

## CLO's Sample OALCF Implementation Tracking Form

March 28, 2012

Community Literacy of Ontario has developed a sample Ontario Adult Literacy Curriculum Framework Implementation Tracking Tool to support LBS agencies by capturing the different ways that LBS agencies are working towards implementation of the OALCF.

This tracking tool has been developed based primarily on the OALCF Self-Assessment Form that was part of MTCU's service delivery agencies' business plan, last year and reflects MTCU resources that are available as of April 2012. In this tracking form a number of example implementation activities are provided to generate ideas and to get agencies thinking about documenting what they are currently doing and what they will be working towards in the coming year.

CLO has developed this tool in a Word format to enable agencies to use and adapt the form to reflect the realities of implementation.

Community Literacy of Ontario has divided this sample tracking form into the following four areas:

1. Transition-Oriented Programming
2. Service Coordination
3. Task-Based Approach
4. Task-Based Assessment

Use of this form is completely voluntary. Community Literacy of Ontario sincerely hopes that you find our sample OALCF Implementation Tracking Form useful and we would welcome any feedback that you might have.




Ontario Adult  
Literacy  
Curriculum  
Framework

**CLO's Sample OALCF Implementation Tracking Form**

**SECTION ONE: Transition-Oriented Programming**

**Our agency has policies, practices and programming that, first and foremost, support successful learner transitions.**

Implementation Indicator	Evidence	What activities/ actions will we take to continue/further implementation?
<p>Maintain strong working relationships with next step destinations through regular communication</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• we keep our partners informed by email/letters</li> <li>• we look at our exits and our 3-month follow-up data to see where the learners go at exit and where they are 3 months later</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	
<p>Demonstrate a comprehensive understanding of learner next steps, in learner files and other program documents, based on current information, documents and communication with external agencies</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• we document the next step destinations for our learners (i.e., employment, Employment Services, post secondary education, apprenticeship)</li> <li>• we work to increase all learners' understanding of the requirements of next step destinations</li> <li>• we know how many learners left before meeting their goals and we have analyzed why this might be happening</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	

**CLO's Sample OALCF Implementation Tracking Form  
SECTION ONE: Transition-Oriented Programming**

Implementation Indicator	Evidence	What activities/ actions will we take to continue/further implementation?
Clearly inform curriculum planning and daily activities by next step requirements	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• we show the relationship between the goals, assessment and learner plans of our learners</li> <li>• we make it explicit that there is a connection to next steps for learners</li> <li>• we update learner plans frequently</li> <li>• we include the participant registration Form, the Learner Plan complete with goal and goal-related activities, tasks, milestones, and any other assessment information</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	
Follow up results reveal that most learners make the connection between LBS/AU/AUP and their transition success	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• we look at our exits and our 3-month follow-up data to see where the learners go at exit and where they are 3 months later</li> <li>• we improve our information and referral service based on client feedback</li> <li>• we improve our information and referral service based on client feedback</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	


