Common Assessment
in the
Native Literacy Field

Table of Contents

Ongoing Assessment, Demonstrations and Exit

- Weekly Learner Report
- Quilt Square Demo
- Learner Exit Summary

Section Three-Practitioners' Forms, Helpful Hints, References and other stuff

- Evaluation of an Assessment Tool
- Intake to Exit Process
- Learner's File Checklist
- Exit Outcomes
- Daily Log of Walk-ins, Phone and Email Activity
- Occasional or Drop-in Learner's Profile
- Release of Confidential Information
- Confidentiality Form
- Training Support Form
- LBS Statistics Report
- Learning Difficulties - A Fact Sheet
- Four Forms of Learning Disabilities - A Fact Sheet
- LBS Terms and Acronyms
- Literacy Resources

Pre-Conference Survey

September 21, 2000

Dear Practitioners,

At the end of November, in Niagara-on-the-Lake, the ONLC is offering a provincial training conference on common assessment. One end result will be a resource guide to common assessment for the Native stream. Christianna Jones, Kate Thompson, and Pat Powell will present the two days of workshops. To make our presentation as helpful as possible for practitioners, we need information about your needs and successes regarding assessment of learners. Enclosed you will find a questionnaire; your responses will help shape our presentations and the work to be done as a result of the conference. This questionnaire is for our workshop preparation only. All three of us work in the literacy field, so we know the frustrations and satisfactions you face daily B be as open and thorough in your responses as you want.

Once you have completed the questionnaire, make a copy for yourselves and fax or e-mail it to Kate by Friday, September 29. During the following week, October 2 - 6, we will phone every program with three purposes in mind:

- To take your answers verbally if you haven't had time to fill out the questionnaire.
- To follow up with those who did. (That's why you made a copy for yourself.)
- To discuss anything else you want us to hear about assessment.

As three people who dislike questionnaires and tend to direct most of them to the circular file, we appreciate your time and input. Please help us make this common assessment training as useful to practitioners and programs as we possibly can. If you have any questions or comments before, during or after the conference, please call. Our phone numbers, etc. are listed on the back of this letter.

Chi Miigwetch. We hope to see you at the conference.

Sincerely,

Kate Thompson, Christianna Jones and Pat Powell

Here's how you can get hold of us:

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COMMON ASSESSMENT SURVEY

Name & location of program _____

Contact person & position _____

Phone   Fax   E-mail _____

Current number of staff: part-time _____ full-time _____

Current number of volunteers: part-time _____ full-time _____

How many people from your program plan to attend the conference?

Check the services you offer: one-on-one tutoring _____

groups _____ size of groups _____

computer learning programs (such as Plato, etc.) ____

Internet learning tools _____ Other _____

NOTE: If you don't have enough space for your written answers, continue on a separate sheet of paper. We need as much relevant information as possible. Please number your added comments so we can clearly connect them to the right question. In all the following questions, the word "you" refers to all your program's staff, not only the person doing the questionnaire.

1. What does the term "common assessment" mean to you?

_____
_____
_____
_____

2. How comfortable are you with understanding and using learning outcomes in your program?

      Very _____   Mostly _____   A little _____   Not at all

3. Describe your successes and problems tying assessments and learning materials to the Ministry's LBS levels.

_____
_____
_____
_____

4. What assessment tool(s) do you currently use? How well does each one meet your needs?

Stage of assessment	Name of tool (State if tool was developed by your program.)	Doesn't work	Works okay/fine	Works well
Initial/Intake				
On-going Demonstrations				
Exit/Follow-up				

Comments:

_____
_____

5. Assessment needs to be based on learners' needs and a program's learning materials, as well as other factors. List the materials you use which best meet your learner's needs. Indicate each resource's subject matter and approximate level.

Materials/Resources (Give title, publisher and/or general description. If your program developed the resource, indicate this.)	Subject Matter (Numeracy, Computers, Self-Management, Communications, Other)	LBS Level (Levels 1 - 5)

6. What is the average time commitment <u>most</u> of your learners make?

Hours/ week__ Weeks/ year__ **OR** Months/year ____ # of years

7. Does their commitment change as time goes on? Yes ____ No ____ If so, how does this affect your assessment of them?

_____

_____

_____

_____

8. Describe your assessment practices for the following:

occasional or drop-in students _____

_____

_____

special needs (learning disabilities, etc.) _____

_____

_____

learning styles _____

_____

_____

students' physical, emotional, social and spiritual selves _____

_____

9. Please describe your one or two greatest satisfactions with your assessment practices

_____

_____

_____

10. Describe your one or two greatest frustrations with your assessment practices.

_____

_____

_____

_____

11. If we have missed something crucial in these questions, please state it here.

_____

_____

_____

_____

12. After the common assessment training conference is over, the ONLC plans to provide follow-up based on the results of this survey, the conference itself, and other common assessment initiatives across the province. Please indicate which choice(s) would best meet the needs of your staff and program in the future.

- 1 - 3 days of hands-on training in your region ___ How many days? 1   2   3
- Training/support at your own site ____
- Printed materials for use at your site ____
- Internet information ____
- Chat rooms and/or other internet support. ____
- A video demonstrating assessment tools and techniques ____
- To participate in a post-conference working group that would work on assessment issues___
- To be informed about the results of such a working group's plans and results ____
- Other suggestions: _____

_____

_____

_____

_____

Summary of Pre-Conference Survey

Background

It was decided that a preliminary look at the field's use and understanding of Common Assessment would be a useful pre-training starting point. The survey examined 12 areas and required about a half hour to complete. Surveys were faxed to all 28 Native literacy programs in Ontario that are funded by the MTCU, and a two-week deadline for completion was given. At the end of that time, those who had not responded were phoned and reminded. One program completed its survey by telephone.

In total, nine surveys were returned, representing 21 paid and 33 volunteer staff. All nine programs offer one-to-one and small group teaching. The results of the nine surveys are summarized below. The number given each result corresponds with the number of the relevant question on the survey.

The Results

1. The term "Common Assessment" was most frequently described in these ways:
   o Similar language, direction, and process for literacy assessment
   o A means of determining skill levels
   o Evaluating entry point and progress
   o Smoother transitions can be made.

2. Regarding practitioners' comfort level with using Learning Outcomes, half the respondents stated they are "mostly" comfortable, while the other half was "a little" comfortable.

3. Successes with tying assessment and learning materials to the LBS levels were stated as:
   o Better entry points for learners
   o Our work gains more credibility with other systems (high school credit, college upgrading).
   o Holes in learning (math) are identified.
   o Helps with training plan development
   o Smoother transitions for students
   Problems with tying assessment and learning materials to LBS levels were stated as:
   o Time-consuming
   o Does not look at the student's whole situation

4. Regarding successful assessment tools currently in use, the responses were:
   o <u>Initial</u> -- Three respondents preferred regionally developed tools.
   o <u>Ongoing</u> -- Five respondents answered, and no single method stood out. CABS, CAAT, and learning materials with pre- and post-tests were each noted once.
   o <u>Exit/Follow-Up</u> -- Two respondents answered this question. One of them stated they had a follow-up questionnaire that worked well.

Several respondents made comments about assessment:

- o [Learners] come and go, or they come for one specific need, so why assess?
- o There are many areas of the students' lives that improve, and their coping skills are demonstrated every day. (These aren't measured, yet they are key to survival and "success.")

5. Of the 17 resources respondents cited as " best meeting the learner's needs", six were tied to LBS levels. These are:

• *(Laubach) Diagnostic Spelling Placement*	Levels 1-3
• *Prospects Math Screen* (Dryden Literacy Council)	Levels 1-2
• *Schonnells' Word Placement*	Levels 1-5
• *Informal Reading Inventory*	Levels 1-3
• *(Laubach) Skills Tests and Check-ups*	Levels 1-3
Breakthrough to Math (placement and post-tests)	Levels 1-3

6. The time commitment made by learners to the nine programs was averaged out to:

- • 11 hours per week @ 21.5 weeks per year, for 1.75 years

7. All nine respondents answered, "Yes", that their learners' commitment does change as time goes on. They commented on how this affected the assessment process:
   - o Progress slows over time. This raises questions about: learner readiness and inappropriate entry point?
   - o No assessment (beyond the initial stage) is done until three months in the program. (Too much "come and go.")
   - o Students make a high level of commitment, but life prevents them from reaching their goals.

8. The respondents described their assessment practices for:
   - o Occasional/drop-in students - Responses ranged from "quick screen" to "nothing beyond initial conversation until 5 visits."
   - o Special needs (learning disabilities, etc.) - Most respondents stated they used observation and conversation unless formal documentation was provided or self-disclosure occurred.
   - o Learning styles - Responses ranged from using 2-3 suitable inventories to simply observing and then adjusting the learning activities accordingly. One respondent stated a preference for waiting until the learner had been in the program for at least 3 months.

o Physical, emotional, social, spiritual - Most respondents stated that they address these areas through getting to know their students over a period of time.

9. The greatest satisfactions with assessment practices were listed by the respondents as: (A representative sample of five responses is shown here.)
   o Retention rates have improved.
   o Finding a level, meeting a need
   o Student achieves a goal.
   o Other agencies who work with the same student co-operated.
   o We've developed a quick and accurate system.

10. The greatest frustrations with assessment practices:
    o Lack confidence in determining the appropriate level (don't want to waste their time, see no movement, lose them)
    o Working with the Matrix, applying Learning Outcomes. It doesn't work for most.
    o Lack of clients who see the value of making long term commitments, "transient clients".

11. The following is a typical response to the question about "crucial points that may have been missed in this survey":
    o Self-management/self-direction outcomes are lacking, yet [they are] the most pivotal concern in learners' successes. We need to do more development work in this area, because it's what we do best and deal with daily. We want tools to look at the whole person, but there is too much concern about what the measuring sticks for these skills look like. It is more difficult to report these outcomes, but not impossible."

12. The final question asked about the need for further initiatives that would support programs in their use of Common Assessment.
    o All responded that further Common Assessment training with more hands-on opportunities should be provided.
    o In addition, three practitioners stated they were interested in "participating in a post-conference working group that would work on the assessment issues of the field and bring recommendations for action to the ONLC Board of Directors."

COMMON ASSESSMENT TRAINING CONFERENCE
Ontario Native Literacy Coalition

FINAL REPORT - March 31, 2001

PRE-CONFERENCE

The Ontario Native Literacy Coalition's (ONLC) provincial Common Assessment Training Conference was held in Niagara-on-the-Lake from Sunday, November 19 to Tuesday, November 21, 2000. Attendance at the training conference was strongly encouraged by the Executive Director, the ONLC Board, and the three facilitators.

The facilitators prepared and sent a pre-training survey to each program. It was hoped that practitioners' responses would help the facilitators shape the training. Although pre-conference returns were disappointing, the feedback was enlightening, and several more practitioners handed in their surveys at the conference. A complete summary of the survey results is included on this CD. As can be seen in the summary, the comments and numbers reflect the fundamental concerns of most literacy practitioners at the training conference.

CONFERENCE

The conference took place at the Native Centre over a period of three days:

> *Day 1* took place Sunday morning and afternoon.
> The ONLC's Annual General Meeting was held on Monday morning.
> *Day 2* took place Monday afternoon and Tuesday morning.

An Elder from the area opened the conference with a prayer, words of encour-agement and a smudging ceremony. This prepared the people for the work ahead. Participants attending the training conference included:

- practitioners and coordinators from 23 of the 28 Native literacy programs (82%)
- ONLC Board members, two MTCU Field Consultants, and two representatives from GOLD, and their interpreters.

The content of the training presentation is included in this CD. Much of this material was covered throughout Days 1 and 2. However, it became obvious early on that the presentation was only partly meeting practitioners' needs. More experienced practitioners found much of the material to be repetitive. Newer ones found it useful, though confusing at times. The facilitators recognized that some reorganization was needed.

In an attempt to address this situation, the facilitators opened up a discussion. This gave participants a chance to ask questions of the MTCU Field Representatives, the ONLC's Executive Director, and the facilitators. More importantly, people were able to share their pride in the work they do, as well as express their feelings of frustration and discouragement regarding Ministry expectations and lack of time, resources, support and communication.

Throughout the three days, participants also had opportunities to:

- discuss the benefits, commonalities and gaps regarding Common Assessment;
- try out a checklist of points to consider when analyzing an assessment tool for its usefulness to them and their learners;
- work with N. Rowen & N. Graham's *The Revised Common Writing Assessment*;
- examine other assessment tools, such as *CABS, Kingston Literacy Assessment Kit*, and *Link to 5* (Laubach).

RESULTS OF THE CONFERENCE

The following points are based on the pre-conference surveys, the results of the small group discussions, as well as comments and needs expressed by practitioners and coordinators throughout the conference.

The overriding feeling of Native literacy practitioners is one of being overwhelmed by the requirements and methods of the MTCU. This feeling applies to all aspects of the RALS initiative, including Common Assessment. However, it is important to recognize the positive, useful aspects of the Learning Outcomes Matrix in general and of Common Assessment in particular.

Therefore, their comments have been organized into three categories in order to clarify intended meanings and to make it easier for the ONLC and the Focus Group to take direct action.

1. **Benefits of Common Assessment**
   Common Assessment:
   a. helps other educational and workplace settings understand and recognize learners' accomplishments,
   b. provides learners who wish it with a tie-in to public and high school grade levels,
   c. helps with training plan development,

d. makes it easier to identify gaps in learners' knowledge and skill.

The next two categories address practitioners' needs. Each point is being addressed by the ONLC or the Focus Group in as direct a way as possible. These three labels - *CD, NEWS,* and *ONLC* - indicate the way each action is being or will be handled. They are explained here:

CD | for those points included on this CD, produced in direct response to the needs expressed at the Common Assessment Training Conference. Only matters directly related to Common Assessment can be included on the CD. Other needs will be addressed in the following two ways:

NEWS | for those concerns being addressed in the ONLC's newsletter, which has been re-established as of March 2001. *Programs are strongly encouraged to contribute questions and information to the newsletter.*

ONLC | for those needs being handled by the ONLC Board and/or staff

2. **Political/structural Needs** Work to improve the MTCU's understanding and appreciation of the following aspects of Native literacy:
   a. that these formalized, linear methods rarely represent or fit the lives of Native learners *ONLC & NEWS*
   b. the importance of creative learning, expression and recognition *ONLC & NEWS*
   c. the frustrations and survival needs of Native literacy programs *ONLC & NEWS*
   d. the validity of and need for computer training for learners *ONLC & NEWS*
   e. the fact that very little movement between literacy programs occurs *ONLC*

3. **Program Support**
   a. **Communication**
      i. Facilitate communication among literacy programs, the four literacy streams, the ONLC and the MTCU. Possible ways to do this include, but are not limited to:
         ▪ regional meetings *ONLC*
         ▪ conference calls *ONLC*
         ▪ mentoring for new staff *ONLC*
         ▪ use of technology *ONLC & NEWS*
         ▪ cross-stream communication and cooperation *ONLC*
      ii. Distribute information throughout the Native literacy field about resource people and organizations, literacy materials, new initiatives, training opportunities, etc. *CD & NEWS*

   b. **Resources**

      i. Find and/or develop tools to assess and help people with learning disabilities and other special needs, such as FAS, memory loss due to substance abuse, etc. *NEWS*
      ii. Develop and produce a CD to report on Common Assessment in the Native literacy stream. *CD*
      iii. Develop a starter package/resource file of forms and assessment practices for practitioners and programs. *CD & NEWS*
      iv. Develop a checklist of helpful and/or required documentation that is to be included in each learner's file. *CD*

    v.   Facilitate the development of culturally-relevant, holistic learning outcomes, demonstrations and assessment tools and/or a list of such information that already exists. ***NEWS & ONLC***

    vi.   Facilitate the development of tools and practices to "assess" creative expression. ***NEWS & ONLC***

    vii.   Find and/or develop software for training staff and tracking learners. ***NEWS & ONLC***

    viii.   Distribute information about promotion of programs and educating communities about the importance of literacy. ***NEWS & ONLC***

c. Training   Delineate, develop and/or facilitate training for programs and practitioners in the following areas:

    i.   administration ***NEWS & ONLC***

    ii.   computers, internet and other technology ***NEWS & ONLC***

    iii.   streamlining, understanding and successfully using assessment tools and practices, and the recording and reporting of assessment. Assistance is needed in all three phases of assessment - initial, on-going and exit ***NEWS & ONLC***

    iv.   the Learning Outcomes Matrix ***NEWS & ONLC***

    v.   clarity about what is expected of programs by the MTCU. ***NEWS & ONLC***

The conference closed with a talking circle, prayers, a smudging ceremony and a community feast. Many families from the surrounding area came, strengthening the feeling of community that the Native Centre had shared with participants for three days.

