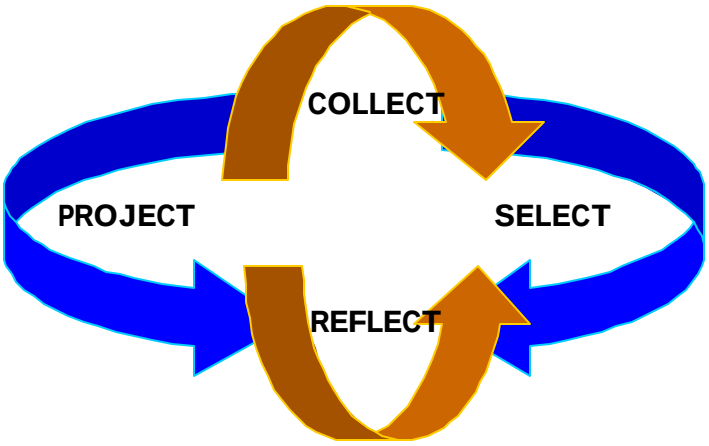
Documenting Student Success:
The Development of a Learner Portfolio



Nova Scotia Department of Education -
Adult Education Section

Cape Breton Literacy Network
Association

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Introduction

This resource is intended to enhance the assessment process in literacy / adult basic education programs in the province of Nova Scotia. The portfolio process is intended to give literacy practitioners a meaningful way to showcase student success. It was designed to document student success and to be used in conjunction with the *Nova Scotia Adult Learning Program* (ALP) and the *Intake Assessment Tools* presently used in adult education classes throughout Nova Scotia. The ALP helps students to establish their learning goals, while the IntakeAssessment Tools gather baseline information about the students' skills. The portfolio process collects meaningful information that allows both teachers and students to know if learning objectives have been met. Teachers and students can then use this information to guide future instruction and learning decisions. Thus portfolio assessment leads to better decision making on the part of the students and better practice on the part of the instructors. The ALP recommends that class activities and materials be relevant to the needs and learning goals of the students in each class. Therefore, practitioners are encouraged to be **flexible** in implementation of the portfolio process.

Phase I of the Portfolio Project resulted in the development of *Documenting Student Success: The Development of the Learner Portfolio*. The bibliography lists the various books and web sites used to answer the questions the developer posed for herself. Research was carried out and many models of portfolio implementation were studied before the final composite was developed. Phase II of the project was a six week pilot, which involved six instructors from the four Cape Breton Island counties (Cape Breton, Victoria, Richmond and Inverness), using the portfolio development tool to implement the process in their classrooms. After the instructors agreed to participate, an initial meeting was held where they were given instruction in the use of the manual or tool. Following this, they had a week to prepare before implementation. During the pilot, the developer traveled to each group and met with the students and instructors. They were also in contact by email. This communication, along with a discussion session held at the end of the pilot period and suggestion forms which the students and instructors filled out, resulted in the following feedback.

Instructors' comments:

- Training for all practitioners is necessary to ensure successful implementation of the portfolio process.
- For Level I portfolio implementation to be successful, assistants for instructors will be necessary as implementation with each student will demand constant support.
- Instructors with more contact time have a better chance for successful implementation as the process is time-intensive.
- The process helps to organize the students.
- Instructors will need a website to share thoughts on the portfolio process.
- Teachers feel portfolio is a "Proud Tool."
- Portfolio develops students' thinking skills.
- Wonderful to have the outcomes to guide both student and teacher success, although some were difficult for students to understand.
- Using portfolios is a great way to keep instructors and students focused on the outcomes for their level.
- Portfolios help the students become independent learners.
- Portfolio gives the student ownership of his work.
- Portfolios can be seen as motivators for some students.
- Portfolio should be started at the beginning of the year so that it is not seen as more work but rather the way things are done.

Students' Comments:

- It is hard to put my thoughts down on paper.
- The reflections make us think.
- I wasn't sure what I was doing and I needed help with most everything.
- I know where to find my work now.
- The portfolio helps to organize my work.
- Seeing what I can do makes me feel better about myself.
- The portfolio keeps your brain working.
- Product section should be at the front of the portfolio because it is my best work.
- Portfolios are a lot of work but that means I am doing a lot of work.

Phase III of the project consisted of revisions to the tool as a result of input from the pilot. In Section 1 of the manual, information on the portfolio process and methods for integrating this form of assessment into instruction are presented. Section 2 contains the outcomes and demonstrations found in the ALP and are included to facilitate the implementation of the process. Section 3 includes a variety of forms which might be of use in the portfolio process, and Section 4 contains a list of books and web sites which are good sources of information on portfolios.

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Section 1 Development of a Learner Portfolio

Why Document Student Success?

All adult learners want to be aware of the progress they are making, the success they are achieving, as well as the problems they are encountering and how these might be overcome. It is through a meaningful evaluation process that they can come to these realizations. Documenting success is the key to continued progress for adult learners, for nothing motivates better than success. Documenting success also encourages learners to develop skills in self assessment so that they are able to control their learning and chart their successes. The more information learners have about what is required to succeed, the better able they are to make informed decisions about their learning and about their lives.

An ability to monitor situations, solve problems, communicate effectively, take risks, take charge: these are the qualities we want to encourage in our learners. Today's changing society demands that traditional approaches to evaluation need to be supplemented by assessment procedures that reflect these changes and that help create these kinds of learners. The student has to see himself as capable of creating knowledge, not just receiving it.

Enhancing Program Quality: Standards for Community-Based Adult Literacy Programs was developed by partners in literacy in Nova Scotia to describe standards for quality literacy programs and which result in success for students. This important document may be used both as a guide and an evaluation tool by literacy networks in Nova Scotia to assess their program delivery system.

By enabling students to track their learning we help in the achievement of many of these quality standards such as:

- placing the learner at the center of the learning process
- making the evaluation process more appropriate to the philosophy of adult learning
- empowering the learner to take charge of his learning

Why Choose Portfolios To Document Student Success?

Portfolios are learner centered:

As the Nova Scotia Adult Learning Program (ALP) is learner-centered, the strategies of assessment used in conjunction with it should be compatible with this approach. The portfolio process of documenting student success is very much a participatory one, in which the student is responsible for much of the process, but always with teacher assistance.

Portfolios promote student growth:

Although the portfolio method may be seen as an assessment tool, it is also very much an instructional tool. In the initial implementation of the portfolio process, instruction and assessment reinforce one another and result in the empowerment of the student as he becomes a better learner. The learner sets his goals, and in attempting to achieve them, learns how to learn, and more importantly, how to reflect upon the process itself and take charge of his own learning.

Portfolios align curriculum outcomes and activities:

The portfolio will show student growth over a period of time. The completed activities used to demonstrate the achievement of a curriculum outcome in the ALP are the same activities used to demonstrate student success in each portfolio, thus creating a feedback loop which is essential for learning to continue. By means of feedback, students see their success, or lack of success, and so make decisions as to the next steps in their learning processes.

Portfolios complement the Nova Scotia Adult Learning Program:

The foundation of the portfolio process includes self-concept, goal setting, problem solving, conflict resolution, time management, stress management, team building and interpersonal communication skills. These are all part of the Human Relations section of the ALP curriculum. All of these skills can be integrated into the portfolio process, firmly establishing the positive culture of the classroom as an interactive community of learners. The ALP states that students' failure to successfully complete literacy programs can be attributed to problems they encounter with outcomes identified in this section. Therefore, these activities are very important to the success of the literacy program and to the portfolio process. The instructional activities of the ALP are important pieces to be included in an evaluation portfolio to show that various outcomes have been reached.

Portfolio development positively influences students:

- Students are empowered to be active participants in their own evaluation and learning through selection and reflection on portfolio content.
- Students are encouraged to set goals for improvement.
- Students' self-awareness is developed.
- Students become highly motivated and engaged thinkers and learners.
- Students evaluate their work, enhancing and improving it.

Portfolio development positively influences instruction:

- Evaluation of the process as well as the product of student work is enabled.
- Instructor and facilitator communication is improved.
- The development of employability skills such as an ability to analyze problems, propose solutions, trouble shoot, communicate with others and manage time and materials is promoted.

Portfolio development positively influences practitioners:

- The observation skills of teachers are revalued.
- Teachers have to rethink their own standards for quality work, as they make expectations clearer for students.
- Teachers are encouraged to be more aware of the curriculum and how to achieve desired outcomes.
- The role of the teacher is changed to one of a facilitator.