## MTCU Supports for Transition-Oriented Programming

- OALCF Website [www.tcu.gov.on.ca/eng/eopg/oalcf/](http://www.tcu.gov.on.ca/eng/eopg/oalcf/)
- Curriculum Framework (master document) [www.tcu.gov.on.ca/eng/eopg/publications/OALCF Curriculum Framework Oct 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Oct_11.pdf)
- Foundations of Transitions Oriented Programming [www.tcu.gov.on.ca/eng/eopg/publications/OALCF Foundations of Transition-Oriented Programming March 2011.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Foundations_of_Transition-Oriented_Programming_March_2011.pdf)
- Practitioners Guide to Task-Based Programming [www.tcu.gov.on.ca/eng/eopg/publications/OALCF Task-Based Prog Mar 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Task-Based_Prog_Mar_11.pdf)
- Introduction to the Goal Path Descriptions [www.tcu.gov.on.ca/eng/eopg/publications/OALCF Intro to GPD Oct 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Intro_to_GPD_Oct_11.pdf)
  - ✓ *Employment* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF GPD Employment Oct 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Employment_Oct_11.pdf)
  - ✓ *Apprenticeship* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF GPD Apprenticeship Oct 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Apprenticeship_Oct_11.pdf)
  - ✓ *Postsecondary* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF GPD Postsecondary Oct 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Postsecondary_Oct_11.pdf)
  - ✓ *Secondary School Credit* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF GPD Secondary School Credit Oct 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Secondary_School_Credit_Oct_11.pdf)
  - ✓ *Independence* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF GPD Independence Oct 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf)
- Foundations of Learning Materials [www.tcu.gov.on.ca/eng/eopg/publications/OALCF Foundations of Learning Materials Oct 2011.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Foundations_of_Learning_Materials_Oct_2011.pdf)
- Selected Learning Materials Lists:
  - ✓ *Anglophone* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF Selected LMs Anglophone Mar 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_Anglophone_Mar_11.pdf)
  - ✓ *Academic Upgrading* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF Selected LMs AU Mar 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_AU_Mar_11.pdf)
  - ✓ *Deaf* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF Selected LMs Deaf Mar 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_Deaf_Mar_11.pdf)
  - ✓ *Native* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF Selected LMs Native Mar 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_Native_Mar_11.pdf)
- Checklist for Evaluating Learning Materials [www.tcu.gov.on.ca/eng/eopg/publications/OALCF LM Checklist Mar 11.doc](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_LM_Checklist_Mar_11.doc)
- How to Use the Checklist for Evaluating Learning Materials  
[www.tcu.gov.on.ca/eng/eopg/publications/OALCF How to Evaluate Learning Materials Mar 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_How_to_Evaluate_Learning_Materials_Mar_11.pdf)
- Integrated Tasks by Goal Paths [www.tcu.gov.on.ca/eng/eopg/publications/OALCF integrated tasks Mar 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_integrated_tasks_Mar_11.pdf)
- Supplemental Tasks for Practitioners [www.tcu.gov.on.ca/eng/eopg/publications/OALCF Supplemental Tasks Mar 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Supplemental_Tasks_Mar_11.pdf)
- Practitioners Guide to Task-Based Programming  
[www.tcu.gov.on.ca/eng/eopg/publications/OALCF Task-Based Prog Mar 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Task-Based_Prog_Mar_11.pdf)
- Supporting Learners through Service Coordination and Referrals  
[http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF Service Coordination Referrals Oct 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Service_Coordination_Referrals_Oct_11.pdf)
- LBS Service Provider Guidelines 2012 [www.tcu.gov.on.ca/eng/eopg/publications/2012 lbs sp guidelines.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/2012_lbs_sp_guidelines.pdf)

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**SECTION TWO: Service Coordination**

**Our agency enhances service co-ordination through effective referrals, a common understanding of assessment and shared information about program and services**

Implementation Indicator	Evidence	What activities/ actions will we take to continue/further implementation?
<p>Referral protocols are well established for all key stakeholders including LBS/AU/AUP, other EO services and community agency partners</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• we know the Employment Service providers in our community and have updated our stakeholder list</li> <li>• we document additional supports required in the Learner Plan and referral results</li> <li>• we coordinate and integrate services to provide learners with supported access to other services to help them achieve their goals</li> <li>• we have referral protocols</li> <li>• we track, report and analyze information and referral activities</li> <li>• we look at our exits and our 3-month follow-up data to see where the learners go at exit and where they are 3 months later</li> <li>• we improve our information and referral service based on client feedback</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	

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SECTION TWO: Service Coordination**