POST-CONFERENCE

The ONLC chose to form a Focus Group as a follow-up to the Common Assessment Training Conference. The Focus Group would:

1. evaluate the issues and needs raised in order to determine the Native literacy stream's comfort level with Common Assessment,
2. recommend actions that will address any gaps, and
3. determine the format and content of the conference summary.

Several practitioners volunteered to participate with the facilitators and ONLC staff. The members of the Focus Group are

- Shane Tabobondung, Program Educator, Wasauksing Learning Centre - Wasauksing First Nation
- Gail Taylor, Coordinator, Lovesick Lake Native Learning Centre, Lovesick Lake Native Women's Association - Lakefield
- Vicky Lucier, Literacy Coordinator/Instructor, Timmins Native Friendship Centre - Timmins
- Ellen Paterson, Executive Director, ONLC
- Christianna Jones, Program Coordinator, M'Chigeeng Adult & Continuing Education - M'Chigeeng First Nation

- Pat Powell,Coordinator, Peterborough Native Learning Program - Peterborough
- Kate Thompson, Adult Education Consultant, M'Chigeeng First Nation

The Focus Group concluded that practitioners and programs:

- feel the need for more resources and training in common assessment,
- wish for support and training with computers and technology, the Learning Outcomes Matrix, and administrative matters,
- often feel that administrative demands diminish the quantity and sometimes the quality of time they have for learners,
- want clearer communication among programs, the ONLC and the MTCU,
- want their thoughts about the challenges of the system to be heard, respected and acted upon, in the form of ONLC advocacy for more training dollars, further dialogue, more time to implement changes, and so on,
- wish to formulate and use Aboriginal methods of assessment.

FOCUS GROUP COMMENTS

There appears to be a discrepancy between what the MTCU wants and what Native literacy needs. The Wampum Belt helps explain just how profoundly felt was the concept of conformity for many Native people at the Common Assessment Training Conference and why it may appear that Native people are sometimes resistant to Ministry guidelines. We are often asked why we need our own stream and what makes our programs different from the others.

The answer is that the lives of many Native learners move in a circular fashion - they attend school for a time, travel, take time out to parent, return to school. Community and family ties are essential aspects of daily life. These priorities can make Native learners appear to be less successful when measured against the MTCU yardstick. However, progress in Native literacy requires that the art of teaching, within an Aboriginal framework, take precedence over the science of statistics.

Of the MTCU's three literacy goals - employment, further education, and independence - the last is perceived by Native literacy workers to have the lowest priority in the Ministry's eyes. In contrast, "independence" is the category used in many Native programs to describe parents aiming to be better parents, women wishing to gain skills and confidence to leave abusive relationships, people healing from systemic abuses, and families working together to break the chains of illiteracy.

In addition, 50% of Native learners, especially those in the North, meet the requirements for ESL learners, although they are Canadian citizens. In MTCU literacy, there is little recognition of Aboriginal/English bilingual and bi-cultural situations.

Clearly, many issues beyond literacy have an impact on learners in daily, sometimes relentless, personal ways. When Native people are expected to stop being round pegs so they can fit into

square holes, it stirs some very old emotions and sharply conflicts with Aboriginal ways. Current assessment tools offer little or no recognition of these pressures and of the learning required to wrestle with or overcome them.

FOCUS GROUP RECOMMENDATIONS

The members of the Focus Group agreed it is crucial that practitioners and coordinators be effectively trained and supported in all aspects of their work with learners and communities. Therefore, the Focus Group recommended that:

1. a CD be made to distribute information about the training conference and Common Assessment. This format provides programs with clear explanations and adaptable resources to assist them in their work.
2. feature columns be published in the ONLC newsletter; these could help meet the need for: a. technological information and support, b. information, news and changes regarding literacy, and c. a forum in which to share information, ask questions and seek support.
3. the ONLC expand its website with resource links, weekly chat & bulletin board.
4. the Focus Group continue, if funding can be found. Its purposes for continuing would be to plan a Phase II component of the Common Assessment training and to help plan the AGM in the fall of 2001. It was suggested that the two might, again, be combined. If the Focus Group does continue, it will seek a representative from the southwest area of the province. This continuation of the Focus Group might be for a limited or unlimited period of time, depending on available funding and the needs of the field.
5. the ONLC strengthen its role as an advocate for Native literacy programs, continuing to address their needs and support their work.

SUMMARY

Common Assessment is a worthy initiative, if it strives to accommodate the unique nature of each literacy stream. Everyone in literacy wants the same things - to help people nourish their lives and communities. This can be achieved if the ONLC, the other streams, practitioners and the MTCU continue to work together, learning to recognize and honour the teaching of the Wampum Belt.

The Learner's File

<u>What is the learner's file? It is…</u>

- a special type of file for your schoolwork.
- used to store assessments and keep track of your progress.
- available to you any time you want.
- kept here.
- a place to keep copies of your papers, which you can take when you leave the program.

<u>It tells the story of...</u>

- where you start in this program (initial assessment),
- what you want to do while you are here and after you leave (goals),
- what you do to meet your goals (on-going assessments), and
- the proof that you have met them (demonstrations).

<u>What goes into my file?</u>

- **training plan** (includes your goals)
- **checklists** (LBS success markers)
- your **learning style** and tips (how you learn best)
- **samples** of your work (initial and on-going assessments)
- **reflections** (the story behind your samples and why they're in your file)
- demonstrations (show you can use the skills you are learning).
  It can also include...
  - your **certificates** and **records** from jobs and other programs, and
  - your **resume**.

<u>Who sets up and looks after my file?</u>

- You and your tutor/teacher work on your file together.

Intake Assessment Form

Date enrolled: Exit date:

Name:

Address:

Telephone at home: May we contact you at home?   ❑ Yes   ❑ No

Telephone at work: May we contact you at work?   ❑ Yes   ❑ No

Message number:

DOB: Gender: ❑ Male   ❑ Female

Marital status: Number of children:

Place of birth:

Citizenship status: ❑ Canadian   ❑ Landed Immigrant   ❑ Refugee   ❑ Other

First language   ❑ Speak   ❑ Read   ❑ Write

Other language/s: ❑ Speak   ❑ Read   ❑ Write

                             ❑ Speak   ❑ Read   ❑ Write

Source of income: ❑ GWA   ❑ FBA   ❑ EI   ❑ WCB   ❑ Other

Health factors affecting learning: ❑ Vision   ❑ Hearing   ❑ Speech   ❑ Mobility

                                 ❑ Chronic Pain   ❑ Other

Medication:

Duration of illness/condition:

Doctor's name and phone number:

Tested for learning disabilities: ❑ Yes   ❑ No   Date:

      Results of test:

Comments:

Education

Last grade completed: Educational stream:

Last school attended:

Areas of strength:

Areas of weakness:

	WHERE	WHEN
Informal training/education:		
Work-related:		
Other courses:		

Have you gone to any other literacy or upgrading program?   ❑ Yes   ❑ No

      Where:

      Length:

Employment

Current employer:

Job title/position:

Other employers and positions:

Hobbies and Interests

Additional Comments

Personal Intake and Assessment Worksheet

Assessor   **Date**

Participant

Mailing Address

Actual Address

Phone # _____   **Message #**

Emergency contact   Name:_____ Phone #

Referred by   **Sponsored by**

Age group   ❑ 16-24   ❑ 25-44   ❑ 45-64   ❑ 65+

Education

Last grade completed   ❑ Special   ❑ Basic   ❑ General   ❑ Advanced

Location   Dates

(name of school, city & country)

Other training or education

	Location	Dates
Literacy		_____
ESL		_____
Apprenticeship		_____
Post-secondary		_____
Other		_____

Goals

Schedule Preferences

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
DAYS						
A.M.						
P.M.						
EVENINGS						
# of hrs./day						
Total number of hours per week						

Learning Style

I understand instructions best when they are…

❑ verbal.   ❑ written.   ❑ explained.   ❑ demonstrated.

Other_____

❑ point form.   ❑ graphs, charts, or tables.   ❑ parapgrahs.   ❑ large print.   ❑ small print.

Other_____

I remember names by…

❑ repeating them out loud.   ❑ repeating them in my head.   ❑ creating a picture in my head

❑ writing them down.   ❑ relating them to something I know.

Other_____

I remember numbers by…

❑ repeating them out loud.   ❑ repeating them in my head.   ❑ creating a picture in my head

❑ writing them down.   ❑ relating them to something I know.

Other_____

I learn best when… (Check all the ones that apply.)

❑ there's music or noise.   ❑ it is quiet.   ❑ at home.   ❑ away from home.

❑ I figure it out for myself.   ❑ I have help.   ❑ I have lots of time.   ❑ there's a deadline.

❑ I have a partner.   ❑ I'm alone.   ❑ I'm on a team.

❑ I can work on what I want.   ❑ when someone tells me what to work on.

❑ other.

Interests

❑ clubs   ❑ collecting   ❑ reading   ❑ cooking   ❑ sports   ❑ T.V.   ❑ writing

❑ games   ❑ music   ❑ travel   ❑ gardening   ❑ woodworking, carpentry

❑ community work   ❑ fixing things   ❑ computer, internet

❑ crafts, art   ❑ cultural activities   ❑ other

Observed behaviour during the interview

Voice   ❑ clear   ❑ unclear   ❑ slow   ❑ fast

Presentation of ideas (giving information, questioning, discussing, expressing, general conversation)

Prior Learning Summary

	Dates	Completed?	Level
Skills training/technical			
School (elementary, secondary, literacy, upgrading)			
College, university			

Workshops, seminars			
Correspondence			
Personal interest			

Recommended Actions	Program and Location	Date	Done (Y)
Refer to 1-1 tutoring			
Refer to small group			
Refer to academic upgrading ❑ credit ❑ non-credit			
Refer to correspondence			
Refer to training school/apprenticeship			
Refer to counseling/personal support services			
Obtain school records			
Begin testing			
Refer to other agency			

Comments

All information will be kept in strict confidence. It will only be shared with the program coordinator and the teacher in order to set up your learning program.
Student signature _____
Date_____

Intake and Assessment Form

<u>Prior Learning</u>

ESL
Literacy/Upgrading
Skills Training/Technical
School (Elementary/Secondary)
Workshops
Correspondence Courses
Personal Interest Courses/Study
Apprenticeship
Other

<u>Specific Skills</u>, such as trade skills or operating equipment

Skills	Do Fine	Do Okay	Want to Improve

<u>Transferable Skills</u>, used in a variety of ways

	Do Fine	Do Okay	Want to Improve
People: (communicating, helping, serving, managing, organizing)			
Things: (making, repairing, using tools, growing plants, raising animals)			
Data & Ideas: (planning, gathering, creating, managing, organizing, storing/retrieving, using/calculating)			

<u>Interests and hobbies</u>

<u>Schedule preference</u>

❑ Monday ❑ Tuesday ❑ Wednesday ❑ Thursday ❑ Friday

❑ Morning ❑ Afternoon ❑ Evening

Number of hours per week: _____ Number of weeks/months

<u>Learning environment</u>

❑ one-on-one ❑ class ❑ small group ❑ correspondence ❑ work at home

<u>Learning style</u>

If someone were going to teach you a school-related task what would you want them to do?

❑ Show you how to do it. ❑ Let you do it and tell you as you work.

❑ Write it down step-by-step. ❑ Write it down after they tell you.

❑ Tell you how. ❑ Stop and think about it before going on.

❑ Watch them do it, then try yourself. ❑ Ask questions, then discuss it.

Other:

Building A Learning Plan

Reading: What reading activities would you like help with?

❑ notes at home, work	❑ newspapers	❑ books
❑ medical instructions	❑ bills, bank statements	❑ telephone book
❑ TV guide	❑ maps, schedules	❑ letters (personal, business)
❑ magazines	❑ classified ads	❑ brochures, pamphlets
❑ labels (groceries, household products, laundry)		
❑ instructions (recipes, medication, etc.)		

Other:

Writing: What writing activities would you like help with?

❑ notes, messages	❑ journals	❑ directions, instructions
❑ forms and applications	❑ stories, poems	❑ essays
❑ lists (shopping, "to do")	❑ memos and letters	❑ reports

Other:

Math: What kind of help would you like with math?

		Calculating
❑ reading numbers	❑ filling out a bank deposit	**Calculating**
❑ counting	❑ writing a cheque	❑ deposit slips
❑ clocks and calendars	❑ paycheque deductions	❑ sales tax and discounts
❑ making change	❑ using weights/measures	❑ distances

❑ adding prices	❑ budgeting	❑ material (sewing/building)
❑ using a calculator	❑ converting with metric	

Other:

Computers: What help would you like with computers?

❑ turn it on and name parts	❑ use the keyboard & mouse	❑ word processing
❑ save/manage files	❑ basics of touch typing	❑ spreadsheets/ databases
❑ create documents	❑ improve accuracy	❑ educational programs
❑ edit documents	❑ improve speed	❑ games

Other:

Goals

Personal	
Education	
Employment	
Other	

Brief description of tasks required to meet goal(s):

	Can do	Need to improve
Outcome: Demonstration:		
Outcome: Demonstration:		
Outcome: Demonstration:		
Outcome: Demonstration:		

Assessment Results:

Training Plan:

Suggested Activities:

TUTORING INTAKE FORM

Date of Intake:_____ Assessor:_____

Learner's Name: _____ Date of Birth:_____

Address: _____

_____

Reading:

                     <u>Silent Reading</u>   <u>Reading Aloud</u>

     Like

     Dislike

Do you like or dislike reading? Why? _____

_____

What types of things do you like to read? _____

_____

<u>Math:</u>

                <u>Adding</u>   <u>Subtracting</u> <u>Multiplying</u> <u>Dividing</u>

     Like

     Dislike

I have difficulty with _____

_____

At school I find/found it hard to _____

_____

This stops me from learning because _____

When I want to learn something new, I do it best by _____

_____

Something I would really like to get better at or learn how to do is ___

_____

I want to learn this because _____

_____

When I'm not in school I like to _____

_____

COMMENTS & RECOMMENDATIONS:

_____

_____

Language arts assessment: _____

Plan for language arts: _____

_____

Math assessment: _____

Plan for math: _____

_____

Student
Profile

(Samples from…)

Student I.D.

Last Name	Given Names (s)

Address	Apt. No.