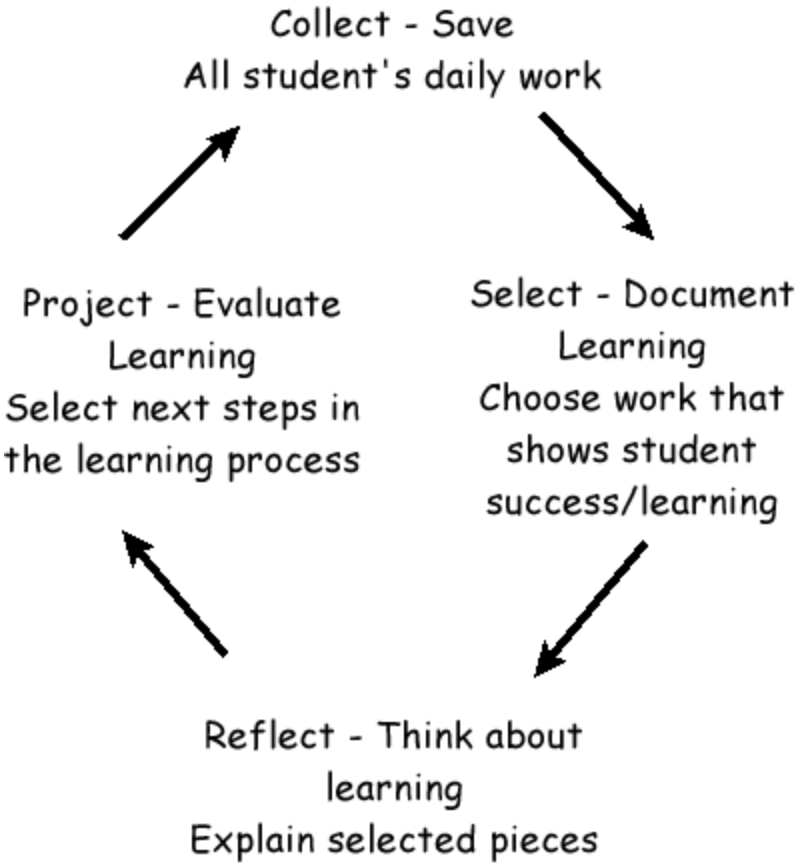
Portfolio development positively influences assessment:

- The assessment of learners is aligned with a holistic philosophy of education.
- Assessment becomes ongoing and the growth of students is valued.
- Teachers use information from their own observations to enhance their work with students.
- Expectations and standards are made clear to all.

What Do We Need To Understand About Portfolios and the Portfolio Process?

1. For our purposes, a portfolio is a systematic, organized collection of student work, **collaboratively** developed by student and teacher to assess student growth toward goals clearly defined by student and teacher and outcomes prescribed for Level 1 and 2 of the ALP.
2. It is essential that this process be a collaborative one, as it is through this unique relationship of student and teacher that the many positive classroom outcomes of a portfolio are realized. In a portfolio classroom, voices of both student and teacher are clearly heard as they work together.
3. Individualization of the program for each student is achieved. As is pointed out in the Quality Standards document, even in an outcomes-based curriculum, students are involved when they choose activities that demonstrate that outcomes are met. The materials they choose to read, the resources they use, the topics they write about, the projects they complete, may all differ according to their individual interests and needs.
4. Goal setting is an extremely important part of the development of the portfolio process. A list of the learning outcomes (long term goals) and how they are demonstrated (short term objectives) will be included in the student's portfolio, available at all times for reference.
5. Conferencing has great significance for the portfolio process. Teachers help students as they learn to set goals, select materials for the product section of their portfolio, reflect on their choices and evaluate how far students have come and what their next steps for growth might be. Conferences help teachers see their students as "complete individuals".
6. The portfolio process does not add work to the curriculum. The Human Relations section of the ALP can be used to implement the entire portfolio process, from goal setting to problem solving. As assessment is integrated with instruction, the teacher will look at what she is doing in a different way.
7. Portfolio development is a cyclical process, one that is ongoing once it has begun. After students begin to collect their work, they periodically select, reflect and reevaluate their progress and continue to grow. The diagram below illustrates the cyclical nature of the portfolio process.

Portfolio Process



How Do Portfolios Fit With the Intake Assessment Tools?

When a student enters an upgrading program, she must be properly placed for success, ensuring retention in the program and avoiding frustration in her learning. The Intake Assessment Tools were designed to enable practitioners to do just this. Through selected activities, the Intake Assessment Tools use the ALP outcomes to demonstrate the correct level of instruction for each student. Student portfolios take the same instructional outcomes and use them to show the success the student has achieved in order for her to move to another level. In this manner, the instructional objectives are aligned with the evaluation procedures and the student clearly sees movement toward success.

The assessment of the student on entry could be a part of the learner's portfolio and can stand as a baseline from which the student and teacher might gauge the student's learning. The initial interview form, self-assessment tools and the learning styles survey create the exact information needed for the beginning of the portfolio collection process.

The information obtained from the Human Relations section of the assessment tool is designed to be used by the student and teacher to set the learner's goals in the literacy program. It indicates which outcomes in the Human Relations section of the curriculum have been met and which need to be emphasized during the program. The information relating to self awareness, self-confidence, organizational abilities, problem solving skills and values assist the teacher in helping a student set and achieve goals. The portfolio process extends this one step further. It helps the student see goal setting as an ongoing process and empowers her to evaluate her own work, reassess her goals and continue along the road to success.

How is a Learner Portfolio Organized?

A learner portfolio may be contained in a three ring binder and divided into three sections. Tabs, for easy access to each section, would be helpful.

1. The process section of the portfolio is a collection of ALL the student's day to day work. It is crucial that the student monitor this section carefully and not be misled into thinking that the end product is more important. This phase of trial and error is where much of the student's learning takes place and is the basis for the reflections he must write. Emphasis should not be placed on product over process.
2. The curriculum section contains the ALP outcomes and demonstrations lists. Students use these to track their learning and move the completed outcomes list to the product section when all outcomes have been successfully completed.
3. The product section of the learner portfolio gradually develops as selected activities from the process section are moved to it. Each selected piece documents student success, reflects upon that success and then projects as to the next steps in the learning process. As each selected piece is transferred to the product section it should be given an identification number which corresponds with the number on the outcomes and demonstration lists.

The following are examples of what you might find in the various sections of a learner portfolio.

Process Section Contents:

- goal statements
- learning styles activities
- self-assessment sheets
- dated assignments
- comments from teacher or peers
- articles the student may feel are useful to them in their studies: i.e., a sight word list, a shape chart
- personal dictionary
- tests
- writing pieces in progress
- projects
- journal scribbler
- rubric forms

Curriculum Section:

- checklist of ALP outcomes and demonstrations
- checklist of ALP outcomes only

Product Section Contents:

- checklist of ALP outcomes
- cover sheet
- table of contents
- letter telling the purpose of the portfolio
- written reflection for each selected piece of work
- best works
- work showing strong effort
- work that increased a student's knowledge
- work the student did not feel was done well but that they can now explain where they went wrong
- list of achievements: e.g., books read to their children, a driver's license obtained, certificates earned, etc.

What are the Basic Steps in Developing Portfolios?

Collect - Save Work

The **process portion** of the learner's portfolio will result from the collection of all the day-to-day work. All student work should be dated. It is important that teachers help students set goals and become aware of the outcomes of the ALP and how their achievement is demonstrated, as the goals and the awareness of the ALP will influence the work the student will want to attempt and help them track their success. The Intake Assessment Tools, as well as the Human Relations components of the ALP, are essential activities that support learning, affect progress towards a goal and help lay the foundation for the portfolio process.

Suggested activities from the ALP

- brainstorm the concept of goals and goal-setting
- help students define their goals
- discuss learning styles
- identify positive accomplishments
- list characteristics of an admirable person
- discuss listening strategies
- work with students to design class rules
- discuss acceptable manners
- have students identify roles they play and positive things they do in each role
- working in groups, have students pick out negative behaviors and decide if these behaviors are thought of as male or female traits
- present the calendar as an organizational tool
- present the things to do list
- have students research free leisure activities in the community
- bring resource people from the community to discuss their work
- discuss a balanced lifestyle - comparing time spent for self, work, and relationships

Select - Document Learning

Selection is the beginning of the product portion of the learner portfolio. Since the purpose for developing the learner portfolio is to demonstrate student success, what is selected must reflect this. Therefore, items which show **student growth toward goals clearly defined by student and teacher and outcomes prescribed for Level 1 and 2 of the Nova Scotia Adult Learning Program** will be moved from the process section of the learner portfolio to the product section. These items may be from student's activities both inside and outside the classroom.

The student and teacher examine what has been collected and decide what items should be moved to the product section of the portfolio. It is helpful if the teacher provides models of previous students' work to help guide the student's selection. When selecting, students should refer to the checklist of skills for the unit on which they are working and should choose work that demonstrates outcomes reached.

The selection portion of the portfolio process may be introduced with activities on decision making from the Human Relations section of the ALP.

Suggested activities from the ALP

- discuss decision making styles
- discuss the role of emotions in decision making
- brainstorm alternative routes to reach the same destination

Reflect - Think about Learning

Once a piece of work has been selected for the product section of the portfolio, the student should think about why it has been selected. The student's thoughts about selection should be recorded and the dated reflection form should be stapled to the back of the selected item. Much of the research suggests that reflection is the most important part of the portfolio process.