<b>Implementation Indicator</b>	<b>Evidence</b>	<b>What activities/ actions will we take to continue/further implementation?</b>
<p>External and internal stakeholders share a common understanding of assessment results</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• we use the same referral form as our partners</li> <li>• we keep our partners informed by email/letters</li> <li>• we have reviewed our assessment process with key stakeholders</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	
<p>Other EO program clients (non LBS Program) as well as other external program and service providers are kept well-informed of the full range of available LBS, AU and AUP programs and services</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• we have done a presentation / outreach to partners to inform them about our services</li> <li>• we evaluate our outreach activities</li> <li>• we know which non-LBS agencies participated in the Literacy Services Plan</li> <li>• we are a member of an interagency committee/ network</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	


## MTCU Supports for Service Coordination

- OALCF Website <http://www.tcu.gov.on.ca/eng/eopg/oalcf/>
- Curriculum Framework (master document) [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Curriculum\\_Framework\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Oct_11.pdf)
- Introducing the Curriculum Framework [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_introducing\\_the\\_CF\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_introducing_the_CF_Mar_11.pdf)
- Supporting Learners through Service Coordination and Referrals  
[www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Service\\_Coordination\\_Referrals\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Service_Coordination_Referrals_Oct_11.pdf)
- Curriculum Framework – Conceptual Foundations  
[www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Curriculum\\_Framework\\_Conceptual\\_Foundations\\_March\\_2011.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Conceptual_Foundations_March_2011.pdf)
- Foundations of Transitions Oriented Programming [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Foundations\\_of\\_Transition-Oriented\\_Programming\\_March\\_2011.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Foundations_of_Transition-Oriented_Programming_March_2011.pdf)
- Introduction to the Goal Path Descriptions [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Intro\\_to\\_GPD\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Intro_to_GPD_Oct_11.pdf)
  - ✓ *Employment* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Employment\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Employment_Oct_11.pdf)
  - ✓ *Apprenticeship* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Apprenticeship\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Apprenticeship_Oct_11.pdf)
  - ✓ *Postsecondary* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Postsecondary\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Postsecondary_Oct_11.pdf)
  - ✓ *Secondary School Credit* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Secondary\\_School\\_Credit\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Secondary_School_Credit_Oct_11.pdf)
  - ✓ *Independence* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Independence\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf)
- OALCF Glossary [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Glossary\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Glossary_Oct_11.pdf)
- LBS Service Provider Guidelines 2012 [www.tcu.gov.on.ca/eng/eopg/publications/2012\\_lbs\\_sp\\_guidelines.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/2012_lbs_sp_guidelines.pdf)

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**SECTION THREE: Task-Based Approach**

**Our agency selects instructional strategies, curriculum content and supporting resources that build learner capacity to complete tasks associated with transitional goals**

Implementation Indicator	Evidence	What activities/ actions will we take to continue/further implementation?
<p>Agency is clear about the difference between tasks and skills and the difference between a task-based and a skills-based approach and uses the approaches appropriately and consistently</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• We have processes and policies in place to ensure staff, learners and tutors understand a task-based approach to learning</li> <li>• we identify tasks required for the learner goal through researching the goal requirements</li> <li>• We have up-to-date assessment tools</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	
<p>Agency identifies Essential Skills (ES) as they appear in tasks related to life, learning and work and knows the relationship between ES and OALCF tasks</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• Our agency staff understand Essential Skills</li> <li>• Essential Skills are incorporated into the learner plans</li> <li>• we use Essential Skills related materials when appropriate to the learners' goals</li> <li>• we are aware of how the relationship of the levels in the OALCF competencies and the Essential Skills</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	



**CLO's Sample OALCF Implementation Tracking Form  
SECTION THREE: Task-Based Approach**

<b>Implementation Indicator</b>	<b>Evidence</b>	<b>What activities/ actions will we take to continue/further implementation?</b>
<p>Curriculum planning, instructional approaches and daily activities begin and end with goal-related tasks but include skills-based learning in appropriate measure as needed by the learner</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• we have explained to the learners the purpose of their learning/instruction</li> <li>• we have identified the tasks required for the learner goal</li> <li>• we have conducted assessments that identify gaps in competencies and related skills required for the learners' goal</li> <li>• we are using task-based programming for all learners</li> <li>• we use skills-based learning as required by learners to complete tasks related to their goals</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	