City	Province

Postal Code	Telephone

Signature	Date

☐ Assisted

Education

1. What was the last grade or course you completed?

2. How long ago was this?

3. Why do you want more education?

4. Are you employed?   Yes   No

5. When can you go to class or meet with a tutor?

☐ morning   ☐ afternoon   ☐ evening

☐ Assisted

Reading Skills

Read the following:

1. d   o   r   p   ☐

2. in   bag   ride   garden   father   ☐

3. She likes to eat an apple.
   He sleeps most of the day.
   I give her nuts and seeds to eat.   ☐

4. The moment I had been looking forward to for
   weeks had finally arrived. The mayor was
   making a special visit to our school, and I had
   been asked to make a presentation. I had
   spent hours preparing for my speech. I was
   very nervous, but I will always remember that
   wonderful day.   ☐

5. What have these people seen? It is between
   seven and eight feet tall. It weighs about eight
   hundred pounds. It is covered with thick brown
   or black hair. It has less hair on its face,
   making it look a bit like a gorilla.   ☐

☐ Assisted

Grand Sweepstakes
*****Win $10,000*****
Colour TV, or a Camera
No purchase necessary.
Draw will be held on June 6

Here's how to enter:
1. On the second card, mark "Yes" or "No" to show whether
you want to subscribe to GOOD NEWS MAGAZINE.
2. Mail the card with your name and address by March 31

1. To enter this contest, you must-

❑ send a drawing
❑ buy something
❑ mail a card

2. The number of prizes is ---

❑ 10,000
❑ 3
❑ 1

3. The name of the magazine is ---

❑ *Grand Sweepstakes*
❑ *TV Guide*
❑ *Good News Magazine*

4. The last day to enter is ---

❑ June 6
❑ March 31
❑ March 21

☐ Assisted

Writing Sample

You are writing for an adult audience who might not have thought much about your subject and would like to learn more. When you have completed your writing, proofread your work carefully. Write a paragraph of 4 or 5 sentences about <u>ONE</u> of these topics:

1. *All about yourself*
2. *A hobby or sport*
3. *A good athlete*
4. *A good friend*
5. *Your choice of topic*

_____

_____

_____

_____

_____

_____

_____

Assisted

Addition

1. a) 7 + 6 =   b)   8   c)   25   d)   573
                        +21   +37   1268
                                                           +
                                                          486

2. + + + + =

Subtraction

3. a) 8 - 3 =   b) 16   c)   87   d) 2306
                      -4   -48   -728

4. + =

5. You will be shown some coins and asked how much they are worth.

☐ Assisted
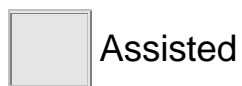
Numeracy Skills cont'd

On Saturday, Kim is going to Discount Duds to buy winter boots for her three kids. The boots cost $12.99, $14.99 and $19.99.

1. How much are the boots going to cost altogether before tax? _____

2. At the check-out, the cashier tells Kim there is 30% off. What is the total with the discount? _____

3. Add tax. (7% GST only. There is no PST on children's sizes.) New total is: _____

4. Write the cheque.

☐ Assisted

Fractions

(a)	(b)	(c)

1. $\dfrac{1}{5} + \dfrac{2}{5} =$ $\dfrac{5}{9} + \dfrac{2}{3} =$ $3\ 1/2$

$= +1\ 3/4$

2. $+$ $=$

3. a) $\dfrac{9}{5} - \dfrac{7}{5} =$ b) $\dfrac{5}{9}$ c) $6 - 2\dfrac{5}{9} =$

$-\dfrac{1}{3}$

4. $-$ $=$
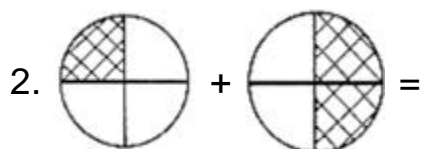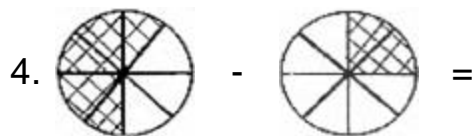
(a)	(b)	(c)

5. $\dfrac{5}{6} \times \dfrac{1}{3} =$ $\dfrac{4}{9} \times 2 =$ $2\dfrac{1}{4} \times 4\dfrac{2}{3} =$

6. (a) $\dfrac{4}{5} / \dfrac{8}{15} =$ b) $8 / \dfrac{6}{7} =$ c) $4\dfrac{1}{6} / \dfrac{5}{9} =$

Assisted

1. Draw the hands on each clock to show the correct time.

8:50

2.

Look at the clock to get the time for the questions below
The time now is _____.
The time 3 hours **from now** will be ___.
The time 1 hour **earlier** was _____.

3. Please fill in the Time Sheet below.

Time Sheet		
From	To	Amount of time that has passed
11:30 a.m.	6:45 p.m.	Hrs. Min.
1:45 p.m.	8:15 a.m.	Hrs. Min.
10:30 a.m.	2:00 p.m.	Hrs. Min.

About how many hours is this in total? _____

Assisted

<u>User Manual</u>
<u>for the</u>
<u>LOCS Basic Skills</u>
<u>Profile</u>

Photocopy the I.D. form for the receiving agency.

The student I.D. form provides the first indication of the adult learner's literacy skills.

Look for:

Outcomes	Level	Description	Q #	✔
Visual Presentation	1 (p.56)(i)	prints legibly (capitals and small letters)		
Visual Presentation	2 (p.56)(iv) TM	legible writing		
Spelling	1 (p.62)(ii)	uses capitals to begin sentences and to differentiate certain words (names, days, etc)		
Write for Various Purposes	1 (p.52)(ii)	writes own first and last name		
Write for Various Purposes	2 (p.52)(i) TM	completes forms that require only personal identifying information		

Did the learner require assistance? Yes or No. If yes please be specific.

Additional Comments

If the learner can provide the information requested independently, let him/her do so.

Feel free to answer any questions at this or at any point in the process.

Look for:

Outcomes	Level	Description	Q #	✔
Visual Presentation	1 (p.56)(i)	prints legibly (capitals and small letters)		
Visual Presentation	1 (p.56)(ii)	leaves spaces between words		
Visual Presentation	2 (p.56)(iv)	prints legibly and begins to use cursive writing		
Visual Presentation	3TM (p.57)(iii)	Uses cursive writing legibly		
Read and Comprehend	1 (p.44)(iv)	reads sight words in written sentences		
Write for Various Purposes	2 (p.52)(i)	completes forms that require personal information beyond identifying information (ie. simple job application)		
Spelling	4 (p.63)(i)	spells a wide range of commonly used words correctly		
Set, Monitor and Revise Long and Short-Term Goals	p.142	learner sets short-term goals		

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

This sheet is to be read aloud to the assessor. If the learner is curious, explain that the reading levels are as follows:

1. alphabet recognition
2. word recognition
3. beginning reader
4. newspaper level
5. high school level

If the learner volunteers information about reading interests or difficulties, note these in the comment section. Look for:

Outcomes	Level	Description	Q #	✔
Decoding Skills	1 (p.38)(iii)	randomly recognizes and pronounces letters of the alphabet and letter combinations	**1**	
Read and Comprehend	1 (p.44)(iii)	reads from a repertoire of common sight words taken from everyday life	**2**	
Read and Comprehend	1 (p.44)(iv)	reads sight words in written sequences	**3**	
Read and Comprehend	2 (p.44)(iii) TM	reads sentences that include only one message or instruction and that are short and simple, punctuated with only commas and a period	**4**	
Read and Comprehend	2 (p.44)(vi) TM	reads a short text - it is a minimum of 2 - 3 short simple sentences, and may include illustrations, and most words can be understood in context	**5**	
Did the learner require assistance? Yes or No. If yes please be specific.				
Comments				

This sheet should be attempted only if the adult learner states he/she can read the newspaper. If the learner wishes to try the exercise, the assessor may assist the learner, noting the assistance given.

Look for:

Outcomes	Level	Description	Q #	✔
Read and Comprehend	1 (p.40)(ii)	rereads all or parts of a written piece to clarify understanding of its meaning	**All**	
Read and Comprehend	2 (p.44)(iv)	reads words and phrases	**All**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

This sheet should be attempted only if the adult learner states he/she reads at a high school level. If the learner wishes to try the exercise, the assessor may assist the learner, noting the assistance given.

Look for

Outcomes	Level	Description	Q #	✔
Read and Comprehend	2 (p.44)(v) TM	***HAVE THE STUDENT READ THE LABEL IF HE/SHE CAN** reads ingredient labels	See Label (top left)	
Read to Find Information and for Research	3 (p.51)(v) TM	skims and scans for information	**ALL**	
Read and Interpret	3 (p.49)(ii) TM	makes judgments about material presented as fact on the basis of evidence	**1–4**	
Read and Interpret	4 (p.49)(ii) TM	makes judgments and draws conclusions about ideas in written materials on the basis of evidence from the materials	**5–7**	
Read and Interpret	3 (p.49)(i) TM	makes inferences while reading	**8**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

If the learner is not comfortable writing the sentences, s/he may provide oral responses, which the assessor will write out. Please note if this is the case. The last line represents abstract concepts with which the learner may or may not be familiar.

Look for:

Outcomes	Level	Description	Q #	✔
Visual Presentation	1 (p.56)(i)	prints legibly (capitals and small letters)	**All**	
Visual Presentation	1 (p.56)(ii)	leaves spaces between words	**All**	
Visual Presentation	2 (p.56)(iv)	prints legibly and begins to use cursive writing	**All**	
Visual Presentation	2 (p.56)(iv) TM	writes legibly	**All**	
Visual Presentation	3 (p.56)(iii)	uses cursive writing legibly	**All**	
Spelling	1 (p.62)(ii)	uses capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months)	**All**	
Spelling	4 (p.63)(i)	spells a wide range of commonly used words correctly	**All**	
Grammar	1 (p.58)(i)	writes simple but complete sentences	**All**	
Grammar	2 (p.58)(i)	uses correct subject-verb agreement	**All**	
Grammar	2 (p.58)(ii)	correctly uses nouns, verbs, adjectives, and adverbs (and prepositions)	**1-5**	
Grammar	2 (p.58)(iii) TM	uses a variety of sentence types (for example: questions, statements, exclamations)	**All**	
Grammar	3 (p.59)(i) TM	uses verb tenses correctly and appropriately (for example: simple past, present, and future)	**All**	

Grammar	4 (p.59)(iii)	uses a variety of sentence types (statements, exclamations, questions, commands) appropriately and effectively.	**All**	
Punctuation	1 (p.60)(i)	uses a period at the end of a statement	**All**	
Write for Various Purposes	2 (p.52)(iv)	expresses an idea in writing	**All**	
Write for Various Purposes	2 (p.52)(v) TM	writes in complete sentences (subject, object, one complete thought or message)	**All**	
Write for Various Purposes	3 (p.55)(i) TM	begins to write for more complex purposes (for example: to present opinions, write about a personal event or experience, etc.)	**6**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Photocopy the writing sample and note the time it takes to do the writing.

Do not rush the learner or emphasize the length, content or spelling of the sample. Four or five sentences are normally sufficient for an assessment, but the learner need not keep to a limit. Do not write this sample for the learner, encourage them to put something down.

Look for:

Outcomes	Level	Description	Q #	✔
Write for Various Purposes	2 (p.52)(iv)	Writes a short, simple paragraph (opening sentence, body, closing sentence))	**All**	
Write for Various Purposes	2 (p.52)(iv) TM	Expresses an idea in writing	**All**	
Write for Various Purposes	2 (p.52)(v) TM	writes in complete sentences (subject, object, one complete thought or message)	**All**	
Write for Various Purposes	3 (p.53)(iii)	uses simple and compound sentences	**All**	
Write for Various Purposes	3 (p.55)(iv) TM	uses simple and compound sentences and varies sentence structure	**All**	
Write for Various Purposes	3 (p.55)(i) TM	begins to write for more complex purposes (for example: to present opinions, write about a personal experience, event, etc.)	**All**	
Write for Various Purposes	4 (p.53)(v)	uses a variety of sentence types and sentence structures, and sentences of varying length	**All**	
Spelling	1 (p.62)(ii)	uses capitals to begin sentences and to differentiate certain words (the pronoun, I, names, days of the week, and months)	**All**	
Spelling	4 (p.63)(i)	spells a wide range of	**All**	

		commonly used words correctly		
Punctuation	1 (p.60)(i)	uses a period at the end of a statement	**All**	
Punctuation	2 (p.60)(i)	uses the apostrophe in common contraction (for example: can't, I'll)	**All**	
Punctuation	2 (p.60)(ii)	uses capital letters for proper nouns (for example: holidays, place names, titles)	**All**	
Grammar	2 (p.58)(i)	uses correct subject-verb agreement	**All**	
Grammar	2 (p.58)(ii)	correctly uses nouns, verbs, adjectives, and adverbs	**All**	
Grammar	2 (p.58)(iii)	uses irregular plurals correctly (for example: deer, loaves, children)	**All**	
Grammar	2 (p.58)(ii) TM	uses connecting words to link simple sentences	**ALL**	
Grammar	2 (p.58)(iii) TM	uses adjectives appropriately for description	**ALL**	
Grammar	2 (p.58)(v) TM	uses the negative correctly (for example: I will not do that/I cannot do that/He does not do that)	**ALL**	
Grammar	3 (p.59)(i)	uses phrases appropriately to clarify meaning (for example: For someone of her age, she plays the piano very well)	**ALL**	
Grammar	3 (p.59)(ii)	uses noun-pronoun agreement correctly	**ALL**	
Grammar	3 (p.59)(i) TM	uses verb tenses correctly and appropriately (for example: simple past, present and future)	**ALL**	
Grammar	3 (p.59)(iii) TM	writes simple and compound sentences	**ALL**	
Grammar	3 (p.59)(v) TM	uses connecting words (for example: also, finally, after, but) correctly to link ideas in a paragraph	**ALL**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

The concepts of antonyms and spelling skills are being assessed here. The answers become progressively harder to spell as follows: bad, soft, true, before, right, enemy, listening, exterior. If the learner cannot write the words without assistance but wishes to engage the material, the exercise can be done orally. Get them to attempt the spelling orally.

Look for:

Outcomes	Level	Description	Q #	✔
Vocabulary Building in Writing, Reading, and Speaking	3 (p.65) (i)	identifies synonyms and antonyms	All	
Vocabulary Building in Writing, Reading, and Speaking	3 (p.65) (i) TM	identifies synonyms and antonyms for familiar words	**1-7**	
Spelling	2 (p.62)(ii)	uses a variety of sources (for example: dictionary, word lists, computer) to check the spelling of unfamiliar words	**Make Specific**	
Spelling	2 (p.62)(i) TM	uses phonics to spell more difficult words (for example: words of more than one syllable, words ending in *ing*)	Notes in **Comments If the student demonstrates these**	
Spelling	3 (p.63)(i) TM	uses phonics, and knowledge of word structure and meaning to spell words correctly	**methods.**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Numeracy Skills Introduction

It is important that the learner be advised not to attempt material that is unfamiliar or anxiety producing, however, encourage the learner to look at each page as a new activity because there will be questions that they can answer.

Be very specific in the comments section if visual material has been provided and used by the learner.

Please advise the learner to try whatever seems familiar in each Numeracy section, and that if s/he does not wish to attempt a section (such as fractions) to leave it. You might point out that the sections on patterns and geometry have been designed so that prior knowledge (formulas) is not essential.