If the student is not yet a proficient writer, the same procedure could be followed with the student dictating her thoughts for the teacher to record. However, students should always be encouraged to write themselves, if at all possible. The student is now taking an active role in the assessment process, and it is this aspect of portfolio development that provides much of the instructional benefit.

Teacher's Note ✔

Research suggests teachers may help students develop critical thinking skills by:

- having students seek reasons for an answer
- having students look for alternative answers
- teacher taking a passive role in discussion
- teacher not giving an opinion unless asked
- asking students to back up their opinion
- asking students for examples

Project - Evaluate Learning

As the student examines and makes decisions about his selections, he looks ahead and sets goals for the future. He can use these goals and the ALP outcomes as a checklist to judge success and decide the next steps as he continues to grow and learn. Therefore, it is very important that the selection, reflection and projection happen on a regular basis. In this manner, the true nature of learning as a growth process, governed by an individual's unique behavior and effort, is revealed empowering students to take charge of their learning.

The problem solving strategies of the Human Relations section of the ALP will be useful during this part of the portfolio process as students may be looking for ways to attack problems which are interfering with their learning. There are many activities which can be used for different individuals' situations. *Enhancing Human Relations: Level 2 A Facilitator's Manual* developed by Bethalee Cooper-Downing would be an excellent resource to use at this time. Classroom work should also emphasize listening and speaking skills as these too may be problem issues.

Suggested activities from the ALP

- role play solving various problem situations as a class, small groups, pairs, or individuals
- use journals to write about problems
- have students work in groups and present a role play that demonstrates a listening problem
- brainstorm for the listening barriers
- choose a news story to present and discuss
- have students role play a news show

Section 2
Nova Scotia Adult Learning Program Level 1 & 2

Nova Scotia Adult Learning Program

The following lists of Curriculum Outcomes and Demonstrations have been included in this section in order to help students and practitioners track learning. The lists will help students to easily see which outcomes they have achieved. They will also guide students' decisions about further directions of study by showing them the choices that they can make.

In consultation with their instructors, students will use the lists to review their skills and determine which outcomes/demonstrations they have achieved and record this information on the chart. The number column on the chart is used to record the identifying number given to the piece of student work which demonstrates a particular achievement. Each student will have only the curriculum outcomes and demonstrations appropriate to their level.

Upon completion of a content area, the students will check the outcomes list, in consultation with the instructor, and move it to the product section of the portfolio.

Curriculum Outcomes and Demonstrations Level 1

Human Relations Level 1

Unit 1 Self-awareness

Outcome / Demonstration	Date	Yes	No	Number
The student is aware of his own strengths, talents and abilities.				
describes his or her own personal characteristics				
describes his or her own learning styles				
realizes that each person has different strengths and weaknesses				
The student can set realistic goals.				
identifies personal needs, characteristics, and values that affect goals				
outlines the steps that are necessary to reach goals				
breaks goals down into realistic, manageable steps				
reviews goals regularly and makes adjustments				

Name: _____

Unit 2 Interpersonal Skills

Outcome / Demonstration	Date	Yes	No	Number
The student communicates ideas and feelings.				
gives and receives criticism				
gives and receives compliments				
speaks in a direct, open and honest manner				
listens to the ideas of others				
uses appropriate body language				
The student exhibits positive attitudes and behaviors in a variety of situations.				
completes tasks with energy and persistence				
accepts and completes a task he or she dislikes				
acknowledges the feelings of others				
interacts with others in a socially acceptable manner - greets people, shakes hands, thanks people				
acts assertively				
acknowledges and respects rules				
understands change is necessary for personal growth				
realizes grooming and dress affect others' impressions				

Name: _____

Unit 3 Healthy Living

Outcome / Demonstration	Date	Yes	No	Number
The student values a healthy balanced lifestyle.				
assesses his or her current lifestyle				
identifies areas that need change				
organizes a day, a week, or a month to allow time for relaxation as well as work, school, home and family responsibilities				
recognizes how stress affects lifestyle				
uses a variety of strategies to relieve stress				
understands the basics of good nutrition				
recognizes the benefits of regular exercise				
recognizes the physical and psychological effects of drugs and alcohol				
The student is able to live independently.				
manages personal finances				
differentiates between needs and wants				
makes decisions as a consumer				
evaluates the safety of his or her living environment				
describes the rights and responsibilities of tenants and landlords				
finds his or her way around the community				
uses community services - banks, employment resource centres, libraries, health clinics, government departments				
makes and keeps appointments				

Name: _____

Communications Level 1A & 1B

Unit 1 Reading

Outcome / Demonstration	Date	Yes	No	Number
Level 1A - The student recognizes and pronounces sight words in a variety of reading activities.				
recognizes the sight words collected in a personal dictionary				
recognizes a range of high frequency words in text				
uses patterns of word structure to determine pronunciation				
reads list of sight words (common words taken from everyday life)				
reads aloud with some fluency				
Level 1B - The student recognizes and pronounces sight words in a variety of reading activities.				
able to expand and reinforce learning of new vocabulary by adding words to a personal dictionary				
reads sight words from a list developed by the teacher				
matches words with definitions				
uses generalizations in spelling to help pronounce words				
reads aloud with more fluency				
Level 1A - The student determines the meaning of words based on their use and context.				
follows a left to right sequence				
uses pictures, illustrations, and diagrams to facilitate meaning				
recognizes words have multiple meanings, depending on use and context				
uses context to determine the appropriate meanings of words				
uses word endings to identify the same word in different forms (likes, liked, liking)				

Name: _____

Communications Level 1A & 1B

Unit 1 Reading - continued

Outcome / Demonstration	Date	Yes	No	Number
Level 1B - The student determines the meaning of words based on their use and context.				
describes the multiple meanings of words				
identifies and uses prefixes and suffixes				
identifies root words				
Level 1A and 1B - The student uses phonetic strategies to decode words.				
names and arranges in sequence the letters of the alphabet				
knows the difference between upper and lower case letters				
knows the difference between upper and lower case letters				
knows the difference between vowels and consonants				
makes letter sounds associations for the consonants				
identifies the short vowel sounds and combines them with consonants to form words				
identifies the long vowel sounds and combines them with consonants to form words				
reads and uses a variety of consonant blends with vowels to form words				
reads and uses consonant digraphs such as ch, sh, th				
recognizes and reads words containing silent consonants, such as wr and kn				
reads and uses vowel digraphs such as ea, ou and oe				
reads and uses diphthongs				
breaks words into syllables				
identifies rhyming words				

Name: _____

Communications Level 1A & 1B

Unit 1 Reading - continued

Outcome / Demonstration	Date	Yes	No	Number
Level 1A - The student constructs meaning from print and non-print using a variety of strategies.				
uses punctuation to help understand what is being read (periods, question marks and exclamation marks)				
recognizes the organization of different forms of writing (lists, paragraphs, personal letters)				
dictates and reads own language experience stories as well as those of others				
reads and understands the meaning of single words, sentences and paragraphs				
uses knowledge and experience to understand what is being read				
reads simple forms				
recalls facts and detail from a short reading activity				
follows simple written direction				
reads signs and symbols that are familiar and taken from everyday life (washrooms, traffic, safety, hazardous materials, laundry				
determines the main idea of a short reading selection				
recalls and relates the sequence of events in a short reading selection				
makes inferences and draws conclusion from non-print materials (photographs, cartoons)				
makes predictions using prior knowledge and information gained from the text				
Level 1B - The student constructs meaning from print and non-print using a variety of strategies.				
uses punctuation to help understand what is being read (commas)				
reads and understands standard forms				
identifies main idea in more complex text				
identifies the purpose of selected text - to inform, to entertain, to persuade, to describe				

Name: _____

Communications Level 1A & 1B

Unit 1 Reading - continued

Outcome / Demonstration	Date	Yes	No	Number
reads and understands selected paragraphs, short stories and articles appropriate for the reading level				
recalls the sequence of events in longer text				
recalls the details from more complex text				
begins to make inferences and draw conclusions from text				
distinguishes between fiction and nonfiction				
identifies the setting of a story				
identifies the main characters in a story				
retells the plot of a story				
Level 1A and 1B - The student reads for information and enjoyment				
shares personal responses to reading				
participates in shared reading activities				
explores new books independently				
chooses to read during self-directed activities				
discusses information learned from reading				
visits the library independently				
connects a story event or character to personal experience				
forms and expresses personal likes and dislikes about text				
responds to the rhythm and rhyme of poetry				
asks questions relating to the materials				