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MTCU Supports for Task-Based Approach**

- OALCF Website <http://www.tcu.gov.on.ca/eng/eopg/oalcf/>
- Curriculum Framework (master document) [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Curriculum\\_Framework\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Oct_11.pdf)
- Curriculum Framework – Conceptual Foundations  
[www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Curriculum\\_Framework\\_Conceptual\\_Foundations\\_March\\_2011.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Conceptual_Foundations_March_2011.pdf)
- Practitioner Guide to Task-Based Programming [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Task-Based\\_Prog\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Task-Based_Prog_Mar_11.pdf)
- Foundations of Learning Materials [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Foundations\\_of\\_Learning\\_Materials\\_Oct\\_2011.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Foundations_of_Learning_Materials_Oct_2011.pdf)
- Selected Learning Materials Lists:
  - ✓ *Anglophone* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Selected\\_LMs\\_Anglophone\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_Anglophone_Mar_11.pdf)
  - ✓ *Academic Upgrading* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Selected\\_LMs\\_AU\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_AU_Mar_11.pdf)
  - ✓ *Deaf* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Selected\\_LMs\\_Deaf\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_Deaf_Mar_11.pdf)
  - ✓ *Native* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Selected\\_LMs\\_Native\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_Native_Mar_11.pdf)
- Checklist for Evaluating Learning Materials [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_LM\\_Checklist\\_Mar\\_11.doc](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_LM_Checklist_Mar_11.doc)
- How to Use the Checklist for Evaluating Learning Materials  
[www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_How\\_to\\_Evaluate\\_Learning\\_Materials\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_How_to_Evaluate_Learning_Materials_Mar_11.pdf)
- Integrated Tasks by Goal Paths [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_integrated\\_tasks\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_integrated_tasks_Mar_11.pdf)
- Supplemental Tasks for Practitioners [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Supplemental\\_Tasks\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Supplemental_Tasks_Mar_11.pdf)
- Introduction to the Goal Path Descriptions [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Intro\\_to\\_GPD\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Intro_to_GPD_Oct_11.pdf)
  - ✓ *Employment* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Employment\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Employment_Oct_11.pdf)
  - ✓ *Apprenticeship* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Apprenticeship\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Apprenticeship_Oct_11.pdf)
  - ✓ *Postsecondary* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Postsecondary\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Postsecondary_Oct_11.pdf)
  - ✓ *Secondary School Credit* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Secondary\\_School\\_Credit\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Secondary_School_Credit_Oct_11.pdf)
  - ✓ *Independence* [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Independence\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf)
- Learner Plan Template [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Learner\\_Plan\\_Template\\_Oct\\_11.doc](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Learner_Plan_Template_Oct_11.doc)
- Instructions for the Learner Plan Template [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_LPT\\_Instructions\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_LPT_Instructions_Oct_11.pdf)
- LBS Service Provider Guidelines 2012 [www.tcu.gov.on.ca/eng/eopg/publications/2012\\_lbs\\_sp\\_guidelines.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/2012_lbs_sp_guidelines.pdf)

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**SECTION FOUR: Task-Based Assessment**

**Our agency has an overall assessment strategy that demonstrates our capacity to select and use appropriate task-based and other than task-based tools and methods for initial, ongoing and exit assessments that are directly related to learner goals**

Implementation Indicator	Evidence	What activities/ actions will we take to continue/further implementation?
<p>Agency understands the difference between task-based and skills-based assessment</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• we use a variety of task-based assessment method/tools</li> <li>• when necessary, we use a variety of skills-based assessments</li> <li>• we have read the Selected Assessment Tools resource to increase our understanding of different tools for different assessment purposes</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	
<p>Agency chooses assessment tools and methods that are appropriate to the learners' goals and that reveal the learner's ability to apply learning.</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• we use a variety of assessment tools including some that are referenced/validated in the Selected Assessment Tools resource</li> <li>• We determine learning activities that are goal-related</li> <li>• We select tasks that are related to the learners' goals</li> <li>• We select milestones that are related to the learners' goals</li> <li>• If appropriate, we select a culminating task related to the learners' goal</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	