Comparing and Ordering Numbers,
Place Value, Rounding,
Using Number Lines

Page 11 top of page 12

Look for:

Outcomes	Level	Description	Q #	✔
Apply Place Value	3 (p. 85)(i)	Compares, orders, and represents the place value of whole numbers and decimals from 0.01 to 100,000 (using concrete materials, drawings, and symbols)	1	
Write Numbers	2 (p.76) (i)	reads and writes numerals from 0 to 1,000	**parts of 1, 2,4**	
Write Numbers	3 (p.77) (ii)	Reads (and writes) whole numbers to 100 000 (etc)	**parts of 1, 2,3,4**	
Write Numbers	2(p.76) (ii)	Reads (and writes) number words to 100	**Parts of 2**	
Write Numbers	3 (p.77) (iii) TM	Reads and writes decimal numbers to hundredths	**3(a)**	
Write Numbers	4 (p.77) (iii)	Reads and writes decimal numbers to thousandths	**3(b)**	
Write Numbers	4 (p.77)(i)	Recognizes and reads numbers from 0.001 to 1,000,000	**3 (c)**	
Count	2 (p 80)(iii) TM	Locates whole numbers to 50 on a number line **This question is at the top of page 12.**	**part of 5**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Look for:

Outcomes	Level	Description	Q #	✔
Count	1 (p.78)(i)	counts by 1's, 2's, 5's, and 10's to 100	**1,3**	
Count	3 (p.79)(i) TM	counts by 3's, 4's, 6's, 7's, 8's and 9's to 100	**2,4**	
Use Patterning and Algebra	2 (p. 132)	understands patterns in which operations are repeated.	**5,6**	
Use Patterning and Algebra	3 (p. 133)	identifies, extends and creates patterns that identify changes in terms of two variables	**7,8**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Addition and Subtraction
Page 13

Note: for the last two outcomes, you will need to use the coins. Show the learner the coins and ask him/her to identify each one, then mix them together and ask the value. Ask number of dimes and nickels = a quarter, # of quarters in a dollar, # of pennies in a dime, etc.

Look for:

Outcomes	Level	Description	Q #	✔
Add and Subtract	1 (p.82)(i)	demonstrates that addition involves joining and that subtraction involves taking one group away from another	**All**	
Add and Subtract	1 (p.82)(iv)	identifies the effect of zero in addition and subtraction	**1b,c,d 3b&d**;	
Add and Subtract	1 (p.82)(vi)	mentally adds one-digit numbers	**1**	
Add and Subtract	2 (p.82)(iii)	adds and subtracts three-digit numbers with and without regrouping using concrete materials	**1 d 3 d**	
Add and Subtract	2 (p.82)(iv)	adds and subtracts money amounts and represent the answer in decimal notation (for example: 5 dollars and 75 cents plus 10 cents is 5 dollars and 85 cents, which is $5.85)	**2 & 4**	
Add and Subtract	2 (p.82)(v)	mentally adds and subtracts one-digit and two-digit numbers	**1 b 3 b**	
Perform Basic Money Calculations	1 (p.92)(i)	demonstrates an understanding of the value of some coins (1¢, 5¢, 10¢)	**2 & 4**	
Perform Basic Money Calculations	1 (p.92)(ii)	names coins up to $2 and states the value of pennies, nickels and dimes	**5**	
Perform Basic Money Calculations	2 (p.92)(i) TM	names and states the value of all coins and demonstrates an understanding of their value	**5**	

Did the learner require assistance? Yes or No. If yes
please be specific.

Comments

Look for:

Outcomes	Level	Description	Q #	✔
Multiply and Divide	2 (p.86)(i) TM	represents multiplication as repeated addition using concrete materials (for example: 3 groups of 2 is the same as $2 + 2 + 2$)	**Possibly 1(a)& 2**	
Multiply and Divide	3 (p.87)(i) TM	Recalls multiplication and division facts to 81	**1a,3a**	
Multiply and Divide	4 (p.87)(i) TM	multiplies a three digit number by a two digit number	**1 c**	
Multiply and Divide	3 (p.87)(v) TM	multiplies whole numbers by 10, 100, & 1,000	**1 d**	
Multiply and Divide	3 (p.87)(iv) TM	Divides a three digit number by a one digit number	**3 b**	
Multiply and Divide	4 (p.87)(ii) TM	Divides a four-digit number by a two-digit number	**3 c**	
Multiply and Divide	2 (p.86)(ii) TM	demonstrates division as distributing a quantity of something equally (for example: distributing 12 of something among 4 persons means each person gets 3)	**4**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Decimals
Page 15

Look for:

Outcomes	Level	Description	Q #	✔
Add and Subtract	3 (p.83)(iii)	adds and subtracts decimal numbers to hundredths (using concrete materials, drawings, and symbols)	**1 c** **2 b**	
Add and Subtract	3 (p.83)(iii) TM	adds and subtracts decimal numbers to tenths using concrete materials, drawings, and symbols	**1 a** **2 a**	
Multiply and Divide	3 (p.87)(iv)	multiplies and divides decimal numbers to hundredths by a one-digit whole number using concrete materials, drawings, and symbols	**3 b**	
Construct and Use Fractions, Decimals, Ratios, and Percents	4 (p.89)(i)	compares and orders decimals (for example: on a number line)	**5**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Look for:

Outcomes	Level	Description	Q #	✔
Write Numbers	3 (p.77)(i) TM	recognizes and reads numbers from -.01 to 10,000	**While Reading**	
Write Numbers	3 (p. 77)(iii) TM	reads and writes decimal numbers to hundredths	the question	
Add and Subtract	2 (p. 82)(iv)	adds and subtracts money amounts and represent the answer in decimal notation (for example: 5 dollars and 75 cents plus 10 cents is 5 dollars and 85 cents, which is $5.85)	**All**	
Add and Subtract	3 (p. 83)(iii)	adds and subtracts decimal numbers to hundredths using concrete materials, drawings, and symbols	**1,2,3**	
Read and Comprehend	2 (p. 44)(i) TM	follows written instructions, up to 6 steps, and instructions contain only one step per sentence (for example: recipe)	**1–4** completed	
Construct and Use Fractions, Decimals, Ratios, and Percents	4 (p.89)(vii) TM	Estimates and calculates percent (for example, find the percent of ___ in ___)	**2**	
Performs Basic Money Calculations	3 (p. 93)(ii) TM	Reads and writes money values to $50.00	**1,2,3**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Look for:

Outcomes	Level	Description	Q #	✔
Construct and Use Fractions, Decimals, Ratios, and Percents	2 (p.88)(i)	represents and explains common fractions, presented in real-life situations, as part of a whole, part of a set, and part of a measure using concrete materials and drawings (for example: find one-third of a length of material by folding)	**Use paper or refer to pies 2 & 4**	
Construct and Use Fractions, Decimals, Ratios, and Percents	2 (p.88)(i) TM	represents and explains halves, thirds, and quarters as part of a whole and part of a set using concrete materials and drawings	**2**	
Add and Subtract	5 (p.83)(ii)	adds and subtracts simple fractions	**1 a, 3 a**	
Multiply and Divide	5 (p.87) (viii)	multiplies and divides simple fractions	**5a 6a**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Look for:

Outcomes	Level	Description	Q #	✔
Construct and Use Fractions, Decimals, Ratios and Percents	4 (p.89) (iii) TM	relates fractions to decimals, percents, rates, and ratios using concrete materials, drawings, and symbols		

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Look for:

Outcomes	Level	Description	Q #	✔
Measurement of Perimeter and Area	3 (p.109) (i)	develops rules for calculating the perimeter and area of rectangles, generalizes rules, and develops formulas	**1 & 2**	
Measurement of Perimeter and Area	3 (p.109) (ii)	estimates and calculates the perimeter and area of rectangles and squares	**1 & 2**	
Measurement of Perimeter and Area	3 (p.109) (iii)	explains the rules used in calculating the perimeter and area of rectangles and squares	**1b** **2b**	
Measurement of Perimeter and Area	3 (p.111) (v) TM	explains the meaning of linear dimension, perimeter, and area	**3**	
Measurement of Perimeter and Area	3 (p.111) (vii) TM	explains the difference between perimeter and area and indicates when each measure should be used	**3**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Time
Page 22

Look for:

Outcomes	Level	Description	Q #	✔
Measurement of Time	1 (p. 100)(iv)	names the days of the week in order, and the seasons, reads analog clocks, and tells and writes time to the hour and half-hour	1	
			2	
Measurement of Time	2 (p. 100)(iv)	Tells and writes time to the nearest 5 minutes using analog clocks	3a 3b	
Measurement of Time	2 (p.100) (v) TM	reads digital and analog clocks, and tells and writes time to the ¼ hour	3c	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Look for:

Outcomes	Level	Description	Q #	✔
Measurement of Time	2 (p. 100)(iii)	Tells and writes time to the nearest minute in 12 hour notation using digital clocks	**1**	
Add and Subtract	1 (p. 82)(ii)	demonstrates addition and subtraction facts to 20 using concrete materials	**2**	
Measurement of Time	2 (p. 100)(iv) TM	Estimates and measures the passage of time using minutes and hours	**3**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Look for:

Outcomes	Level	Description	Q #	✔
Measurement of Time	2 (p.100) (i) TM	demonstrates an understanding of some standard units of measure for time (second, minute, hour, day)	All	
Measurement of Time	2 (p.100) (iv) TM	estimates and measures the passage of time using minutes and hours	**1**	
Measurement of Time	2 (p.100) (i)	demonstrates an understanding of the relationship between days and years, weeks and years	**3**	
Measurement Concepts	2 (p.112)(iv)	uses non-standard and standard units to solve measurement problems relating to oneself and ones' environment	**2**	
Measurement of Time	4 (p.101)(i)	describes the relationship between a 12 hour clock and a 24 hour clock	**5,6**	
Measurement of Time	3 (p.101)(iv)	identifies the relationship between the movement of objects and speed (for example: how long will it take a bowling ball to travel the length of a bowling lane?)	**7,8**	
Measurement of Time	1 (p.100) (iii)	demonstrates an understanding of the passage of time by comparing the duration of various activites (for example: walking home will take as long as watching one television show)	**9**	

Did the learner require assistance? Yes or No. If yes please be specific.

Comments

Transferable Skills

As assessors we can help learners identify, and credit themselves for, their skills and abilities, many of which can transfer to further learning, training and employment.

Here is a list of the Top Ten Work Skills that employers are looking for:
Communication Skills
Teamwork Skills
Problem Solving Skills
Organizational Skills
Learning Skills
Computer Skills
Listening Skills
Creativity Skills
Leadership Skills
Social Skills

One or more of these Work Skills has been tied to the topics that we have listed for the discussion that you have with the learner.
Movies and TV - Learning, Listening, Creativity
Sports - Communication, Teamwork, Problem solving, Organizational, Listening, Leadership
Clubs/Associations/Groups - Communication, Teamwork, Problem Solving, Organizational, Learning, Listening, Creativity, Leadership, Social
Cooking - Problem Solving, Organizational, Learning, Listening, Creativity, Leadership.
Computers - Problem Solving, Organizational, Learning, Computer, Listening, Creativity
Crafts - Problem Solving, Organizational, Listening, Creativity, Leadership, Social
Hobbies - Teamwork, Problem Solving, Organizational, Learning, Computer, Listening, Creativity, Leadership, Social
Home Maintenance - Teamwork, Problem Solving, Organizational, Learning, Creativity, Leadership
Languages - Communication, Problem Solving, Learning, Listening
Banking, Paying Bills - Problem Solving, Organizational, Computer, Listening
Music - Teamwork, Problem Solving, Organizational, Learning, Computer, Listening, Creativity, Leadership, Social

Budgeting - Teamwork, Problem Solving, Organizational, Learning, Computer, Creativity

Special Courses - Communications, Teamwork, Problem Solving, Organizational, Learning, Computer, Listening, Creativity, Leadership, Social

Culture - Learning, Listening, Creativity, Leadership, Social

Transferable Skills
Page 25
Look for

Outcomes	Level	Description	Q #	✔
Use of Words	1 (p.66)(i)	Uses familiar vocabulary and oral language structure in conversation with instructors, tutors and peers.		
	1 (p.66)(ii)	Uses linking words such as *and, then*, and *but* to connect ideas in speech		
	1 (p.66)(iii)	presents ideas in speech in a coherent sequence		
Use of Words	2 (p.66)(i)	uses linking words such as *although, instead of*, and *so that* to organize and clarify ideas in speech		
	2 (p.66)(ii)	rephrases to clarify ideas (for example: *what I meant was, when I think about*)		
	2 (p.66)(iii)	speaks on a variety of topics in discussions using some specialized language (for example: metres in measurement), and select words carefully to convey intended meaning		
	2 (p.66)(iv)	speaks clearly and fluently		
	2 (p.66)(v)	uses pauses and repetition effectively for emphasis in speech		
	2 (p.66)(i) TM	uses appropriate vocabulary and oral language structures to express emotions in a variety of situations		
	2 (p.66)(ii) TM	uses linking words such as *because, if*, and *after* to organize ideas in speech		
	2 (p.66)(iii) TM	recognizes the beginning and end of a spoken text, and presents own remarks in a coherent order		
	3 (p.67)(ii)	uses appropriate words and		

		structures in discussions or classroom presentations		
	4 (p.67)(iv)	uses repetition for emphasis		

Speaks correctly, observing common grammatical rules such as subject-verb agreement and consistency of verb tense.

Other Speaking and Listening Skills Observed During the Assessment

Look for:

Outcomes	Level	Description	Q #	✔
Communicating Interpersonally	1 (p.68)(i)	uses appropriate greeting		
	1 (p.68)(ii)	provides simple information to another individual through speech		
	1 (p.68)(iii)	concludes conversation in an appropriate way		
	2 (p.68)(ii) TM	listens to and re-tells accounts of personal experience		
	2 (p.68)(iii)	obtains simple information from one other person, through speech		
	3 (p.69)(i)	checks own understanding by summarizing or questioning appropriately		
	3 (p.69)(iii)	rephrases and clarifies ideas that were not clearly understood		
	3 (p.69)(iv) TM	asks for clarification		
	3 (p.69)(v) TM	asks for further information where necessary		
	4 (p.69)(i)	makes a case to someone less familiar than a colleague		
	4 (p.69)(ii)	expresses opinions justifying them with details and evidence, supporting the argument with facts and examples		
Non-verbal Communication Skills	1 (p.72)(i)	uses simple gestures, volume and tone of voice to communicate wishes and needs		
	1 (p.72)(ii)	interprets and responds appropriately to non-verbal cues (for example: facial expressions, gesture, pause)		

	2 (p.72)(i)	uses appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud		
	2 (p.72)(i) TM	uses appropriate gestures and tone of voice when speaking		
	3 (p.73)(i)	uses tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, reading aloud, making presentations, stating opinions, etc.		
	4 (p.73)(i) TM	uses tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations		
	5 (p.73)(i)	uses tone of voice and body language to clarify meaning during conversations and presentations		

Self Management/Self Direction Outcomes
Set, Monitor and Revise Long and Short Term Goals

These outcomes may be observed during the assessment feedback interview. All are located on p142

Learner sets short term goals

Learner sets long term goals

Learner seeks and consider advice and guidance when goal setting and planning.

LOCS Basic Skills Profile
Samples from…

Notes for practitioners:

The LOCS *Basic Skills Profile* is tied to the Learning Outcomes Matrix; it connects various learner activities to possible Levels and Skill Sets (mistakenly referred to as "Outcomes" in the User Manual.). This CD contains samples of LOCS' two parts, the Student Profile and the User Manual. Ordering information for the complete document can be found in the list of LBS Resources on this CD.

The Student Profile contains some personal information forms and academic assessment activities to use with the learner. Each of these has a corresponding page in the User Manual. The User Manual gives suggestions about the use of each activity in the Student Profile, as well as a variety of Skill Sets and Levels that the activity can assess.

As noted in the first paragraph above, the User Manual uses the term "Outcomes" at the top of the first column on each page to refer to activities listed in the Matrix. However, these are actually Skill Sets, not Outcomes. Although this incorrect use of these two Common Assessment terms may cause some confusion, the developers of this CD felt that the value of the material outweighed the minor confusion the error might create. We hope this is the case.