Name: _____

Communications Level 1A & 1B

Unit 1 Reading - continued

Outcome / Demonstration	Date	Yes	No	Number
Level 1A - The student locates information using a variety of strategies and resources.				
places words in alphabetical order				
uses a telephone directory to locate phone numbers				
finds information in a number of print materials - grocery fliers, catalogues, calendars, bills and labels				
uses a table of contents				
uses simple charts and maps				
Level 1B -The student locates information using a variety of strategies and resources.				
uses the dictionary to find the meaning of words				
uses a book index to locate information				
uses an encyclopedia and an encyclopedia index				
uses a dictionary to locate information				
uses headings and sub-headings				
uses more complex maps and charts				
finds information in a number of print materials - magazines, catalogues, pamphlets, and classified ads				

Name: _____

Communications Level 1A & 1B

Unit 2 Writing

Outcome / Demonstration	Date	Yes	No	Number
Level 1A - The student communicates effectively in writing.				
prints legibly				
orients writing on the page: left to right, single or double spacing				
copies words and sentences from printed material				
uses learned and copied words in personal writing				
writes own name, address and phone number				
writes all letters in upper case and lower case from memory				
introduces new words from reading into writing				
chooses words that are appropriate for a purpose				
spells correctly about 75 sight words in written work and dictation				
compiles lists				
completes simple forms				
writes short personal experience stories				
answers questions in sentences				
writes address				
describes an object or a picture				
writes simple directions				
writes short messages, stories and personal letters				
Level 1B - The student communicates effectively in writing.				
begins to use cursive writing				
uses margins and spacing properly				
writes short paragraphs with topic sentences, supporting details and conclusions				
summarizes a short story or a paragraph				
writes a business letter asking for information or expressing a complaint				
spells correctly about 150 sight words in written work				

and diction				
writes personal experience stories containing 3-5 paragraphs				
answers questions using more than one sentence				
writes a telephone message				
uses modifiers correctly to enhance writing				

Name: _____

Communications Level 1A & 1B

Unit 2 Writing - continued

Outcome / Demonstration	Date	Yes	No	Number
Level 1A - The student builds words and changes the structure and meaning of words.				
adds endings to familiar verbs, making changes in spelling where appropriate				
forms the plural of single-syllable words by adding the appropriate ending				
forms the singular possessive of familiar nouns by adding apostrophe s				
uses the correct form of the plural possessive of familiar nouns				
adds -er to verbs to form nouns				
forms the past tense of a variety of irregular verbs				
forms the irregular plural of nouns				
forms compound words by joining familiar nouns				
changes words by adding common prefixes and suffixes				
compares adjectives by adding the appropriate endings				
forms the singular and plural forms of reflexive pronouns				
adds the appropriate tense ending to verbs ending in -y				
forms basic contractions				
reads and forms common abbreviations				
recognizes and forms complete sentences				
Level 1B - The student builds words and changes the structure and meaning of words.				
forms the past tense of a greater variety of irregular verbs				
selects appropriate pronouns and recognizes the nouns to which they refer				
Level 1A - The student incorporates the mechanics of spelling into his or her own writing.				
punctuates sentences with periods and question marks				
capitalizes the beginning of sentences and proper nouns				

writes abbreviations for words used in addressing envelopes				
write simple declarative and interrogative sentences				
write sentences in simple present, past and future tense				
recognizes the simple subject and simple verb in a sentence				
uses spelling rules for adding suffixes beginning with a vowel				
adds -s and -es to form plurals				

Name: _____

Communications Level 1A & 1B

Unit 2 Writing - continued

Outcome / Demonstration	Date	Yes	No	Number
Level 1B - The student incorporates the mechanics of spelling into his or her own writing.				
punctuates sentences with exclamation points, commas when listing and commas in dates and addresses				
capitalizes the titles of stories, days and months				
uses apostrophes in contractions				
uses nouns, verbs, adjectives and adverbs correctly				
uses irregular plurals				
uses spelling rules for adding suffixes beginning with a consonant				
writes and punctuates complex sentences				
distinguishes complete sentences from sentence fragments				
writes sentences in simple present, past and future tenses				
forms subject-verb agreement in sentences				
uses spelling rules				
divides words into syllables				
uses a dictionary and thesaurus to confirm spelling				
Level 1A and 1B - The student understands and practices the steps in the process of writing.				
brainstorms for ideas				
narrows a topic				
organizes ideas				
outlines ideas				
writes an effective paragraph incorporating a topic sentence,				
supporting detail and a concluding sentence				
revises and edits work based on feedback from others				
rewrites corrected material to produce a final copy				

Name: _____

Communications Level 1A & 1B - Unit 3 Listening and Speaking

Outcome / Demonstration	Date	Yes	No	Number
Level 1A and 1B - The student uses effective listening strategies.				
participates in a two-way communication process				
identifies barriers to active listening				
pays attention to the speaker				
clearly asks and answers oral questions				
follows oral directions				
summarizes information that is presented orally				
interprets non-verbal cues correctly				
Level 1A and 1B - The student uses effective listening strategies.				
participates in a two-way communication process				
identifies barriers to active listening				
pays attention to the speaker				
clearly asks and answers oral questions				
follows oral directions				
summarizes information that is presented orally				
uses facial expression and body language appropriately				
expresses ideas and opinions in a logical sequence				
asks and answers questions appropriately				
contributes positively to discussions				
allows others to express themselves without interrupting				
selects words that convey the intended meaning				
stays on topic				
uses linking words to organize ideas (then, but, because, after)				
speaks clearly during presentations				
interprets non-verbal cues correctly				

Name: _____

Mathematics Level 1A & 1B

Unit 1 Whole Numbers

Outcome / Demonstration	Date	Yes	No	Number
Level 1A - The student adds and subtracts whole numbers as a foundation for more advanced mathematical concepts.				
defines mathematical terms - add, subtract, sum, difference, place value, digit				
uses place value to organize numbers (1, 10, 100)				
reads and writes numbers up to 100				
reads and writes numbers to 10				
counts by 1's, 2's, 5's, and 10's up to 100				
counts backwards from 10				
locates whole numbers to 10 on a number line				
identifies and extends number patterns				
recognizes the signs for addition and subtraction				
explains the concepts of addition and subtraction using concrete materials (manipulatives)				
explains the concepts of addition and subtraction using a number line				
identifies number place values to the hundreds				
rounds numbers to the nearest tens, hundreds				
adds and subtracts single numbers up to 10				
uses pictograph to solve addition problems				
adds numbers of two digits without carrying				
subtracts numbers of two digits without borrowing				
recognizes the math words that indicate the correct operation				
reads and solves simple word problems using addition and subtraction				
uses a simple step-by-step plan for solving problems				

Name: _____

Mathematics Level 1A & 1B

Unit 1 Whole Numbers - continued

Outcome / Demonstration	Date	Yes	No	Number
Level 1A - The student applies addition and subtraction of whole numbers to real life problems.				
uses estimating skills to figure out real life costs (restaurant check, grocery bill)				
uses subtraction to compare prices, temperature, or to count stock				
estimates, counts and records the value up to $10 of coins and bills				
reads and writes money amounts using two forms of notation ($0.78 and .78)				
calculates correct change from a cash transaction up to $10				
fills in a bank deposit slip and a withdrawal slip				
fills in a postal money order				
writes a cheque				
reads time on a 24-hour and 12-hour clocks				
Level 1B - The student adds and subtracts whole numbers as a foundation for more advanced mathematical concepts.				
reads, orders and writes numbers up to 1000				
reads and writes number words to 100				
counts by 1's, 2's, 5's, 10's, 20's, 25's, and 100's to 1000				
lists numbers in ascending and descending order and determines the median				
locates whole numbers to 100 on the number line				
identifies number place value to thousands				
rounds number using symbols for greater than, less than				
adds numbers with several digits by carrying				

Name: _____

Outcome / Demonstration	Date	Yes	No	Number
subtracts numbers with several digits by borrowing				
reads and solves simple word problems by applying addition and subtraction skills				
uses a step-by-step plan for solving problems				
Level 1B - The student multiplies and divides whole numbers as a foundation for more advanced mathematical concepts.				
defines the terms product, quotient, divisor, remainder				
recognizes symbols for multiplication and division				
explains the concepts of multiplication and division using concrete materials (manipulatives)				
knows the multiplication tables up to 10				
multiplies and divides by 10, 100, 1000				
multiplies a number by one, two and three digits				
divides a number by one, two and three digits				
finds the average or mean number				
reads and solves word problems using multiplication skills				
reads and solves word problems using division skills				
uses a step-by-step- plan for solving problems				
makes a table to solve problems				
Level 1B - The student addition, subtraction, multiplication and division of whole numbers to real life problems.				
makes purchases of, and change for, items up to #100				
calculates time and distance				
takes inventory				
calculates unit price				
order materials and takes orders				
keeps records of bank transactions (cheques, debit cards)				

Name: _____

Mathematics Level 1A & 1B

Unit 2 Calculators

Outcome / Demonstration	Date	Yes	No	Number
Level 1B - The student uses a calculator to verify answers to basic operations in addition, subtraction, multiplication and division.				
names the parts of a calculator				
presses buttons in the right order				

