

Selected Assessment Tools

Ontario Ministry of Training, Colleges and Universities

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**EMPLOYMENT
ONTARIO**

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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

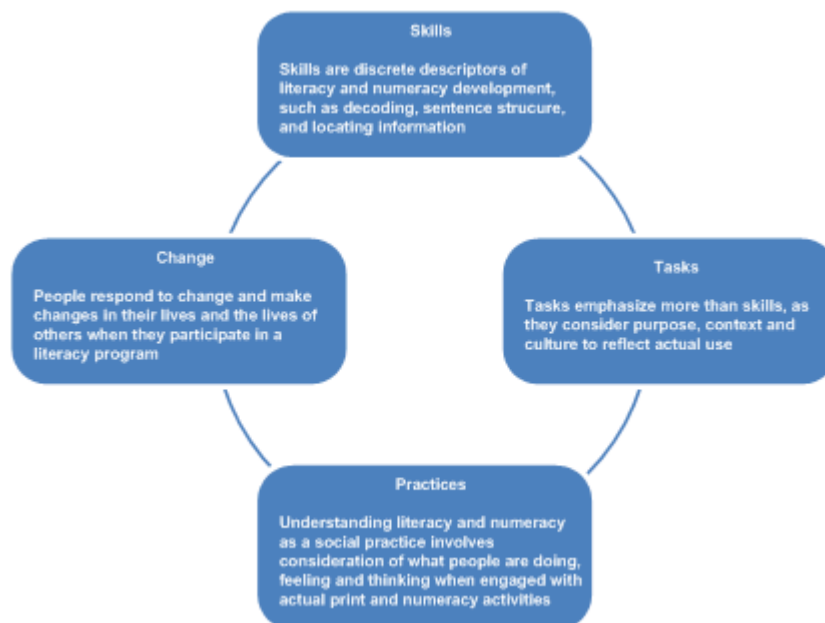
- contacting a limited number of individual programs
- contacting authors, publishers, and librarians to track down specific assessment resources

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

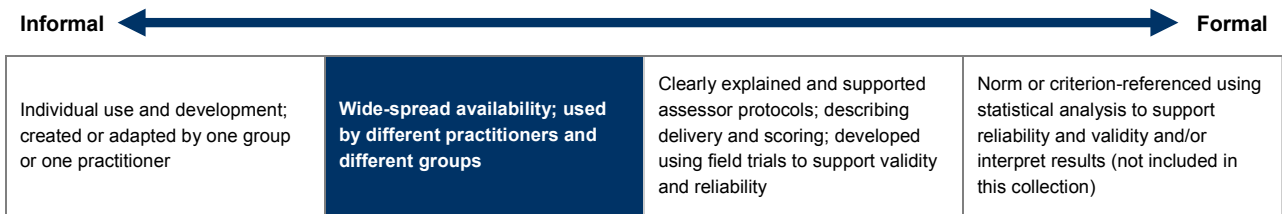
Bridging the Gap Education Component: Evaluation Tools



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



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

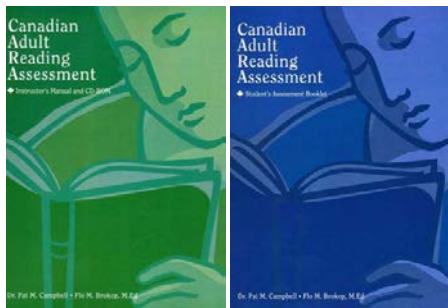
Method: reflection (written, oral, visual) conversation or interview observation test
 performance or product (task-based)

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

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

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

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

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



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)
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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

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

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

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

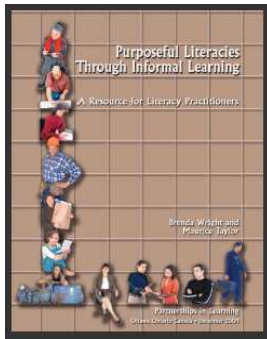
Method: reflection (written, oral, visual) conversation or interview observation test
 performance or product (task-based)

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

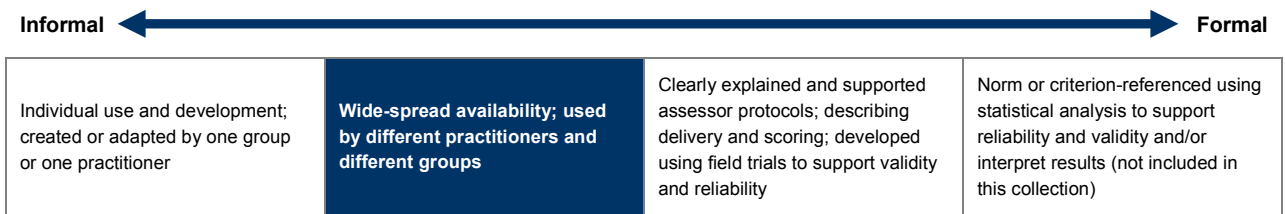
Purposeful Literacies Through Informal Learning: Informal Learning Information Inventory



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



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

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

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

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

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

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

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

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

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

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

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

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.loyalistic.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

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