At the bottom of each page of the Student Profile, there is a small box with the word "Assisted" beside it. This box is to be marked if the learner needs any help at all to complete the activity. The amount and type of assistance given can be noted on the corresponding page in the User Manual.

Reading and Writing Skills Assessment

Student name   Date

Writing	I have no interest in	I can do	I want to do	I have to do	Comments
Short notes					
Thank you notes					
Notes for child's school					
Personal letters					
Addressing envelopes					
Budgeting					
Application					
Bank deposits					
Resume					
Catalogue orders					
Lists					
Business letters					
Personal journal/diary					
Forms					
Driving test					
Words					
Sentences					
Paragraphs					
Stories/essays					
Punctuation					
Using a computer					
Other					

What kinds of writing do you do…

at home?

at work?

at school?

Reading	I have no interest in	I can do	I want to do	I have to do	Comments
Road signs					
Business signs					
Newspapers					
Magazines					
Want ads					
TV Guide					
Short notes					
Mail					
Personal letters					
Telephone book					
Medical prescriptions					
Medical instructions					
Direction for repairs					
Directions and labels					
Abbreviations					
Calculator					
Dictionary					
Clocks					
Schedules					
Books					
Computer screen					
Calendar					
Menus					
Recipes					
Bills					
Forms					

Applications					
Rental agreement					
Reminders/notes					
Children's homework					
Notes from school					
Lists					
Maps					
Other					

What kinds of writing do you do…

at home?

at work?

at school?

Learning Styles Assessment

This assessment will help you identify the way you learn. It is important to know how you learn because it helps you and your instructor better meet your learning needs.

INSTRUCTIONS

1. Place the number "4" beside the statement that best describes you.
2. Place the number "3" beside the statement that almost describes you.
3. Place the number "2" beside the statement that is only a little like you.
4. Place the number "1" beside the statement that is not like you.

---

1) I know that something is right for me because…
   __ it feels right.
   __ it looks right.
   __ it sounds right.
   __ it makes sense.

2) I am influenced by others…
   __ who look attractive.
   __ who have a nice voice.
   __ who are logical and reasonable.
   __ with whom I feel relaxed.

3) I am best at figuring out new things when…
   __ I can see them.
   __ I can talk about them.
   __ I have a gut feeling about them.
   __ the points are logical.

4) I know a decision is good because it …
   __ feels right.
   __ sounds right.
   __ seems the clearest.
   __ is based on lots of facts and information.

5) When trying to learn something new I need to…
   __ discuss it.
   __ think about it.
   __ read about it.
   __ move around while taking in the information.

6) I learn best by…
   __ listening to a lecture.
   __ being in a small group of people I feel comfortable with.
   __ seeing a practical use for it.
   __ following written directions.

7) To help my learning I like to…
   __ talk with others while learning.
   __ be able to take my time.
   __ have fun while learning.
   __ be able to practice what I am learning.

8) When I am learning something, usually the first thing that occurs to me is…
   __ something I once did that was similar.
   __ a picture of how something ought to be.
   __ to get as much information about the topic as possible.
   __ how I am feeling about the experience.

9) For me the easiest part of learning is…
   __ beginning.
   __ working on the details and practicing.
   __ finishing something.
   __ hearing about the topic.

10) For me the hardest part of learning is…
   __ beginning.
   __ working on the details and practicing.
   __ completing something.
   __ hearing about the topic.

11) To learn, I first need to…
   __ think about it.
   __ look at it.
   __ assess it.
   __ hear about it.

12) I best learn mechanical or technical tasks by…
   __ touching and handling things.
   __ having someone explain it to me.
   __ reading instructions.
   __ watching someone do it, then trying it myself.

13) I best learn ideas and theories by…
   __ talking about them.
   __ applying them .
   __ assessing how I feel about them.
   __ reading about them.

14) I know I have learned something when I …
    __ feel comfortable doing it again.
    __ show my family and friends what I can do.
    __ want to move on to something new.
    __ tell my friends what I can do.

For each question in the survey, transfer the numbers in order to the blank below.

1) __E   2) __S   3) __S   4) __E
    __P   __P   __P   __P
    __S   __M   __E   __S
    __M   __E   __M   __M

5) __E   6) __P   7) __P   8) __E
    __P   __E   __S   __S
    __S   __S   __M   __M
    __M   __M   __E   __P

9) __E   10) __E   11) __M   12) __E
    __S   __S   __E   __P
    __M   __M   __S   __S
    __P   __P   __P   __M

13) __P   14) __E
     __M   __S
     __E   __M
     __S   __P

1. Total of all the E's (Emotional Learning Style)   = ____
2. Total of all the M's (Mental Learning Style)   = ____
3. Total of all the S's (Spiritual Learning Style)   = ____
4. Total of all the P's (Physical Learning Style)   = ____

Place the letters in order from highest total to lowest.

1(st) ____   2(nd) ____   3(rd) ____   4(th) ____

If your scores are all very close, within 2 or 3 points of each other, you are probably a Spiritual Learner. This type of learner has a strong connection to all the other learning styles.

Now, you have identified your learning style. On the following pages, you can read about each learning style. Remember that everyone has all four learning styles, but one tends to be strongest. Remember, too, that your learning style affects the way you teach, learn, parent, and so on. Keep this in mind as you interact with others.

A Mental Learner is one who…

- likes traditional school settings.
- learns from seeing the written word.
- at first learns best by working alone to get the overview and then needs to share it.
- looks for details to support the overview.
- is logical, precise and definite.
- needs structure and clearly defined tasks.
- mostly sees things as black or white.
- is task-oriented and focused; needs agenda, purpose and visuals.
- is systematic and analytical.
- concentrates on the facts.
- prefers debates, role-playing, books, games and reading.
- has a strong value system which impacts upon learning.
- likes to work alone.
- needs visual input.
- likes to direct and lead.

To meet the needs of the Mental Learner, instructors/tutors should:

- provide printed handouts and books for reading.
- use visuals (overhead projectors, videos, and flip charts).
- allow for some time to work alone.
- make sure learners know the purpose for what they are learning.
- explain clearly the "gray" areas, the "other side" and the bigger picture.
- be precise in instructions.
- help learners to quiet the mind and get in touch with their feelings.
- help learners form relationships.

A Spiritual Learner is one who…

- trusts his/her inner knowledge and connects new information to what they already know.
- is a holistic learner, seeing the bigger picture and taking time for inner reflection.
- sees the end product and knows the purpose of learning.
- may be willing to work without always knowing the outcome.
- needs time to develop concepts and share thoughts.
- needs help to work out the details before they can achieve the desired end result.
- needs help to understand how other learners process information.
- may expect people to understand without an explanation.

- is adaptable and likes to self-assess.
- enjoys discussions and debates, sharing experiences, games and intellectual challenges.
- likes activities involving values and beliefs.
- needs both group experiences and solitary time.
- uses few words and needs more visual presentation.
- feels connected to the world and universal elements, taking direction from a Higher Power.

To meet the needs of the Spiritual Learner, instructors/tutors should…

- as much as possible, combine the suggestions for all other types of learner.
- help learners work through the steps or processes to reach the desired result.
- help learners connect with people and understand how others process thoughts and feelings.

An Emotional Learner is one who…

- learns through interaction and dialogue, connecting new learning to past experiences.
- needs to express feelings, concerns and experiences.
- needs variety and choice.
- prefers significant, "real" communication (i.e. emotional or experiential).
- needs to stop, think about and connect with presented material.
- works best when learning includes periods of creativity.
- may need time limits and external influence to stay on task.
- is a risk-taker, compassionate, and somewhat impulsive.
- enjoys working with people.
- likes to have fun when learning.
- is empathetic.
- can procrastinate.
- is easily distracted, but can also distract others.
- likes role playing and role reversal situations.
- likes hearing and telling personal stories.
- generally has lots to say.
- enjoys creative activities.
- is a good helper and volunteer.

To meet the needs of the Emotional Learner, instructors/tutors should…

- set out guidelines and norms for how the group will operate.
- enable learners to express feelings and concerns (such as in an introduction circle), remembering that everyone should have the right to pass.
- provide flexible time limits.
- provide opportunities for creativity (role plays, creating poems, songs, and artwork).
- provide opportunities for the learner to help.
- help them stay focused.
- encourage risk-taking and discourage negative judgments by others.

- provide opportunities for self- and peer-evaluation.
- help them find and use ideas that are relevant to them, even if they are not a main focus of the session.
- help learners to share responsibilities and delegate tasks to others.

A Physical Learner is one who…

- learns by seeing, hearing and doing.
- needs time to learn, sort through information, and decide what is relevant.
- learns alone and as part of a group.
- needs precise language and clearly-defined tasks.
- likes details and repetition.
- is focused, organized, and task-oriented.
- likes to write and perform.
- is a trusted, good listener.
- likes handouts, exercises, checklists, videos, role plays, hands-on activities, and personal stories.
- is close to group and family.
- is direct, practical, concrete, and down-to-earth.
- likes variety, movement, and activity.
- finds it hard to sit and listen for long periods of time.
- needs to move around and work with various people on a variety of tasks.

To meet the needs of the Physical Learner, instructors/tutors should…

- incorporate hands-on activities along with handouts and paper/pencil exercises.
- allow flexible time frames, whenever possible.
- use the KISS (Keep It Simple Sir) Principle in giving directions, but be precise.
- repeat important points and ideas.
- offer short sessions that include various combinations of lecturing, journal-writing, group discussion, and hands-on activities.
- allow for frequent periods of physical movement.
- avoid too many words, both spoken and written.
- allow for them to express feelings and opinions.

APPENDIX D - INFORMATION AND QUESTIONNAIRES FOR ASSESSING LEARNING STYLES AND PREFERENCES

Part One - Learning Preferences
Visual, Auditory, Kinesthetic (Motor)

A summary of these learning preferences with some implications for teaching and learning is provided below. This appendix also contains samples of three different questionnaires that can be used to help students determine their learning preference.

Visual	Auditory	Kinesthetic
The visual learner needs to see, observe, record, and write.	The auditory learner needs to talk and listen.	The tactile-kinesthetic learner needs to do, touch, be physically involved.
Sees information best in a: • diagram • chart • list	Listen and respond to information.	Needs structured, hands-on activity, such as building a replica of the Houses of Parliament, or using a salting process to feel the corrosion of metals.
• Understands meaning: through imagined visualization • interpretive illustration	Talk and discuss.	Needs to be involved with "doing" activities, such as acting out an event.
Understands content best: • when reading • through written description	Hear lectures and debates.	Needs to touch what is being considered, such as holding and examining a model, visiting a factory, or making a product.
Sees possibilities: • Through written brainstorming, such as webbing, mind-mapping.	Talk out ideas, interests, problems, possibilities.	Learns well in the trial and error of experimentation, such as designing and making a new product.

BARSCH LEARNING STYLE REFERENCE FORM
Developed by Ray Barsch

The series of questions on the next three pages is designed to determine your relative learning style (visual, auditory, or tactile). No style of learning is better than another. However, each style makes its own demands on the environment of the learner. What does a tutor perceive to be the learning style of his student? How can he help that student learn, given that particular style?

Place a check on the appropriate line after each statement. Then score, following the directions after the questionnaire.

		Often	Sometimes	Seldom
1	Can remember more about a subject through listening than reading.	_____	_____	_____
2	Follow written directions better than oral directions.	_____	_____	_____
3	Like to write things down or take notes for visual review.	_____	_____	_____
4	Bear down extremely hard with pen or pencil when writing.	_____	_____	_____
5	Require explanations of diagrams, graphs, or visual directions.	_____	_____	_____
6	Enjoy working with tools.	_____	_____	_____
7	Am skillful at and enjoy developing and making graphs and charts.	_____	_____	_____
8	Can tell if sounds match when presented with pairs of sounds.	_____	_____	_____
9	Remember best by writing things down several times.	_____	_____	_____
10	Can understand and follow directions using maps.	_____	_____	_____
11	Do better at academic subjects by listening to lectures and tapes.	_____	_____	_____
12	Play with coins and keys in pockets.	_____	_____	_____
13	Learn to spell better by repeating the letters out loud than by writing the word on paper.	_____	_____	_____
14	Can better understand a news article by reading about it in the paper than by listening to the radio.	_____	_____	_____
15	Chew gum, smoke, or snack during studies.	_____	_____	_____

16 Feel the best way to remember is to picture it in my head.   _____   _____   _____

17 Learn spelling by "finger spelling" the words.   _____   _____   _____

18 Would rather listen to a good lecture or speech than read about the same material in a textbook.   _____   _____   _____

19 Am good at working and solving jigsaw puzzles and mazes.   _____   _____   _____

20 Grip objects in my hands during learning period.   _____   _____   _____

21 Prefer listening to the news on the radio rather than reading about it in a newspaper.   _____   _____   _____

22 Obtain information on an interesting subject by reading relevant materials.   _____   _____   _____

23 Feel very comfortable touching others, hugging, handshaking, etc.   _____   _____   _____

24 Follow oral directions better than written ones.   _____   _____   _____

Scoring procedure:

Place the point value on the line next to its corresponding item number. Next, add the values to arrive at your Preference Scores under each heading.

OFTEN = 5 POINTS	SOMETIMES = 3 POINTS	SELDOM = 1 POINT
VISUAL	AUDITORY	TACTILE
No. of Pts.	No. of Pts.	No. of Pts.
2____	1____	4____
3____	5____	6____
7____	8____	9____
10____	11____	12____
14____	13____	15____
16____	18____	17____
19____	21____	20____
22____	24____	23____
_____	_____	_____
VPS =	APS =	TPS =

VPS = Visual Preference Score
APS = Auditory Preference Score
TPS = Tactile Preference Score

HELPING STUDENTS IDENTIFY THEIR LEARNING PREFERENCE
(Visual, Auditory or Motor)

The questionnaire can be done in a small group or individually with the instructor reading the questions and the student selecting the answer that best suits him or her.

The instructor should discuss the results with the student using the following questions:

1. Under which column did you check the most answers?
2. What kind of learning preference does it appear you have?
3. What learning or teaching methods do you think would best suit your preference?
4. What learning or teaching methods might not suit your preference as well?

(Instructors may need to offer suggestions like lectures, films, reading aloud, etc. for questions 3 and 4.)

Given below are a number of incomplete sentences and three ways of completing each sentence. In each case, select the way which most frequently represents your personal preference. In each case, make only ONE choice.

		A	**B**	**C**
1	When you keep up with current events do you:	read the newspaper thoroughly?	listen to the radio and/or watch TV news?	Quickly read the paper and/or spend a few minutes watching TV news?
2	When you dress, are you:	a neat dresser?	a sensible dresser?	a comfortable dresser?
3	When you are reading novels, do you:	like descriptive scenes; stop to imagine the scene; take little notice of pictures?	enjoy dialogue and conversation; "hear" the characters talk?	prefer action stories and are not a keen novel reader?
4	When you spell, do you:	try to see the word?	use the phonetic approach?	write the word down to find if it "feels" right?
5	When you are angry, do you:	clam up, seethe, give others the "silent" treatment?	let others know quickly and express it in an outburst?	storm off, clench your fists, grit your teeth or grasp something tightly?
6	When you are free and have spare time, would you rather:	watch TV, go to the cinema or theatre, read?	listen to records or the radio, go to a concert or play an instrument?	do something physical (sports, fix things)?