Unit 3 Measurement

Outcome / Demonstration	Date	Yes	No	Number
Level 1A and 1B - The student uses common measuring tools to perform basic linear measurement.				
uses a ruler, metre stick, tape measure for linear measurement				
uses mathematical language to describe dimensions (height, length, width)				
recognizes standard units of measurement in both metric and SI systems				
recognizes and uses the abbreviations for linear units of measurement				
explains the relationship between common units of measurement (centimeters, to meters, inches to feet)				
selects the most appropriate unit to measure length				
calculates the perimeter of a straight sided figure				

Name: _____

Mathematics Level 1A & 1B

Unit 4 Geometric Shapes

Outcome / Demonstration	Date	Yes	No	Number
Level 1A and 1B - The student compares basic liquid and solid measurement.				
identifies similarities/differences in measurement between two objects				
uses mathematical language to describe dimensions (weight and volume)				
recognizes the common standard units of capacity (grams, kilograms, ounces and pounds)				
recognizes and uses the abbreviations for capacity units of measurement				
uses a measuring cup and a measuring spoon				
compares litres, quarts, pounds, and kilograms				
uses a weight scale				
Level 1A - The student recognizes basic two-dimensional geometric shapes.				
recognizes a square				
recognizes a rectangle				
recognizes a triangle				
recognizes a circle				
compares and sorts two-dimensional shapes				
Level 1B - The student recognizes basic three-dimensional geometric shapes.				
recognizes a cube				
recognizes a prism				
recognizes a cone				
recognizes a cylinder				
recognizes a pyramid				
compares and sorts three-dimensional shapes				

Name: _____

Curriculum Outcomes and Demonstrations - Level 2

Human Relations Level 2

Unit 1 Self-awareness

Outcome / Demonstration	Date	Yes	No	Number
The student is aware of his/her own strengths, talents and abilities.				
makes a decision about his/her ability to carry out a task				
accepts that it is all right to ask for help				
accepts that it is not necessary to be good at everything				
completes an inventory on personal attributes				
assesses his or her likes, dislikes, interests, skills, and goals in relationship to a job				
The student sets realistic goals.				
identifies personal needs, characteristics, and values that impact on goals				
outlines the steps that are necessary to reach goals				
breaks goals down into realistic, manageable steps				
reviews goals regularly and makes adjustments				

Name: _____

Human Relations Level 2

Unit 2 Interpersonal Skills

Outcome / Demonstration	Date	Yes	No	Number
The student uses a systematic problem-solving process.				
makes decisions as an individual or as part of a group using a problem-solving process				
recognizes that there are similarities and differences in people's opinions and outlooks				
realizes that emotions can affect problem-solving abilities and decision- making style				
thinks creatively and looks at all of the options				
The student applies conflict resolution methods.				
recognizes the reason for conflict: personality differences, unclear communication, competition and different goals and expectations				
differentiates between passive, aggressive and assertive behavior				
uses assertiveness to resolve a conflict				
describes strategies for dealing with conflict				
gives and receives feedback in an appropriate manner				

Name: _____

Human Relations Level 2

Unit 3 A Healthy Lifestyle

Outcome / Demonstration	Date	Yes	No	Number
The student recognizes the characteristics of a healthy balanced lifestyle.				
accepts that stress is normal				
recognizes stressful situations and the physical and emotional responses to stress				
uses a variety of strategies to relieve stress: relaxation techniques, exercise, humor				
manages time effectively by prioritizing activities				
identifies the ways to overcome procrastination				
understands the basics of good nutrition				
recognizes the benefits of regular exercise				
recognizes the health hazards associated with the use of prescription and non-prescription drugs				
identifies the harmful effects of alcohol and tobacco				
The student exhibits positive behaviors in a variety of situations.				
acknowledges and respects rules				
appreciates and respects others' feelings, ideas, behaviors				
appreciates different cultures (includes race, ethnicity, age, disability)				
understands change is necessary for personality growth				
describes the skills needed to be a good team member and the components of a good team				
works as part of a team to complete a task				

Name: _____

Communications Level 2

Unit 1 Research, Test-Taking and Study Skills

Outcome / Demonstration	Date	Yes	No	Number
The student identifies, locates and uses the parts of a book.				
locates a book's publisher, date of publication, and ISBN number				
uses a table of contents				
uses an index				
uses a glossary				
finds the bibliography page				
skims and scans the parts of the book to locate specific information				
The student identifies and uses a variety of general reference books and materials.				
uses a dictionary to check/confirm spelling, to guide pronunciation, and to obtain the meaning and origin of words				
identifies the additional information that is available in a dictionary– abbreviations, measurement tables, geographical information, historical information				
uses a thesaurus				
uses an atlas				
uses an almanac				
uses an encyclopedia as a research aid and as a source for further references				
selects resource materials for particular projects				
The student identifies and uses a variety of research tools and strategies.				
identifies different types of library systems				
uses the Dewey Decimal system to locate books in a library				
uses a library card and/or on-line catalogue				
locates sources of information not found in the library				
conducts an interview				

Name: _____

Communications Level 2

Unit 1 Research, Test-Taking and Study Skills - continued

Outcome / Demonstration	Date	Yes	No	Number
The student uses a variety of test-taking skills.				
understands and responds appropriately to multiply choice questions				
understands and responds appropriately to open-ended questions				
understands and responds appropriately to essay questions				
The student uses a variety of study skills.				
develops a realistic study schedule that fits his or her life style				
uses accepted strategies for studying such as studying the most difficult subject or material first, establishing a regular study area away from distractions and creating lists of difficult words or items				
uses the SQ3R method (survey, question, read, recite, review)				
uses active listening strategies to take notes				
uses an effective system of note-taking from oral and visual presentations (Cornell system)				

Name: _____

Communications Level 2

Unit 2 Listening and Speaking

Outcome / Demonstration	Date	Yes	No	Number
The student uses listening strategies.				
participates in a two-way communication process				
identifies the barriers to active listening				
clearly asks and answers oral questions				
follows oral directions				
summarizes information that is presented orally				
takes notes from a short lecture				
The student effectively expresses ideas and opinions orally.				
uses language and format appropriate to the situation and audience				
uses the appropriate tone of voice, eye contact, facial expression and body language				
expresses an opinion logically				
uses a model to plan and organize a short oral presentation				
presents information orally				
participates in informal group discussions				

Name: _____

Communications Level 2

Unit 3 Reading

Outcome / Demonstration	Date	Yes	No	Number
The student reads a variety of print material for different purposes.				
skims and scans written material for information				
recognizes the style and tone of a variety of print materials (formal, informal, detailed, general, technical and personal)				
follows written directions				
reads charts, graphs, diagrams, illustrations, maps and schedules				
reads and fills in standard forms such as job application, SIN and MSI application forms and common bank forms				
forms information using the 5WH (what, where, when, why, how) system				
reads for personal enjoyment				
The student analyzes and appreciates the various forms of literature (short stories, poetry, novels and plays).				
recognizes the author's purpose				
identifies the setting				
identifies similes and metaphors				
identifies the authors point of view				
summarizes the plot				
identifies conflict, climax and resolution in the plot				
describes the characters				
identifies the theme				
identifies the rhythm in poetry				

Name: _____

Communications Level 2

Unit 3 Reading - Continued

Outcome / Demonstration	Date	Yes	No	Number
The student uses critical thinking skills to understand a variety of print materials.				
distinguishes between fact and opinion in paragraphs, letters, advertisements, short articles, essays and reports				
identifies the main ideas (both stated and unstated) and supporting details in paragraphs, letters, short articles, essays, short stories, reports and novels				
draws conclusions and makes inferences				
identifies patterns of organization in text (compare and contrast), (cause and effect) and process (sequence)				
identifies the transactions that distinguish the patterns				
The student increases his or her reading vocabulary.				
uses context to identify the meaning of a word				
uses a dictionary to identify the meaning of a word				
recognizes the difference between the denotative and the connotative meaning of words				
recognizes that words have multiple meanings				
differentiates between the meaning and pronunciation of homographs				
differentiates between words that are often confused				
uses prefixes, suffixes and roots to identify the meaning of the word				

Name: _____

Communications Level 2

Unit 4 Writing

Outcome / Demonstration	Date	Yes	No	Number
The student effectively expresses his or her ideas in writing.				
writes for different purposes - to inform, to describe, to persuade and to tell a story				
writes a paragraph that demonstrates unity and coherence				
incorporates transitions into his or her writing				
combines paragraphs into a short essay				
sequences ideas, opinions, and events				
develops criteria for assessment of writing projects				
evaluates his or her own writings and those of others				
The student can incorporate the mechanics of spelling into his or her own writing.				
uses common spelling rules				
spells 300 frequently misspelled words from a list				
recognizes misspellings in written work				
uses a dictionary to verify and/or correct misspellings				
knows the definitions of homonyms, synonyms and uses them appropriately in his or her writing				
uses capital letters correctly				
The student incorporates the mechanics of grammar into his or her own writing.				
recognizes the parts of a sentence (clauses, phrases)				
identifies complete and incomplete sentences				
writes clear accurate sentences				
recognizes the parts of speech (noun, pronoun, verb, adverb, adjective, prepositions, conjunctions) and applies them to writing				
recognizes and uses common punctuation (periods, question marks, exclamation marks, and commas)				

