools to meet their needs.

Derrick, Jay, Ecclestone, Kathryn, & Gawn, Judith. (2009). *Formative Assessment in Adult Literacy, Language and Numeracy: A Rough Guide to Improving Teaching and Learning*. Leicester, England: National Institute of Adult Continuing Education (NIACE). (Order from NIACE publications, at www.niace.org.uk/publications.)

This booklet provides some practical and ready-to-use ideas to help practitioners develop formative or on-going assessment approaches in adult literacy programs. It provides an overview of formative assessment that is learner-centred, collaborative and focused on developing learners' active participation in the assessment process. It contains easy to understand information, tips, suggestions and a series of scenarios to show formative assessment in action.

Fenwick, Tar, & Parsons, Jim. (2009). *The Art of Evaluation: A Resource for Educators and Trainers* (2nd ed). Toronto, ON: Thompson Educational Publishing.

This comprehensive and practical book describes various approaches to assessment in adult education. While it does not address adult literacy specifically, its focus on adult learning makes it a unique and highly valuable resource for literacy practitioners. It is filled with ideas and important discussion points that will help practitioners develop a well-informed approach to assessment. In addition, it contains numerous examples of assessments that can be readily used or adapted for specific purposes. The authors are highly respected adult educators and academics from the University of British Columbia and the University of Alberta.

Frontier College. (2005). *Evaluating Learning: Qualitative Methods to Document and Assess Informal Literacy Learning*. Retrieved from www.nald.ca/library/learning/evlrning/cover.htm

This resource is an insightful discussion of various assessment activities. It also contains a wide selection of qualitative tools that can be used to document learning. It was developed to support Frontier College's Student Centred Individualized Learning (SCIL) philosophy and approach to adult literacy learning. It makes several references to the SCIL tutor training manual. SCIL is described as a "qualitative educational intervention methodology that allows students' learning needs to determine the course of educational activities. It is a student-focused approach as opposed to an externally pre-determined curriculum. Anything can form the learning content." The document provides a series of example assessment methods including goal-setting, student journals, project work, anecdotal reports, self-evaluation, observation, multimedia approaches, learning plans, portfolios, photostories, and self-management/self-direction indicators.

Powell, Pat, Thompson, Kate and Jones, Christianna. (2000). *Common Assessment in the Native Literacy Field*. Retrieved from www.nald.ca/library/learning/comass/comass.pdf

This unique compendium is a collection of practitioner developed tools. The authors, all practitioners in the Native stream, compiled the collection after attending a literacy conference. The resource includes ready-to-use tools, most of which are designed for intake and initial assessment. Many of the tools are articulated to the LBS Levels.

Saskatchewan Literacy Network. (n.d.) *Intake and Assessment Toolkit*. Retrieved from www.sk.literacy.ca/pages/intakeAssessToolKit.html

The Saskatchewan Literacy Network has developed a comprehensive and easy-to-use assessment section on their website. The section contains a variety of rubrics, checklists and anecdotal self-reflection tools that can be used to assess skills in reading, writing, problem-solving, group work, multi-media, research, general literacy and employment. The various tools can be used for initial, ongoing and exit assessment. Additionally there is a manual describing Learner-Centred Intake and Assessment Resources that thoroughly explores assessment terms and processes. Some tools are articulated to Saskatchewan's provincial benchmarks.

System for Adult Basic Education Support (SABES). (1991-2004). *Adventures in Assessment*. (Newsletter.) Retrieved from www.sabes.org/resources/publications/adventures/index.htm

The SABES *Adventures in Assessment* newsletter was produced in the US over a period of 14 years, from 1991-2004. Most of the issues are available as downloadable PDFs from the SABES website. Although the last newsletter was produced in 2004, most topics and information continue to be just as relevant today. According to the website description, the series “provided a forum for adult literacy practitioners to critically reflect upon a range of issues and experiences pertaining to assessment, both alternative assessment early on and, later, standardized assessment.” The newsletter is really more of a journal containing highly informative articles written by practitioners, program directors and researchers. While some topics may be specific to the US context, most are not. The articles form an impressive and useful collection of assessment knowledge and expertise related to adult literacy teaching and learning.

Appendix 1: Template to Describe Assessment Tools

Skills	Tasks	Practices	Changes in Learners' Lives	Learning Challenges

[Title of Tool]


Insert graphic

Description and Development

[Focus comments on describing key features. Describe the tool in a general way, including how it is organized, categories, etc. Comment on development if information is available and/or state who developed the assessment.]

Range of formality: informal – formal

[Highlight the box that suits the range of formality describing the tool.]

Informal				Formal
Individual use and development; created or adapted by one group or one practitioner	Wide-spread availability; used by different practitioners and different groups	Clearly explained and supported assessor protocols; describing delivery and scoring; developed using field trials to support validity and reliability	Norm or criterion-referenced using statistical analysis to support reliability and validity and/or interpret results (not included in this collection)	

Using the tool as part of program assessment

[Focus comments on initial, ongoing and exit assessments. Comment on what the tool or process will tell the practitioner about learning and how they can be used.]

Usability by practitioner and learner

[Focus comments on access (finding and obtaining the tool) and usability, design, support, general appeal, etc. Comment on potential for adaptation if open source. Be careful of copyright restrictions.]

How do I find this material?

[If necessary, provide further instructions for locating the tool, including page numbers and webpage section headings.]

[URL]

Cost:

Author/Publisher:

ISBN (if available)

Format: ☐ web ☐ video/DVD/CD ☐ print or print from web

Type of assessment: ☐ self-assessment ☐ peer assessment ☐ practitioner assessor
☐ practitioner assessor with scoring protocol or answers ☐ computer results

Method: ☐ reflection (written, oral, visual) ☐ conversation or interview ☐ observation ☐ test
☐ performance or product (task-based)

Responses: ☐ checklist ☐ rubric ☐ spinner ☐ graphical representation (web, timeline, plotting graph)
☐ specific answer ☐ anecdotal

Duration: ☐ specified time to complete ☐ no specified time to complete