7	When you forget something, do you:	forget names but remember faces?	forget faces but remember names?	remember best what you did?
8	When you have to conduct business with another person, do you:	prefer face-to-face meeting or writing letters?	use the telephone?	talk it out during another activity (walking or having a meal)?
9	When you enjoy the arts, do you:	like paintings?	like music?	like dancing?
10	When you are talking, do you:	talk sparingly, but dislike listening for too long?	enjoy listening but are impatient to talk?	gesture a lot and use expressive movements?
11	When you are at a meeting, do you:	come prepared with notes?	enjoy discussing issues and hearing other points of view?	want to be somewhere else and spend the time doodling?
12	When you are with others, might they interpret your emotions from your:	facial expressions?	voice quality?	general body tone?
13	When you visualize, do you:	see vivid detailed pictures?	think in sounds?	have few images that involve movement?
14	When you are concentrating, are you:	distracted by untidiness or movement?	distracted by sounds or noises?	distracted by movement?
15	When you are praised, do you:	like written comments?	like oral comments?	like a physical action such as a pat on the back or a hug?
16	When you need to discipline a child, do you think the best approach is to:	temporarily isolate the child from the others?	reason with the child and discuss the situation?	use "acceptable" forms of corporal punishment (a smack)?

17	When you try to interpret someone's mood, do you:	primarily look at their face?	listen to their tone of voice?	watch their body movements?
18	When you are inactive, do you:	look around, doodle, watch something?	talk to yourself or other people?	fidget?
19	When you are learning, do you:	like to see demonstrations, diagrams, slides, posters?	like verbal instructions, talks and lectures?	prefer direct involvement (activities, role-playing)?
20	When you go on a new, long journey, do you:	get the route from a guidebook?	talk to someone to get the information?	get out maps, etc. and make a plan?

TOTAL: _____   _____   _____

Questionnaire 3

LEARNING CHANNELS INVENTORY

Place the number 1, 2, or 3 on the line after each statement that best indicates your preference.
(Please use: 3 - Often; 2 - Sometimes; 1 - Seldom)

1   I can remember something best if I say it aloud.   ____

2   I prefer to follow written instructions rather than oral ones.   ____

3   When studying, I like to chew gum, snack, and/or play with something.   ____

4   I remember things best when I see them written out.   ____

5   I prefer to learn through simulations, games, and/or role playing.   ____

6   I enjoy learning by having someone explain things to me.   ____

7   I learn best from pictures, diagrams, and charts   ____

8   I enjoy working with my hands.   ____

9   I enjoy reading, and I read quickly.   ____

10 I prefer to listen to the news on the radio rather than read it in the newspaper.   ____

11 I enjoy being near others. (I enjoy hugs, handshakes, and touches.)   ____

12 I listen to the radio, tapes, and recordings.   ____

13 When asked to spell a word, I simply see the word in my mind's eye.   ____

14 When learning new material, I find myself sketching, drawing, and doodling.   ____

15 When I read silently, I say every word to myself.   ____

In order to get an indication of your learning preference, add the numbers together for the following statements.

Visual Preference Score: 2 __, 4 __, 7 __, 9 __, 13 __ = ____
Auditory Preference Score: 2 __, 4 __, 7 __, 9 __, 13 ___= ____
K/T (Kinaesthetic/Tactual) Score: 2 __, 4 __, 7 __ 9 __, 13 __ = ___

The highest score indicates that my learning preference is _____.

Now that I know which is my dominant learning style, I can learn better by:

_____
_____

Part Two - Learning Styles

It is important to recognize that different researchers have different ways of defining learning styles and thus often use different terms to refer to the ways people prefer to perceive and process information.

This appendix presents three different descriptions of learning styles. The first one has a specific questionnaire that will assist the instructor in matching a learner's style with one of the described styles.

The second description provides general information about four learning styles. A specific questionnaire has not been developed to match these styles.

The third description relates more specifically to Aboriginal learning styles.

General questionnaires have been provided to help the instructor match learners with a learning style.

The Gregorc definitions of learning styles have not been included because instructors may have difficulty obtaining his questionnaires.

Learning Styles - Summary I

Physically Centred Learner

1. Learns by watching, learns by doing.
2. The learner does not need a lot of verbal instruction.
3. Needs enough time to practice and complete the activity.
4. The content of the activity must be practical and useful to the learner's life.
5. Learns well in cooperation with others.

Emotional/Relational Learner

1. Learns by listening to others.
2. Learns by talking about the activity with other learners.
3. Learns by relating the activity to his/her personal life.
4. Learns in a relaxed atmosphere.
5. Can divide attention amongst many different activities when learning something new.
6. Learns in a creative atmosphere.
7. Often does not know what he/she knows until he/she says it out loud to others.

Mentally Centred Learner

1. Focuses on the idea or theory of the activity.
2. Learns what he/she values.
3. Learns independently.

4. Enjoys talking about ideas with others.
5. Concentrates deeply on one thing and cannot divide attention to listen or watch other things at the same time.

Learning Styles Assessment Questionnaire

The following pages provide an assessment tool for you to better understand your learning styles. If you understand your learning style, it will help you understand your teaching style. Go through the questions, marking the answers that best reflect your learning. When you have completed your assessment, go back over the questions and answers to see if you can find a pattern or dominant learning style. Look at the answer key only after you have attempted to determine your learning style on your own.

1. How do you usually learn best?

- ___ from working on my own and taking my time.
- ___ from an instructor's lecture.
- ___ from an instructor who works personally with me.
- ___ from working in a small group of people I feel comfortable with.
- ___ from seeing a practical application.
- ___ from following written directions.
- ___ from a small group of people with an instructor available to answer questions.

2. What most helps your learning? (Check as many as you want; rank in order of importance.)

- ___ having my own routine.
- ___ talking with others while learning.
- ___ being able to take my time.
- ___ having fun while learning.
- ___being able to practice what I am learning.
- ___ getting support and encouragement from instructors/people at home.

3. Think of three things you have enjoyed learning: they can be anything, and they don't have to be related to school. What are they and why did you enjoy them? How did you learn them?

4. What occurs to you first when you are learning something?

- ___ remembering something you did once that was similar.
- ___ thinking up a picture of how something ought to be.
- ___ getting as much information as you can about the topic.

5. What is the easiest part or stage of learning for you?

- ___ beginning something.
- ___ working on the details and practicing.
- ___completing something.

6. What is the most difficult part of learning for you?

- ___ beginning something.
- ___ working on the details and practicing.
- ___ completing something.

7. In putting something together, I:

- ___ read instructions first, then look at the pieces.
- ___ look at the pieces, then read the instructions.
- ___ look at the instructions but make up my own way of putting the pieces together.
- ___ try to put pieces together first, then if it doesn't work, look at the instructions.

8. In what order do these skills come in your learning process? (Rank them 1,2, 3)

- ___ thinking
- ___ assessing
- ___ doing

9. How do you best learn mechanical or technical things?

- ___ tinkering
- ___ having someone explain it to me
- ___ reading instructions
- ___ watching someone work, then doing it myself

10. When is it important to you to be able to talk about what you are doing?

11. How do you best learn ideas and theories?

- ___ talking about them
- ___ working on applying them
- ___ reading about them

12. How do you know when you have really learned something? (Check one)

- ___ I feel comfortable doing it again.
- ___ I show or tell my family and friends what I can do.
- ___ other: _____

Evaluation Key

P = physically centred (concrete)
M = mentally centred (abstract)
E/R = emotional/relational

1	P; M; E/R; E/R; P; P; M; E/R; P
2	E/R; M; E/R; P; E/R; P; E/R
3	N.A.
4	E/R; P; M
5	E/R; P; M
6	P; M; E/R
7	M; P; E/R; P; M; P
8	M; E/R; P
9	E/R; M; P
10	N.A.
11	E/R; P; M
12	P; E/R; M

Learning Styles - Summary II

Four Major Learning Styles:

ONE: Imaginative Learner

- perceives information concretely.
- processes information by thinking about it.
- likes to listen and share information to learn.
- believes in his/her own experiences and integrates experience.
- needs to be personally involved.
- sees all sides.
- has trouble making decisions.
- struggles to connect content with reality.
- seeks harmony.

TWO: Analytic Learner

- perceives information abstractly.
- processes information by thinking about it.
- needs to know what experts think.
- values sequential thinking.
- needs details.
- is thorough and industrious.
- loves ideas, enjoys ideas more than people.
- is highly skilled verbally.
- loves traditional classrooms.
- integrates their observations into what they already know.

THREE: Common Sense Learner

- perceives information abstractly.
- processes by doing.
- is a problem solver
- is skills oriented.
- likes to experiment and tinker with things.
- needs to know how things work.
- wants to work on real problems.
- wants to apply learning to real purposes.

FOUR: Dynamic Learner

- perceives information concretely.
- processes information by doing.
- learns by trial and error.
- likes change.
- excels where flexibility is needed.
- is a risk-taker.
- is not sequential.
- pursues interests in diverse ways.

Adapted from the work of David Colb.

_____

Aboriginal Learning Styles - Summary III

Global:

- tends to understand best when overall concept is presented first.
- learns best when overview or introduction is emphasized.
- needs meaningful context.
- sees relationships easily.
- benefits from whole language approach.

Imaginal:

- learns best from images, both concrete and abstract (symbols, diagrams, simile, metaphor).
- codes information using images.
- has difficulty verbalizing own images but can make them and use them for learning.

Concrete:

- learns best with materials that can be seen, touched, heard .
- "hands-on" approach is effective.
- needs examples.

Watch - Then Do: (also Think - Then Do or Listen - Then Do)

- reflective.
- needs time to think answer through.

Taken from the work of Arthur J. More, University of British Columbia.

IDENTIFYING LEARNING STYLES:
A Closed-Ended Questionnaire

When a group tutor introduces a new word or idea, do you like to:

- ___ hear it many times
- ___ see it written down
- ___ use the word or idea
- ___ do something with it

How do you like your mistakes to be corrected?

- ___ figure it out myself
- ___ have the group tutor correct all my mistakes
- ___ have the group tutor correct only my big mistakes
- ___ have other group members correct me

What activities do you like to do most in class?

- ___ songs
- ___ playing games
- ___ doing exercises from workbooks
- ___ discussions, debates, presentations
- ___ writing: stories, sentences, poems
- ___ reading: stories, newspaper articles
- ___ listening to cassettes
- ___ watching videos

How do you like to work?

- ___ alone
- ___ alone with my tutor
- ___ with one other person
- ___ in a small group
- ___ with the whole group

How much does it bother you to make mistakes when you're learning?

- ___ a lot
- ___ some
- ___ a bit
- ___ not at all

How do you like to learn something new?

- ___ memorizing
- ___ repeating out loud
- ___ practicing over and over
- ___ learn by rules
- ___ watch others doing it
- ___ ask or get help from someone
- ___ use the skill outside the class

IDENTIFYING LEARNING STYLES:
Open-Ended Interview

- Think of a recent learning experience that felt good. What made it feel that way?
- Think of a recent learning experience that didn't feel good. What made it feel that way?
- How do you learn best?
- What makes it difficult to learn something new?
- What **kinds of activities** do you like to do most? Give examples.
- What kinds of activities don't you like to do?
- Is the way you learn different from other people? In what ways?

How can you identify the learning style of others?

- Talk with the individual learner. Ask the person about his or her ways of doing things and what their preferences are.
- Observe what methods and approaches motivate the individual learner.
- Use learning styles inventories.
- Observe body language, (e.g., use of gestures often indicates a tactile, experiential learner).
- Listen to the words the individual uses, (e.g., "I think/feel/believe.").

General questionnaires taken from **Learning Together** *by Barbara Fretz and Marianne Paul.*

Transferable Skills Assessment

Transferable skills are skills you have learned in past situations, such as jobs, volunteer work, school, hobbies, child-rearing, and so on. Many of these skills can be used in new settings.

Here are some transferable skills. For each one, put a check mark in the column that fits you.

Communication Skills	I can do this comfortably.	I can't do this comfortably.	I don't know.
talk in front of a group			
read articles and books			
write essays, stories, & poetry			

Teamwork Skills	I can do this comfortably.	I can't do this comfortably.	I don't know.
get along with friends			
work with others on projects			

Time-management Skills	I can do this comfortably.	I can't do this comfortably.	I don't know.
do tasks on time			
schedule the day			
get places on time			

Problem-solving Skills	I can do this comfortably.	I can't do this comfortably.	I don't know.
analyze information			
understand problems			
define problems			
solve problems			
apply results			

Organizing Skills	I can do this comfortably.	I can't do this comfortably.	I don't know.
take notes			
follow written instructions			
follow spoken instructions			
organize information			
follow a schedule			
set priorities			

Learning Skills	I can do this comfortably.	I can't do this comfortably.	I don't know.
ask questions			
read information			
use the library			
research information			
join activities and clubs			
try new things			
meet new people			

Computer Skills	I can do this comfortably.	I can't do this comfortably.	I don't know.
use the keyboard			
do word processing			
use database programs			
play games			
use the internet			

Listening Skills	I can do this comfortably.	I can't do this comfortably.	I don't know.
listen to short talks (< 2 hr.)			
listen to long talks (> 2 hr.)			
picture what I hear			
understand what I hear			
remember what I hear			

Creativity Skills	I can do this comfortably.	I can't do this comfortably.	I don't know.
learn how others create			
use my imagination			
try new ways to do things			
look at issues from different points of view			

Leadership Skills	I can do this comfortably.	I can't do this comfortably.	I don't know.
lead teams and projects			
organize teams and activities			
volunteer to help			

Communication skills could be used in the workplace to help you:

- prepare and present presentations
- write clear memos, letters and reports
- speak well on issues
- explain your ideas clearly
- ask for help when needed
- communicate well with managers and co-workers

Teamwork skills could be used in the workplace to help you:

- be a productive team worker
- accept authority and supervision
- view co-workers as equals
- know how to cooperate and share knowledge
- get along with others

Time-management skills could be used in the workplace to help you:

- make good use of your time
- be prepared for meetings
- meet deadlines
- set goals, plan, and schedule

Problem-solving skills could be used in the workplace to help you:

- think analytically and clearly about issues
- identify problems
- evaluate situations
- identify risks
- make informed decisions
- find productive solutions

Organizing skills could be used in the workplace to help you:

- keep a neat workplace
- take care of equipment and tools
- keep track of important details
- handle instructions well
- organize activities to meet deadlines

Learning skills could be used in the workplace to help you:

- think critically and act logically
- learn from on-the-job training
- take courses to improve your work
- increase knowledge and productivity

Computer skills could be used in the workplace to help you:

- use technology in the workplace
- adapt new technologies
- give you access to more opportunities

Listening skills could be used in the workplace to help you:

- understand what managers and co-workers tell you
- help others with their concerns and problems
- participate effectively in meetings

Creativity skills could be used in the workplace to help you:

- be an ideas person
- think of new ways to get the job done
- create a positive work environment
- increase motivation

Leadership skills could be used in the workplace to help you:

- volunteer to organize or manage projects
- coach others
- help others to reach their goals

Identifying Learning Disabilities

Learning disabilities (LD) are different from most physical disabilities in that they affect internal mental processes and are therefore hidden from plain view. Generally, males are more likely to have learning disabilities than females. People with learning disabilities are often average or above average in intelligence, though many of them say they feel very stupid. Math disabilities are less common than reading, writing, and listening disabilities, but they do exist. As a general rule, if you have the impression that a person's reasoning and thinking ability does not "jive" with their reading or writing ability, he or she may have a learning disability. If he or she experiences a lot of frustration and/or "failure" with reading, writing, or math, there may be a learning disability.

Practitioners who want to discover whether a learner may have a learning disability can gather useful information in two ways.