Name: _____

Communications Level 2

Unit 4 Writing - continued

Outcome / Demonstration	Date	Yes	No	Number
The student uses the steps in the process of writing.				
brainstorms for ideas				
narrows a topic				
outlines ideas				
The student uses writing in a variety of purposes.				
summarizes an article or textbook unit				
outlines a textbook section (chapter, unit)				
takes notes from lectures, videotapes				
writes clear, legible messages				
writes logical, grammatical paragraphs				
writes personal and simple business letters (information, complaint)				
writes short essays and stories				
writes a personal response to a literature selection (fiction and nonfiction				
writes a book review and a movie review				
The student evaluates the effectiveness of his or her own and other's writing.				
edits and revises his/her own writing				
recognizes errors in English usage				
determines the appropriateness of the writing for a particular audience				
writes an effective paragraph incorporating a topic sentence, supporting detail and a concluding sentence				
uses feedback to improve writing				

Name: _____

Mathematics Level 2

Outcome / Demonstration	Date	Yes	No	Number
The student uses whole numbers as a foundation for more advanced mathematical concepts.				
reads and writes whole numbers				
estimates and rounds whole numbers				
recognizes prime and composite numbers				
adds, multiplies, subtracts, and divides whole numbers				
converts words to numbers and numbers to words				
calculates averages				
ranks rational numbers on the number line				
calculates factors and multiples				
calculates the lowest common multiple (LCM) and the greatest common factor (GCF)				
uses order of operations to solve mixed operations				
calculates powers and roots (square, cube)				
solves word problems using whole numbers				
The student uses a calculator to solve problems and check calculations.				
changes decimals to dollars and cents				
rounds off answers				
changes fractions into decimals				
solves percent problems				
finds ratios				
converts measurements				

Name: _____

Mathematics Level 2 - continued

Outcome / Demonstration	Date	Yes	No	Number
The student uses fractional numbers as a foundation for more advanced mathematical concepts.				
reads and writes fractions				
reduces fractions to lowest terms				
recognizes equivalent fractions				
converts between mixed numbers and improper fractions				
adds, subtracts, multiplies and divides fractions				
solves word problems using fractions				
The student uses decimal numbers as a foundation for more advanced mathematical concepts.				
reads and writes decimals				
compares decimals				
rounds decimals				
adds, multiplies, subtracts and divides decimals				
converts fractions into their equivalent decimal numbers				
correctly writes repeating decimals				
solves word problems using decimals				
The student uses percentages to solve practical problems.				
converts between fractions, decimals and percents				
calculates percentage using the base and part				
solves word problems using percent				
The student uses ratio and proportion to solve practical problems.				
calculates basic ratio and rates				
computes direct and indirect proportion				
finds base, rate and proportion				
solves word problems using ratio and proportion				
recognizes when ratio and proportion are used in everyday situation				

Name: _____

Mathematics Level 2 - continued

Outcome / Demonstration	Date	Yes	No	Number
The student uses imperial and metric measurement.				
identifies situations in his or her environment requiring measurement				
identifies commonly used imperial measurement (linear, mass and capacity)				
identifies commonly used metric measurements (linear, mass and capacity)				
writes metric prefixes and their symbols				
writes metric and imperial abbreviations				
identifies place value and base ten				
identifies commonly used metric measurements (linear, mass and capacity)				
measures and calculates linear, area and volume units in both systems				
distinguishes between volume and capacity				
converts SI measurements to imperial and imperial to SI				
solves practical problems using metric and imperial measurements				
The student finds the perimeter and area of triangles, squares, rectangles and circles.				
describes a triangles, squares, rectangles and circles.				
defines perimeter				
defines area				
uses the formula for calculating the perimeter of a triangle, a square and rectangle				
uses the formula for calculating the circumference of a circle				
uses the formula for calculating the area of a triangle, a square, a rectangle and a circle				
solves problems in perimeter and area of triangles, squares, rectangles and circles				

Name: _____

Mathematics Level 2 - continued

Outcome / Demonstration	Date	Yes	No	Number
The student finds the volume of rectangles, solids, cubes and cylinders.				
defines volume				
uses the formula for calculating the volume of a rectangular solid				
uses the formula for calculating the volume of a cube				
uses the formula for calculating the volume of a cylinder				
solves problems in volume of rectangular solids, cubes and cylinders				
The student interprets tables, graphs and charts.				
recognizes when it is appropriate to represent and interpret mathematical data by tables, graphs and charts				
draws line graphs and bar graphs representing a set of given data				
reads specific data from line graphs, bar graphs, circle				
graphs and pictographs				
uses tables to find specific information				
uses charts to find specific information				
solves practical problems using a variety of tables, charts and graphs				
The student carries out money transactions found in everyday life.				
fills out forms involving money				
calculates wages, salaries and commissions				
calculates simple and compound interest				
calculates sales tax				
creates budgets				
compares prices				

Name: _____

Science Level 2

Unit 1 Science In Our Lives

Outcome / Demonstration	Date	Yes	No	Number
The student recognizes the effect of science on his or her life.				
differentiates between myths, superstition, and science				
identifies the three main branches of science				
identifies how science is part of his or her everyday life				
discusses the contributions of science and scientists to the world				

Unit 2 The Scientific Method

Outcome / Demonstration	Date	Yes	No	Number
The student uses the scientific method to solve problems.				
follows safety procedures				
observes scientific problems				
collects data related to the problem				
forms a hypothesis				
tests the hypothesis in an experiment				
includes all the elements in the experiment				
observes the results of the experiment				
records data accurately				
communicates the conclusions appropriately				

Name: _____

Science Level 2

Unit 3 The Cell

Outcome / Demonstration	Date	Yes	No	Number
The student describes the basic unit of life and its importance to plant and animal life.				
describes the characteristics of all living things				
identifies the structure and function of cells				
identifies one-celled and multi-celled organisms				
compares a plant cell and an animal cell				
describes how cells multiply and divide (fission, mitosis, and meiosis)				
describes the organization of cells in the human body - tissues, organs, systems				
gives examples of tissues, organs and cells and their purpose				
describes the nutrients that cells need to remain healthy - proteins, carbohydrates, vitamins, minerals				
describes the things that adversely affect body cells - smoking, drugs and alcohol, environment				
describes the things that adversely affect plant cells - lack of nutrients, lack of water, chemicals, and pollution				

Name: _____

Science Level 2

Unit 4 Plants

Outcome / Demonstration	Date	Yes	No	Number
The student describes and evaluates the contribution of green plants to his or her world.				
observes and records the growth of plants started from seeds				
identifies what green plants need to stay alive and grow				
describes the three main parts of a plant (roots, stems, leaves) and their purposes				
describes the exchange of carbon dioxide and oxygen (respiration)				
describes the process of photosynthesis				
describes the way plants reproduce				
describes ways in which seeds travel				
describes how plants produce food for other organisms				
identifies the nutritional content of vegetables and fruits				
identifies plant products we use other than food				

Name: _____

Science Level 2

Unit 5 Animals

Outcome / Demonstration	Date	Yes	No	Number
The student describes and evaluates the contribution of animals to his or her world.				
describes the traits that all animals share				
describes the different traits of animals				
explains how scientists classify animals by their traits				
identifies the origin of scientific names				
differentiates between sexual and asexual reproduction				
differentiates between carnivores, herbivores, and omnivores				
identifies the changes in the life cycle in frogs, butterflies, and humans				
differentiates between instinctive and learned behavior				
identifies predators and prey and their characteristics				
identifies ways in which animals cooperate - living in groups (schools, flocks, packs, hives), symbiotic relationships				
identifies endangered animals and the factors that contribute to the problem				

Name: _____

Science Level 2

Unit 6 Matter

Outcome / Demonstration	Date	Yes	No	Number
The student explains how matter makes up his or her world.				
defines matter, atoms, and molecules				
differentiates between the chemical and physical properties of matter				
identifies the three states of matter (solids, liquids, and gases)				
gives examples of the three states of matter				
describes the characteristics of the three states of matter				
recognizes when matter changes from one state to another				
names the change from one state to another - condensation, evaporation, freezing, melting				

Name: _____

Science Level 2

Unit 7 Work, Force and Machines

Outcome / Demonstration	Date	Yes	No	Number
The student explains how simple machines can make work easier.				
differentiates between weight and mass				
describes gravity				
defines force and work				
describes friction and gives examples				
describes how a lever works				
gives examples of levers				
describes how a pulley works				
gives examples of pulleys				
describes how a wedge works (inclined plane)				
describes how a screw works				
gives examples of wedges				
gives examples of screws				
describes how a wheel and axle work				
gives examples of wheel and axles				