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SECTION FOUR: Task-Based Assessment**

Implementation Indicator	Evidence	What activities/ actions will we take to continue/further implementation?
<p>Agency staff is clear about what they want to measure and choose assessment tools appropriate to the purpose.</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• Our staff is familiar with goal path requirements</li> <li>• Our staff understands how to select and use appropriate assessment tools and interpret the results of the assessments</li> <li>• We use assessment tools that are appropriate, meaningful, and understandable to the learner</li> <li>• We use assessment tools that are suitable for informing the learning activities outlined in the learner plan</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	
<p>Our agency tracks learner achievement in relation to learner goals and goal completion.</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• We track learners' progress &amp; achievements in the Learner Plan and in EOIS CaMS</li> <li>• We assess the achievements of learners at entry, on an ongoing basis, and at exit</li> <li>• We complete and track milestone completion in EOIS CaMS</li> <li>• We complete and track goal-related activities</li> <li>• We ensure that learners' are able to complete goal-related tasks, at exit</li> <li>• If relevant, learners complete a culminating task, which is recorded in EOIS CaMS</li> <li>• We maintain up-to-date learner files</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	

**CLO's Sample OALCF Implementation Tracking Form  
SECTION FOUR: Task-Based Assessment**

<b>Implementation Indicator</b>	<b>Evidence</b>	<b>What activities/ actions will we take to continue/further implementation?</b>
<p>Our agency has an assessment strategy to describe what tools are used for what purpose (initial, ongoing, exit assessment), for which transition path and under what circumstances the assessment is conducted and there is a process used for assessment results to inform overall agency targets.</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• We have an assessment strategy in place that describes what tools are used for intake, ongoing, and exit assessment for each goal path</li> <li>• We have assessment policies</li> <li>• We use the template in the Selected Assessment Tools Resource to evaluate assessment tools</li> <li>• We ensure that Milestone and Culminating task activities are kept secure</li> </ul> <p><b>Evidence:</b> (Details of how examples are achieved or where the evidence is located)</p>	

## MTCU Supports for Task-Based Assessment

- OALCF Website <http://www.tcu.gov.on.ca/eng/eopg/oalcf/>
- Curriculum Framework (master document) [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Curriculum\\_Framework\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Oct_11.pdf)
- Selected Assessment Tools [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Selected\\_Assessment\\_Tools\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf)
- Assessment Tool Evaluation Form [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Assessment\\_Tool\\_Eval\\_Form\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Assessment_Tool_Eval_Form_Oct_11.pdf)
- Foundations of Assessment [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Foundations\\_of\\_Assessment\\_March\\_2011.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Foundations_of_Assessment_March_2011.pdf)
- Practitioners Guide to Task-Based Programming [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Task-Based\\_Prog\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Task-Based_Prog_Mar_11.pdf)
- Integrated Tasks by Goal Paths [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_integrated\\_tasks\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_integrated_tasks_Mar_11.pdf)
- Supplemental Tasks for Practitioners [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Supplemental\\_Tasks\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Supplemental_Tasks_Mar_11.pdf)
- Learner Plan Template [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Learner\\_Plan\\_Template\\_Oct\\_11.doc](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Learner_Plan_Template_Oct_11.doc)
- Instructions for the Learner Plan Template [www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_LPT\\_Intsructions\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_LPT_Intsructions_Oct_11.pdf)
- LBS Service Provider Guidelines 2012 [www.tcu.gov.on.ca/eng/eopg/publications/2012\\_lbs\\_sp\\_guidelines.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/2012_lbs_sp_guidelines.pdf)

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