FIRST: Talk with the learner to discover how they feel about their past learning experiences. The following are some comments learners might make which can point to a possible learning disability:

- I feel like I know the work, but when I do a test, I forget everything.
- I know what the teacher means when he's talking, but I can't write it down right.
- I get the stuff in my head, but I can't explain it very well.
- I'm good at English but really bad in math.
- I'm good in math but really bad in English.
- I do better when somebody reads or explains something to me than if I have to read it myself.
- I hate tiny print.
- The words look funny on the page.
- I can write better on the computer than if I have to handwrite.

SECOND: Ask questions and observe the learner in order to get specific information.

- What do words and lines of print look like on the page? The learner may say they "fall off the edge, jump around, look mixed up or too small", etc.
- Are there some words you always have trouble spelling?
- What's the best way for you to learn or remember something?
- Get a writing sample and look for:
    - reversed letters or words;
    - reversed letters or words;
    - a pattern of misspelled beginnings, middles, or ends of words.

The following questions will help you to gather useful information. They can be incorporated into any intake assessment interview.

1. Did you ever repeat any grades in school? What grade(s)?

2. Why did you leave school? (if this applies)

3. Were you ever given any special education assistance in the past? If so, what kind?

4. Reading abilities:
    a. Are you able to sound out words you don't know?

    b. If you can read the words, can you understand and remember what you read?

    c. Are you a fast reader?

5. Describe your ability to listen and speak effectively.
    a. Can you usually understand what other people say/tell you to do?

    b. Are you able to explain yourself when speaking so that others understand you?

6. Describe your writing abilities.
    a. a) Can you organize your ideas to write?

    b. Do you usually put periods and commas in the right place?

    c. How would you describe your spelling?

7. Describe your ability to do math or science.

8. Describe your social skills. (For example, is it hard for you to make/keep friends?)

9. Have you ever been formally assessed (one-on-one) for any learning difficulties?

10. What gives you the most difficulty when doing school or work tasks?

11. What do you find easiest to do?

GOALS CHECKLIST

Name   Date

TASK	Can Do	Work on Now	Work on Later	Not Interested
Home				
Read labels (food, medicine, etc.)				
Read bills				
Use telephone book				
Read letters, notes				
Write letters, notes				
Read newspapers				
Read magazines				
Read stories to kids				
Help kids with homework				
Fill out applications				
Use a dictionary				
Read TV guide				
Read classified ads				
Read recipes				
Phone for information				
Banking				
Open an account				
Fill out bank forms				
Write cheques				
Keep bank/cheque book				
Use bank machine				
Shopping				
Read signs and labels				
Compare prices				

Count money/ make change				
Order by mail				
Make lists				
Read ads, flyers, catalogues				
Add prices while shopping				

TASK	Can Do	Work on Now	Work on Later	Not Interested
Work				
Fill out job applications				
Prepare resume				
Write a cover letter				
Read messages, memos				
Write messages, memos				
Read paycheque and stub				
Read work orders/reports/forms				
Read safety information				
Read bulletin board				
Getting Around				
Read street names, signs				
Read maps				
Read a menu				
Take a driver's test				
Read bus, train schedule				
General				
Write name & address				
Read/write names of family/friends				

Read/write days of the week,/month				
Read short stories				
Write stories				
Keep a diary or journal				
Use handwriting				
Learn the meaning of new words				
Keep appointment calendar				
Organize writing ideas				
Read manuals				
Read in church, at clubs				
Use a computer				

TASK	Can Do	Work on Now	Work on Later	Not Interested
Health				
Use a thermometer to check fever				
Ask a pharmacist for advice				
Call a doctor and explain what is wrong				
Go to emergency dept. at the hospital				
Read & understand labels on medicine				
Measure medicine				
Read labels in drugstore				

Math (Skills)				
Add				
Subtract				
Multiply				
Divide				
Fractions				
Decimals				
Percents				
Math (Practical)				
Counting				
Use clocks and calendars				
Use a calculator				
Measure things				
Budget your money				
Calculate tax and discounts				
Calculate materials (sewing, building)				

TASK	Can Do	Work on Now	Work on Later	Not Interested
Reading				
Sounds of letters				
Sound out words				
Reading out loud				
Read silently				
Understand what was read				

Remember what was read				
Pick out important information				
Find familiar word patterns				
Recognize words on sight				
Understand words in context				
Predict in stories				
Learn new vocabulary				
Understand short forms of words				
Prefixes and suffixes				
Use a table of contents & index				
Writing & Spelling				
Use printing				
Use handwriting				
Put words in alphabetical order				
Copy words and sentences				
Write in point form				
Write in complete sentences				
Use end-of-sentence punctuation				
Know when to use capital letters				
Know parts of speech (nouns, verbs, etc.)				
Know contractions				
Use spelling rules				
Use spelling patterns				
Use strategies to learn new words				
Proofread own writing				

Goal Requirements

Program Name:

Learner's Name:

Assessor:

Date:

"There is nothing like a dream to create the future."

Victor Hugo

Long-term Goal(s):

Short-term goals required to reach your long-term goal/s:

Personal Goal-setting Questionnaire

Goal:

What would I like to do to improve or change my life?

Why do I want to make this change?

What skills, abilities or supports do I already have that can help me make this change?

What might make it hard for me to make this change?

What do I need to learn or do in order to make this change?

What can I do in the next three to six months that will help me work on this change?

Date to meet again to discuss progress. (within two months)

Student Goals

Student Name:	Date:
Course/Activity	Action needed:
Short-term goal	Action needed:
Mid-term goal	Action needed:
Long-term goal	Action needed:

Creating S.M.A.R.T. Goals

Goals are easier to reach if they are: **Specific**
<div align="center">

Measurable
Attainable
Realistic
Tangible

</div>

Specific -   *A specific goal* is more likely to be met than a general one. To set a *specific goal*, answer these six "W" questions:
Who: Who is involved?
What: What do I want to accomplish?
Where: Where will I work on my goal?
When: When will I work on it? Establish a time frame.
Which: Which requirements and limits do I need to be aware of?
Why: Why do I want to reach this goal? (purposes and benefits)

EXAMPLE: A general goal might be, "Go to college." But a *specific goal* would say, "Call the college and make an appointment with the upgrading department."

Measurable -   Establish concrete ways to *measure* progress. When you measure your progress, you stay on track, reach your target dates, and experience the thrill of achievement that keeps you working toward your goal. To determine if your goal is *measurable*, ask questions such as:

How much? How many? How will I know when it is accomplished?

Attainable -   Once you identify the goals that are most important to you, you can begin to *figure out ways to make them come true*. You develop attitudes, abilities, skills, and the financial capacity to reach them. You begin to notice ways to move closer to your goals.

You can *attain* almost any goal when you plan your steps wisely and establish a time frame that allows you to carry them out. Goals that may have seemed

out of reach slowly move closer and seem more *reachable*. This is not because your goals shrink, but because you grow as you work to achieve them. When you list your goals you build your self-image. You see yourself as worthy of these goals and develop the skills and traits needed to possess them.

Realistic -   To be *realistic*, a goal must be something you are *willing* and *able* to reach. A goal can be high, yet still *realistic*; you are the only one who can decide just how high your goal should be. But be sure that each goal you set is easy enough to reach and also hard enough to stay interesting and challenging. The hardest job can seem easy, simply because it is a labour of love.

Your goal is probably *realistic* if you truly believe that it can be accomplished. In addition, ask yourself if this goal is similar to anything you have done before, and what conditions must exist for you to accomplish this goal. Do those conditions exist, or can you bring them about? If so, your goal is probably *realistic*.

Tangible -   A goal is *tangible* when you can *experience it with one of the senses*; that is, taste, touch, smell, sight, or hearing. When your goal is *tangible* you have a better chance of making it specific and measurable and, thus, attainable.

Example of a S. M. A. R. T. Goal

Specific   I will get my open book test done and hand it in on time.

Measurable   Getting it finished and handed in with no marks off for lateness are concrete measures of success.

Attainable   If I spend one hour every night working on it, I can get it done on time.

Realistic   I need good marks on this assignment, and I can do it. I'm not setting myself up for something I can't achieve.

Tangible   The take-home test is right in front of me. I can see it, feel it, and look forward to handing it in and hearing myself say, "I did it!"

Now you try it with a goal that is…

Specific

_____

Measurable

_____

Achievable

_____

Realistic

_____

Tangible

_____

Barriers to Education and Employment

A barrier is something that makes it hard or impossible to get somewhere or do something. Most people have some barriers that can make it hard to stay in school or keep a job. It is helpful to identify these so that something can be done about them.

As you read each of the possible barriers below, check off any that make school or work hard for you.

❑ Age	❑ Transportation	❑ Childcare
❑ No phone	❑ Resume	❑ Illiteracy
❑ Appearance	❑ Lack of initiative	❑ Lack of skill
❑ Negative attitude	❑ Lack of education	❑ Fear
❑ Lack of experience	❑ Chronic illness	❑ Lack of support
❑ Poor self-esteem	❑ Disability	❑ Addiction
❑ Way of speaking	❑ Limited English skills	❑ Reputation
❑ Writing skills	❑ Criminal record	❑ Gender
❑ Past jobs	❑ Race	❑ Over-qualified
❑ Lack of money	❑ Poor references	❑ Not physically strong
❑ Under-qualified	❑ Overweight	❑ No address

Other _____

How can you overcome your barriers?

_____

_____

_____

_____

_____

Tree Training Plan - Notes for tutors

The learner fills in the tree with the proper information.

Roots

What the learner already knew or could do before entering the program. Is a base to build the rest of the learning on.

- Skills and abilities
- Prior learning activities
- Transferable skills

Trunk

Lists the learner's strengths. What will help them stay committed to the program and to progressing?

Surrounding the tree

The challenges or pressures that may block success in the program.

Branches and leaves

The learner's goals for the future: short-, mid-, and long-term.
The path the learner takes to reach the goals is notes in the learner's file.
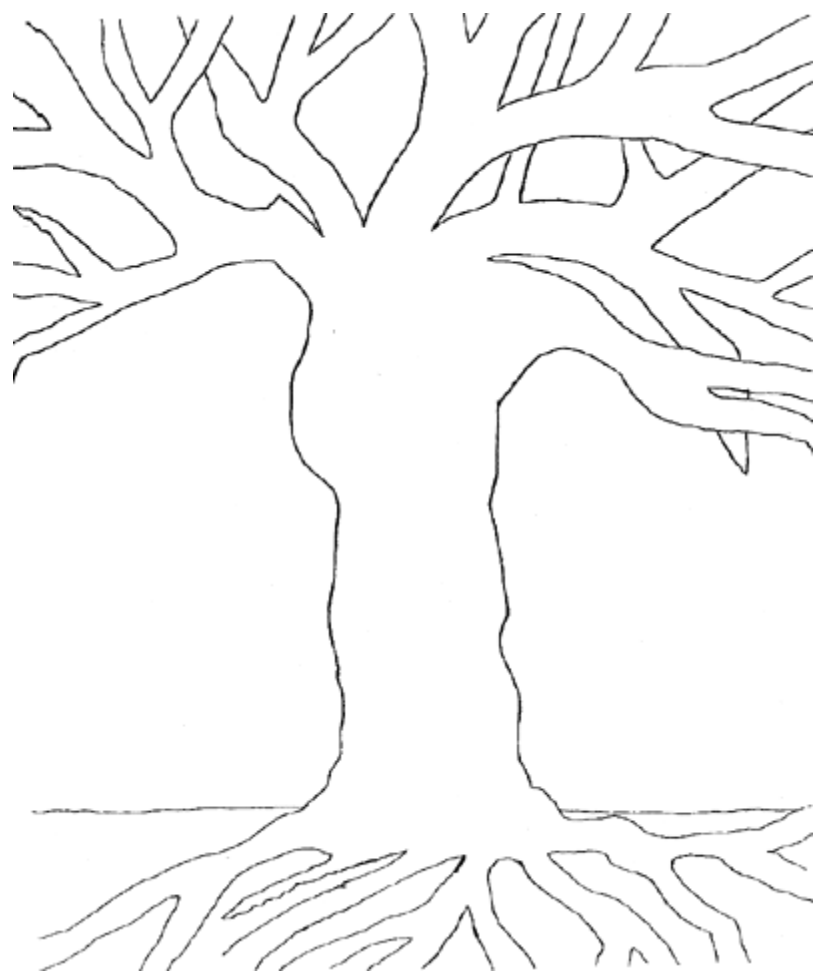
Training Plan for:

Date: **Completed by:**

Background Information:	Required Supports:
	Travel ❑ **Yes** ❑ **No** **If yes amount:** **Child care** ❑ **Yes** ❑ **No** **If yes amount:** **Other support/services required:**

Goals:

Long-term Goal:

Short-term Goal: Related to: ❑ Further Education and Training ❑ Employability ❑ Independence

Training Plan for:

Training Plan:		
Start Date:	Proposed Completion Date:	Actual Completion Date:
# of hrs/week:	#of weeks:	Total of Projected Contact Hours:
Factors affecting attendance:		Total of Actual Contact Hours:
Initial :	Interim:	Interim:

Training Plan Review:			
Date:	Reviewer:	Action:	Time Taken:
Short Term Goal Achieved? ❏ Yes ❏ No	If "No", estimate progress made towards achievement (ie: 25%)		
Identify factors that relate to the completion or non-completion of the short-term goal.			

Training Plan for:

Short Term Goal:					
Domain	Learner has these skills	Skills required for learner to reach goal	Learner will be working on	Demonstration Activity	Date Achieved

Training Plan for:

Learning Styles Assessment		
Name/Type of Learning Styles Assessment:	Completed on:	Learning Styles Result:
Instructor's plan for incorporating the learning style into the lessons.		

Training Plan for:

Transferable Skills Identification		
Transferable Skills Acquired - job, volunteer, personal	When and Where:	How do these relate to the learner's goal?

Training Plan for:

Status of Learner at Exit:		Date of Exit:		
Communications	Beginning Level:	Level at exit:	Skills Achieved:	Comments
Numeracy				
Self-Direction/ Self- Management				

Training Plan for:

Follow-up Schedule and Results		
Date	Completed by:	Results: What is the learner doing? Is it related to their goal?
3 month		
6 month		

LBS Custom Training Plan

What are your long-term goals? (For example: job, high school, college, help your kids) Our job is to help you get the skills you need to reach them.

_____
_____
_____
_____

What do you need to reach your long-term goals? These are sometimes called short-term goals. Examples are: cultural knowledge, writing skills, math, computer basics, self-esteem.

_____
_____
_____
_____

Assessment helps us determine your level of skill. This is the best way to find the starting point for your Custom Training Plan. When can you come in for an assessment? Set aside 2-4 hours.
Date: _____ Time: _____

Comments: _____
_____
_____
_____

Write a short paragraph about how education can help to improve our community.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Your Custom Training Plan can now be developed from all the above information. What activities would you like to do to build your skills?

_____
_____
_____
_____

A demonstration is an activity that shows you have met a goal. What might you do to show you have reached your goal?

_____
_____
_____
_____

Weekly Learner Report

Date _____ For the week of _____

Learner   Tutor

This week I worked on...

I used these resources: ❑ dictionary ❑ thesaurus ❑ encyclopedia ❑ map/globe ❑ computer ❑ calculator ❑ telephone Other

Questions I have...

This week I used these skills...

Today we worked on...	Next week we will work on...

During this next week I will...

Quilt Square Demonstration

⊞ Making A Quilt Square ⊞

The learner chooses to demonstrate the skill of making a quilt square to a group of other learners. Here is a brief list of possible applications of the Learning Outcomes Matrix.

Domain: Communications

Outcome: Speak and listen effectively

Skill Set: Communicating interpersonally

Level 3 Success Markers:

> "checks own understanding by summarizing or questioning appropriately"

> "encourages responses from others by questioning appropriately".