Name: _____

Science Level 2

Unit 8 Energy

Outcome / Demonstration	Date	Yes	No	Number
The student identifies and describes the uses of energy in his/her world.				
defines energy				
compares kinetic and potential energy				
names the different kinds of energy				
gives examples of when the different kinds of energy are being used				
describes how one type of energy can change to another type				
describes how heat energy affects matter and molecules				
compares the two types of thermometers - Celsius and Fahrenheit				
describes the three ways heat moves - conduction, convection, and radiation				
gives examples of good conductors and poor conductors				
describes how sound waves move through liquids, solids, and air				
gives examples of sound energy				
describes how energy is obtained from fossil fuels				
identifies ways in which energy can be conserved				
identifies some alternatives to using fossil fuel - nuclear, wind, solar				

Name: _____

Science Level 2

Unit 9 Electricity

Outcome / Demonstration	Date	Yes	No	Number
The student identifies a variety of types and uses of electricity.				
describes static electricity				
gives examples of static electricity				
describes current electricity				
describes a closed circuit				
describes how a dry cell works				
describes how a wet cell works				
gives examples of wet and dry cells				
describes a series circuit				
describes a parallel circuit				
describes how magnets work				
reads a compass				

Unit 10 Earth Sciences

Outcome / Demonstration	Date	Yes	No	Number
The student describes the make-up of the earth and the earth's atmosphere.				
describes the make-up of the earth's crust (rocks and minerals)				
describes the make-up of the earth's atmosphere				
describes the water cycle				
describes how weather is created and measured				
explains how the earth's crust changes (glaciers, weathering, erosion)				
explains how the earth's natural resources are used and misused				
describes how habitats can be destroyed by natural disasters (volcanoes, floods, hurricanes)				

Name: _____

Science Level 2

Unit 11 Environment

Outcome / Demonstration	Date	Yes	No	Number
The student is aware of environmental issues and concerns.				
describes how habitats can be destroyed by man made (pollution, acid rain, green-house effect, burning of fossil fuels, automobile emissions, strip mining, mercury contamination)				
describes the work of organizations that work to save the environment				

Name: _____

Curriculum Outcomes Level 1

Human Relations Level 1A & 1B

Unit 1 Self-awareness

Outcome	Date	Yes	No	Number
The student is aware of his/her own strengths, talents and abilities.				
The student can set realistic goals.				

Unit 2 Interpersonal Skills

Outcome	Date	Yes	No	Number
The student communicates ideas and feelings.				
The student exhibits positive attitudes and behaviors in a variety of situations.				
The student builds and maintains relationships.				
The student makes decisions and solves problems.				

Unit 3 Healthy Living

Outcome	Date	Yes	No	Number
The student values a healthy balanced lifestyle.				
The student is able to live independently.				

Name: _____

Communications Level 1A & 1B - Unit 1 Reading

Outcome	Date	Yes	No	Number
Level 1A and 1B The student recognizes and pronounces sight words in a variety of reading activities.				
Level 1A and 1B The student determines the meaning of words based on their use of context.				
Level 1A and 1B The student uses phonetic strategies to decode words.				
Level 1A and 1B The student constructs meaning from print and non print materials using a variety of strategies.				
Level 1A and 1B The student reads for information and enjoyment.				
Level 1A and 1B The student locates information using a variety of strategies and resources.				

Unit 2 Writing

Outcome	Date	Yes	No	Number
Level 1A and 1B The student communicates effectively in writing.				
Level 1A and 1B The student builds words and changes the structure and meaning of words.				
Level 1A and 1B The student incorporates the mechanics of grammar and spelling into his or her own writing.				
Level 1A and Level 1B The student understands and practices the steps in the process of writing.				

Unit 3 Listening and Speaking

Outcome	Date	Yes	No	Number
Level 1A and 1B The student uses effective listening strategies.				
Level 1A and 1B The student speaks effectively in a variety of situations.				

Name: _____

Mathematics Level 1A & 1B - Unit 1 Whole Numbers

Outcome	Date	Yes	No	Number
Level 1A The student adds and subtracts whole numbers as a foundation for more advanced mathematical concepts.				
Level 1A The student applies addition and subtraction of whole numbers to real-life problems.				
Level 1B The student adds and subtracts whole numbers as a foundation for more advanced mathematical concepts.				
Level 1B The student multiplies and divides whole numbers as a foundation for more advanced mathematical concepts.				
Level 1B The student applies addition, subtraction, multiplication and division of whole numbers to real life problems.				

Unit 2 Calculators

Outcome	Date	Yes	No	Number
Level 1B The student uses a calculator to verify answers to basic operations in addition, subtraction, multiplication and division.				

Unit 3 Measurement

Outcome	Date	Yes	No	Number
Level 1A and 1B The student uses common measuring tools to perform basic linear measurement.				

Unit 4 Geometric Shapes

Outcome	Date	Yes	No	Number
Level 1A and 1B The student compares liquids and solids.				
Level 1A The student recognizes basic two-dimensional geometric shapes.				
Level 1B The student recognizes basic three-dimensional geometric shapes.				

Name: _____

Curriculum Outcomes Level 2

Human Relations Level 2

Unit 1 Self-Awareness

Outcome	Date	Yes	No	Number
The student is aware of his/her own strengths, talents and abilities.				
The student sets realistic goals.				

Unit 2 Interpersonal Skills

Outcome	Date	Yes	No	Number
The student uses a systematic problem-solving process.				
The student applies conflict resolution methods.				

Unit 3 A Healthy Lifestyle

Outcome	Date	Yes	No	Number
The student recognizes the characteristics of a healthy balanced lifestyle.				
The student exhibits positive behaviors in a variety of situations.				

Name: _____

Communications Level 2

Unit 1 Research, Test-Taking and Study Skills

Outcome	Date	Yes	No	Number
The student identifies, locates and uses the parts of a book.				
The student identifies and uses a variety of general reference books and materials.				
The student identifies and uses a variety of research tools and strategies.				
The student uses a variety of test-taking skills.				
The student uses a variety of study skills.				

Unit 2 Listening and Speaking

Outcome	Date	Yes	No	Number
The student uses listening strategies.				
The student effectively expresses ideas and opinions orally.				

Unit 3 Reading

Outcome	Date	Yes	No	Number
The student reads a variety of print material for different purposes.				
The student analyzes and appreciates the various forms of literature (short stories, poetry, novels and plays).				
The student uses critical thinking skills to understand a variety of print materials.				
The student increases his or her reading skills.				

Name: _____

Communications Level 2

Unit 4 Writing

Outcome	Date	Yes	No	Number
The student effectively expresses his or her ideas in writing.				
The student can incorporate the mechanics of spelling into his or her own writing.				
The student incorporates the mechanics of grammar into his or her own writing.				
The student uses the steps in the process of writing.				
The student uses writing in a variety of ways and for a variety of purposes.				
The student evaluates the effectiveness of his or her own and other's writing.				

Name: _____

Mathematics Level 2

Outcome	Date	Yes	No	Number
The student uses whole numbers as a foundation for more advanced mathematical concepts.				
The student uses a calculator to solve problems and check calculations.				
The student uses fractional numbers as a foundation for more advanced mathematical concepts.				
The student uses decimal numbers as a foundation for more advanced mathematical concepts.				
The student uses percentages to solve practical problems.				
The student uses ratio and proportion to solve practical problems.				
The student uses imperial and metric measurement.				
The student finds the perimeter and area of triangles, squares, rectangles and circles.				
The student finds the volume of rectangles, solids, cubes, and cylinders.				
The student interprets tables, graphs and charts.				
The student carries out money transactions found in everyday life.				

Name: _____

Science Level 2 - Unit 1 - Science In Our Lives

Outcome	Date	Yes	No	Number
The student recognizes the effect of science on his or her life.				

Unit 2 The Scientific Method

Outcome	Date	Yes	No	Number
The student uses the scientific method to solve problems.				

Unit 3 The Cell

Outcome	Date	Yes	No	Number
The student describes the basic unit of life and its importance to plant and animal life.				

Unit 4 Plants

Outcome	Date	Yes	No	Number
The student describes and evaluates the contribution of green plants to his or her world.				

Unit 5 Animals

Outcome	Date	Yes	No	Number
The student describes and evaluates the contribution of animals to his or her world.				

Unit 6 Matter

Outcome	Date	Yes	No	Number
The student explains how matter makes up his or her world.				

Name: _____

Science Level 2

Unit 7 Work, Force and Machines

Outcome	Date	Yes	No	Number
The student explains how simple machines can make work easier.				

Unit 8 Energy

Outcome	Date	Yes	No	Number
The student identifies and describes the uses of energy in his/her world.				

Unit 9 Electricity

Outcome	Date	Yes	No	Number
The student identifies a variety of types and uses of electricity.				

Unit 10 Earth Sciences

Outcome	Date	Yes	No	Number
The student describes the make up of the earth and the earth's atmosphere.				

Unit 11 Environment

Outcome	Date	Yes	No	Number
The student is aware of environmental issues and concerns.				

Name: _____

Section 3 Learner Portfolio Forms

Forms

Forms in lists 1 and 2 of the forms section are found in the following pages and might be helpful to students and instructors as they develop the learner portfolio. Forms in lists 3 to 6 are not included here but are useful forms found in the ALP, the Assessment Guide, which complements the ALP and Enhancing Human Relations: A Facilitator's Manual, which assists in the implementation of the Human Relations portion of the curriculum. Please browse through these manuals for more ideas.

1. Documenting Student Success Learner's Portfolio Cover Sheet(2) Process Section Product Section Conferencing Tips For Instructors Simple Conference Form Encouraging Student Self Reflection Reflecting on a Goal Inventory Approach To Goal Setting The Goal Path	2. Portfolio Workshop Jo-Ann Campbell Portfolio Cover Sheet Goals List (2) Why I Chose This Work 1 Why I Chose This Work 2 My Best Work Bi-Weekly Evaluation Sheet Monthly Evaluation Sheet Final Reflection
3. ALP (Writing) Writing Progress Assessment For A Presentation Paragraph Scoring Rubric Using a Message Form Party Invitation Book Report Reading Response Journal	4. ALP (Human Relations) What Is My Attitude? Values Checklist Your Actions Speak Louder Than Words How Well Do You Assert Yourself What Skills Do I Have? Housing Skills My Action Plan
5. Assessment Guide Performance Task Assessment Math Self-Assessment Self-Assessment of a Project Double Entry Journal Group Self-Rating Scale Critical Thinking Skills	6. Enhancing Human Relations Human Relations Check List Ten Commandments of Human Relations Flower Power Self-Awareness Questions This is Me Assess Your Own Level of Self Esteem Values Survey Achieving Our Goals

Learner Portfolio

Name:

Date:

Program:

Level I:

Human Relations Communications

Math

Learner Portfolio

Name:

Date:

Program:

Level II:

Human Relations

Communications

Math

Science

Learner Portfolio
Process Section

Learner Portfolio
Product Section

Conferencing Tips For Instructors

- Set a revolving schedule for conferencing with students, small groups or the whole class.
- Conferencing is a time to establish trust, so be informal.
- Encourage students to discuss their own observations about their learning.
- Establish an agenda based on needs identified in the portfolio.
- Work on a limited number of topics at once.
- Encourage decision making by creating a risk-taking environment.
- Be positive by trying to provide suggestions for learning.
- Show students what they are doing well.
- Model critical-thinking and decision-making skills.
- Don't do all the talking; model good listening skills.
- Encourage students to reflect on their learning before the conference.

Encouraging Student Self-Reflection

The following questions are useful as they require more than yes or no answers.

1. Why is this your best piece?
2. What kinds of trouble did you have while completing this work? How did you solve them?
3. What makes this piece not as good as the final draft?
4. What goals have you accomplished while creating this piece?
5. Why did you select this piece of work?
6. What goal did you have in mind while you were doing this work?
7. If you could improve this piece further, what would you do?
8. What do you want me to see as I evaluate this work?
9. How does this build on what you did previously?
10. What did you learn while doing this piece?

Reflecting on a Goal

Date: _____

My Goal: Long-Term_____ Short-Term_____

_____

_____

_____

Steps I will take to reach my goal:

1. _____

_____

2. _____

_____

3. _____

_____

Thoughts on progress towards my goal:

_____

_____

_____

_____

_____

_____

Inventory Approach To Goal Setting

Fill in the boxes in numerical order.

1 My long term goal	2 My greatest fear
3 What I want from school	4 My medium term goal
5 My fear factor	6 My limited thoughts
7 My new self-perception	8 Am I Ready To See Myself Differently?
9 My Short Term goal	10 Self-Affirming Statement

The Goal Path

Begin by answering the following questions:

1. What is your greatest hope and desire right now?
2. What is your greatest fear?
3. Why have you come back to school?
4. What action are you prepared to take to reach your desired goal?
5. How long do you think this will take?
6. Do you ever worry that you won't be able to reach your greatest hope and desire?
7. Will you see yourself differently when you reach your greatest hope and desire?
8. Would you like to see yourself this way?
9. What is the first step you are prepared to take to begin reaching your greatest hope and desire?
10. Enjoy your journey.

Portfolio Cover Sheet

Student's Name:

Program:

Date:

1. Long-term goal:
2. Mid-term goal:
    1.
    2.
3. Short-term goals:
    1.
    2.
    3.
    4.
4. Some things I would like you to know about me:

Goals List

Family	Yes	No
1. I want to read to my children or grandchildren.		
2. I want to help my children with homework.		
3. I want to send notes to my children's school.		
4. I want to read and write the names of my family.		
5. Other _____		

Community		
1. I want to read in church.		
2. I want to vote.		
3. I want to find out more about how the government works.		
4. I want to join a group.		
5. Other _____		

Work		
1. I want to fill out job applications.		
2. I want to write a resume and a cover letter.		
3. I want to read and write telephone messages.		
4. I want to read and write job instructions.		
5. I want to read job ads.		
6. I want to learn how to use a computer.		
7. Other _____		

Personal	Yes	No
1. I want to read and write my address.		
2. I want to write a shopping list.		
3. I want to write cheques.		
4. I want to use a banking machine.		
5. I want to read bills.		
6. I want to read a menu.		
7. I want to take my driver's test.		
8. I want to read leases and contracts.		
9. I want to write letters.		
10. I want to read the newspaper.		
11. I want to make a budget.		
12. I want to read labels and signs.		
13. I want to read maps.		
14. Other _____		
15. Other _____		

Why I Chose This Work

1. I chose this piece because

_____
_____
_____
_____
_____

2. I would like you to see that

_____
_____
_____
_____

3. One thing I would like to improve next time is

_____
_____
_____
_____

Why I Chose This Work

Date:

Title:

From this work I learned:

_____

_____

_____

_____

_____

I chose this because

_____

_____

_____

_____

_____

_____

My Best Work

This is my favourite piece of work. I chose it because

1.

2.

3.

What Do You Think?

Bi-Weekly Evaluation

The last two weeks I learned

_____

_____

_____

I need to work on

_____

_____

_____

_____

In the next two weeks I plan to:

1._____

2._____

3._____

4._____

5._____

Monthly Evaluation

What have you been working on?

_____

_____

_____

What did you enjoy the most?

_____

_____

_____

What did you enjoy the least?

_____

_____

_____

What did you find the most helpful?

_____

_____

_____

What can you do better now?

_____

_____

_____

What would you like to work on next?

_____

_____

_____

What is the most important thing you can do to improve your learning?

_____

_____

_____

Final Reflection

Look back through your portfolio. Use the following questions to reflect on your work.

1. What do you notice when you look at your earlier work?

2. How do you think your work has changed?

3. What type of work did you enjoy the most?

4. What type of work did you enjoy the least?

5. What type of work do you feel most confident about?

6. What do you believe are your strengths?

7. What area do you need to improve?

8. How has what you have learned helped in your daily life?

9. How has what you have learned helped you to meet your goals?

10. What problems did you meet? How did you solve them?

Section 4 - Suggestions for Further Reading

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Taylor Maurice. Literacy Portfolio Assessment: A Resource for Literacy Workers. Ottawa: University of Ottawa, Faculty of Education, Partnerships in Learning. 1994.

Check Out These Web sites…

http://www.etni.org.il/ministry/portfolio/default.html
English Teachers Network in Israel/Portfolio Assessment

http://www.odyssey.on.ca/~elaine.coxon/Reporting/portfolio_assessment.htm
The Staff Room for Ontario Teachers/Portfolio Assessment/Rubrics

http://www.e-bus.com/assess/index.htm#read
Nechako Electronic Busing/British Columbia/Assessment - Table of Contents

http://mel.lib.mi.us/education/edu-assess.html
Michigan Electronic Library - Education

http://k-6educatorsca.about.com/cs/portfolio/index.htm
An About site - Teachers: Canada/Portfolios/Rubrics

http://www.pampetty.com/assessment.htm
A Portfolio View of Assessment, K-6

http://tiger.coe.missouri.edu/~vlib/Jane's.stuff/Jane's.Page.html *URL no longer valid
Using Portfolios for Authentic Assessment

http://www.uvm.edu/~jmorris/portresources.html
Electronic Portfolio Resources

http://school.discovery.com/schrockguide/assess.html
School Discovery Site

http://electronicportfolios.com/portfolio.html *URL no longer valid
Using Technology to Support Alternative Assessment and Electronic Portfolios

http://www.teach-nology.com
The Web Portal for Educators/Alternative Assessment/Current Trends/Portfolios/Rubric Generator

http://www.nald.ca
National Adult Literacy Database
Current Trends/Resource Catalog/Links to Internet Resources/