Domain: Numeracy

Outcome: Use measurement for various purposes

Skill Set: Measurement concepts

Level 1 Success Marker:

> "creates symmetrical figures using concrete materials and drawings"

Domain: Numeracy

Outcome: Solve geometric problems

Skill Set: Transformational Geometry

Level 5 Success Marker:

> "creates an original design using geometric patterns, and identifies the use of such designs by various cultures"

Other Outcomes:
Demonstrated increased confidence.
In addition to teaching the skill, the learner organized the entire lesson, including the following:

- planned the set-up of the room,
- visited the library and brought in books on quilting,
- obtained information from local community education programs on the availability of classes and provided this information, and
- brought in a completed quilt and described how she learned the skill of quilt-making from the grandmothers in her community.

Learner Exit Summary

Date_____

Name_____ Gender_____ DOB_____

Date started_____ Date finished_____

Initial Goal/s_____

_____

_____

_____

Goals that changed or were met_____

_____

_____

Academic accomplishments and resources used

Numeracy_____

Communications_____

Science_____

Computers_____

Self-direction/self-management_____

Other_____

Job Placement

Job location_____ Dates of placement_____

Job title/duties_____

_____

Comments_____

_____

_____

Recommendations and/or learner's comments

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

EVALUATION OF AN ASSESSMENT TOOL
Notes for tutors

This form can be used to help a practitioner know what to look for when previewing assessment materials. Often, when you have a chance to borrow another program's materials or are visiting for a short time, it can be hard to stay focused on what features to look for in an assessment tool. The "Evaluation of an Assessment Tool" form can help. The form suggests points to consider and questions to ask when deciding if an assessment tool will be useful for your learners. Here is a brief, item-by-item explanation of the form.

What is/are the purposes(s) of this assessment tool?

- Check off the features you find in the assessment tool. On the longer lines you can make notes about page numbers, comments about the quality, or any other ideas you have about that feature. When you finish with this section, you will have a good idea of which phase in a learner's studies the tool assesses.

What is being assessed?

- *Specific skills* are fairly straightforward to assess. They include skills such as adding two fractions, measuring the length of a table, or writing one's name.
- *Integrated skills, knowledge and behaviours* are activities and situations which involve many different tasks and abilities, such as cooking something, writing a book report, or building a bookshelf.
- Some assessment tools assess only one level, while others assess more than one.
- The same holds true for the three domains. Space has been provided for your notes and comments.

What standards are being met with this tool?

- Some of these questions will be hard to answer until you have a chance to use the assessment tool with your learners. However, you may be able to get a feel for this information by scanning it and mentally (or actually) comparing it to tools you know well. It may also be helpful to talk with someone who uses the tool.

Decision.

Here's where you decide how, or if, this assessment tool will add to your program. Keep in mind that it's rare for one assessment tool to be a perfect fit for almost any purpose, especially a more complex one. However, you may be able to use parts of it or get ideas to use in assessment tools you develop yourself.

EVALUATION OF AN ASSESSMENT TOOL

Name of assessment tool _____

Developed/Written by _____

Available from _____

      1.   **What is/are the purpose(s) of this assessment tool?**

          ____ to obtain personal information _____

          _____

          ____ to discover interests and education, work & volunteer
          background _____

          _____

          ____ to set goals _____

          _____

          ____ to determine communications level _____

          _____

          ____ to determine numeracy level _____

          _____

          ____ to discover learning difficulties _____

          _____

          ____ to determine learning style _____

          _____

          ____ to assist in learning _____

          _____

          ____ to document progress _____

          _____

_____ to develop and improve the program _____

_____

_____ to demonstrate accountability _____

_____

to aid in the transition to: _____ another level _____

                _____ a different literacy program _____

                _____ greater independence _____

                _____ training _____

                _____ college/university _____

                _____ employment
                _____

2.   **What is being assessed?**
_____ specific skills _____

_____

_____

_____ integrated skills, knowledge and behaviours _____

_____

_____

Level(s) 1   2   3   4   5

_____ Communications _____ Numeracy   _____ Self-direction/
                                                   Self-management

3.   What standards are being met with this tool?

Does it meet the needs of your program's mandate and methods?

_____

_____

Does it measure what it aims to measure? (Are the results valid?)

_____

_____

Are the results similar when different people do the scoring? (Are the results reliable?)

_____

_____

Are the results consistent when the learner takes it for more than one reason, such as intake assessment and, later, exit assessment?

_____

_____

4   Decision
This assessment tool would be best for:

Initial___ On-going___ Exit___

Is this tool suitable for our program? Yes___ No___

If the whole assessment tool is not suitable, which parts might be?

_____

_____

Intake to Exit Process

Screening Assessment

Helps to determine learner/program suitability and whether the program will help the learner meet their goal. The screening takes about 15 minutes.

Ask about:

- Learner goals and interests
- Previous education and training

Give them a description of the program's goals and services.

After the screening, the learner can decide whether the program can help them reach their goal.

If the program does not meet their needs, refer to another agency, if possible.

Initial Assessment/Intake

Completed after the learner has decided the program meets their needs. Takes 1 to 2 hours.

The initial assessment/intake should include:

- Personal contact information
- Statistical information
- Academic screening/assessment
- Identification of special needs or supports required
- Identification of learning problems
- A short learning styles assessment
- Learner's long-term goal - this may be beyond the scope of a literacy program
- Learner's commitment to the program

Training Plan Development

Developing the training plan can be done in several short sessions.

Development of the training plan includes:

- Setting long-, mid-, short-term goals
- Gathering prior learning information
- Comprehensive learning styles assessment
- Identification of transferable skills
- Identification of knowledge base and specific skills needed, using the LBS program levels
- Development of a sequence of learning

- Method for recording learner's progress
- Development of an on-going assessment plan

<u>Learning Activities, On-going Assessment, and Demonstrations</u>

Learning activities include worksheets, handouts and presentations that the learner works on to reach their goal. It is up to the program whether these activities will be graded.

Examples of learning activities:

- Workbooks
- Tutor or instructor generated worksheets
- Workshops or presentations
- Community involvement activities
- Experiments, cooking activities or daily living activities

On-going assessment include tests, self-assessment and observation of progress. These help mark the learner's progress and identify learning gaps. These should be recorded in the learner's file for future reference.

On-going assessment will also include the review of learner goal(s). The learner and instructor will set up a review process. This is important because sometimes the learner starts a program with a goal, but then changes their mind. Reviewing helps keep the learning activities relevant to the goal.

Demonstrations are developed to show that a learner has reached their goal. The learner and instructor should develop the demonstration together.

Examples of some demonstration activities:

- Cooking a meal
- Opening a bank account
- A final level test
- Preparing and doing a presentation
- Producing a document on the computer
- Answering the telephone

<u>Exit Process</u>

When a learner leaves the program, prepare an exit report that identifies:

- Start date
- Completion date
- Initial goal
- Program progress- what did they learn while in the program
- Reason for leaving, if known

Contact the learner three and six months after exiting the program. Contact might be direct (phone call or visit), a mail-out questionnaire(a self-addressed stamped envelope), or asking family, friends or Ontario works worker.

Learner's File Checklist

Learner _____ Date _____

Program _____

Date completed/filed:

❑ Intake form

❑ Initial assessment form

❑ Confidentiality agreement

❑ Release of information

❑ Training plan

❑ Learner/tutor contract

❑ Demonstrations of skills learned

❑ Progress notes

❑ Exit assessment

❑ Student exit summary

❑ Post-exit follow-up

Other:

❑ Samples of work selected by learner

❑ Learner's journal

❑ Miscellaneous file notes

❑ Copies of learner's resume, certificates, etc.

❑ Copy of letter of referral to next program

❑ Photos

❑ Job placement information

Exit Outcomes
LBS PROGRAM STATS

Student Number	Name	Exit Outcomes A- Employed (no longer OW) B- Employed (no longer EI) C- Employed (other) D- In other LBS training E- In other training F- In school, G-Doing volunteer work H- Unemployed I- Lost contact J- Other	Time in Program A- less than 6 months B- 6 months to 1 year C- 1 to 2 years D- 2 to 3 years E- More than 3 years	Follow-up Status A- Employed B- In other LBS training C- In other training D- In school E- Doing volunteer work F- Unemployed G- Other H- Lost contact	3mths	6mths

Daily Log of Walk-ins, Phone, & Email Activity

Date	Walk In	Phone In/Out	Details	Info & Referral	Intake & Assess.	Training Plan	Training	Follow-up	Admin	Time Spent 1/4hrs.

NOTE: This is a sample form used to track walk-in, phone and email activities. It is maintained daily and has been divided into six possible categories. This makes life a little easier when trying to do stats. Each new activity can be counted as ¼ hour. These are totalled at the end of each month.

Occasional or Drop-in Learner's Profile

Name _____ Date of first contact _____

Community _____ Phone/Message _____

Means of contact Office ❑ Classroom ❑ Telephone ❑ Other ❑

Previous student? Yes ❑ No ❑   If so, when? _____

Referred by _____ Relationship _____

Purpose of first contact

❑   information about the program
        _____

❑   other information/resources
        _____

❑   resume, cover letter
        _____

❑   use computer
        _____

❑   level test -- Subject & Level _____

        If requested by an agency, give agency name
        _____

❑   high school help   Subjects: _____
❑   post-sec help   Subjects: _____

Initial contact hours:____ Transferred to monthly stats form?____

Comments/Recommendations : _____

_____

_____

_____

Record of learner's subsequent drop-in contacts

Date	Purpose of contact (as per above list)	Number of contact hours	Transferred to monthly stats?

Release of Confidential Information

I, _____ give permission to _____

to share information contained in my Learner File with only the agencies or persons listed below:

_____

_____

The release of this information is for the following purpose(s):

_____

_____

I understand that only the information contained on this release may be given out to the agencies or persons named here.

_____   _____
Client or Guardian signature   Witness signature

_____   _____
Date   Witness Name

Confidentiality Form

Confidentiality means:

> What you see here,
> What you hear here -
> When you leave here,
> Let it stay here.

This applies to all instructors, tutors, learners, and visitors. We are a team.

Instructors share information with each other in order to serve learners better. Sometimes we have to disclose this information for legal reasons or to make a program report.

Do you agree to accept these factors of confidentiality?

_____   _____
Learner's signature   Date

_____   _____
Witness   Date

TRAINING SUPPORT POLICY

Purpose
Training support helps low-income learners access the LBS program by funding transportation and childcare costs. Funding is provided for those who would be unable to attend without such support.

Eligibility criteria
To be eligible for training support you must meet the following criteria:

- be eligible for enrollment in the LBS program and
- have a gross annual income of:
    - - less than $12,000 for an individual
    - - less than $21,000 for a family

Learners can only receive training support from one government source while in the LBS program.

Allowable claims
Child Care:
Childcare costs are payable for children up to twelve years of age. No payments will be made for childcare provided by a partner/spouse or any family member living with the claimant.

- Hourly rate per child _____
- Daily rate per child _____

Transportation:
Learners are eligible to receive transportation assistance based on the distance traveled to school. Drivers who car pool may receive a mileage allowance if no payment is made by the passengers. The driver must submit a list of passengers.

- Rate /km _____

Application and assessment for training support
Learners requesting training support must complete and sign a Training Support Application Form. This will enable staff to determine eligibility. The LBS program coordinator is responsible for approving requests for childcare and transportation support. Priority will be given to eligible learners who demonstrate the greatest need.

Payment of training support
Training support is paid only for the days and hours the learner attends the program. Payment can be made directly to the claimant or to the service provider (bus driver, car-pooler, or babysitter).

Training Support Application Form

Name:_____ Date of application:_____

Address: _____

_____

Street address: _____

Phone number _____ Message number _____

Number of dependents including spouse or partner: _____

Annual income: _____

Source of income: _____

CHILD CARE REQUIRED: ❑ Yes   ❑ No

Child's name	Age	Days care is needed	Hours care is needed

Childcare provider's name: _____

Address: _____

_____

Phone number: _____

Approved for childcare support: Amount: $ _____

Not approved for childcare support: Reason _____

_____

_____   _____
Program Coordinator   **Date**

TRANSPORTATION SUPPORT REQUIRED: ❑ **Yes** ❑ **No**

Transportation from _____to _____

Driver's name: _____

Transportation required _____ days per week.

Approved for transportation support: Amount: $ _____

Not approved for transportation support: Reason: _____

_____   _____
Program Coordinator   **Date**

I, _____, promise that the information in
my Training Support Application is correct. I will inform the program
coordinator if my circumstances change in any way that affects my
training support. I am not receiving training support from any other
government agencies.

_____   _____
Learner's signature   Date

_____   _____
Program Witness Signature   Date

LBS Statistics Report

Student No.	Date	Name	Phone No.	Address	Type of Contact A= appointment D=drop in C=phone call	Appointment Type R=resume help TP= training plan C=career exploration LA=level assessment I=information	Contact Time 3 -hour units	Results R=referral AE=Adult Ed. O=other program	Start Date

Summary Notes:

Learning Difficulties - A Fact Sheet

When we have come to a "standstill" with a particular student, we are faced with trying to decide whether or not the student can progress any further. When we believe that we have tried every possible strategy, but the learning does not seem to be happening, we have a tendency to look at the student as not being able to learn, i.e., intellectually limited, unmotivated, slow. The list below, although not exhaustive, provides some insight into these difficulties.

Learning Disabilities	Developmental Disabilities
Intelligence is within or above normal range.	Intelligence is below normal range.
Can carry on a conversation, going into the appropriate depth Can make conversation with teacher/tutor on an equal basis.	Does not elaborate appropriately without prompts. Tends to repeat well-known phrases. Has conversations on a question-answer basis.
Can build on acquired information and learn new skills.	Needs new information for each new learning experience; does not know how to use old knowledge.
Can transfer old information to new.	Does not transfer information well.
May not have a large vocabulary, but is able to communicate well.	Has a limited vocabulary, which limits communication.
Learned Helplessness For many individuals who have a disability, that disability may have created barriers to success in school. They have often learned that "If you don't try, you can't fail." Some give up easily -- too easily, sometimes feeling it is your job to teach them, not theirs to learn. They may need to be gently "pushed". They use the same unsuccessful strategies, even when they know they don't work.	

Four Forms of Learning Disability - A Fact Sheet

Learning disabilities result from problems with processing information. The three most common are: visual, auditory, and organizational. Although numeracy disabilities are less common, they have been included here to help practitioners identify and work with them.

How to identify visual learning disabilities:

- Can sound out words.
- Can blend sounds.
- Can substitute letters.
- Can work with word families and rhyming words.
- Is very verbal; will chat.
- Can't recognize words that they "know".
- Has trouble with oral reading - stumbles and hesitates.
- Gets lost and uses finger to find place on the page.
- Bases spelling on the sound of words.
- Has problems with irregular spellings such as *ough* and *eigh*.

Some strategies for teachers:

- Use a sounds- or phonics-based reading program.
- Teach irregular sound chunks such as "tion" and "ing".
- Teach vowel rules (e.g., "When two vowels go walking, the first one does the talking.").
- Use short poems (The rhyme and rhythm help in predicting sounds and words.).
- Teach word skills to find answers quickly.
- Teach skimming (to get the overall meaning of a paragraph or article.).
- Teach scanning (to find important information such as first & last paragraphs, headings, etc.).
- Use cloze exercises (to help with prediction and to break word-by-word reading patterns).
- Don't have them read aloud if it makes them the least bit uncomfortable.
- Teach pre-reading skills to make the process of reading more comfortable.
- Teach meta-cognitive skills to help them interact with text and make it personal and meaningful.
- Teach word families, with an emphasis on sounds.
- Teach spelling tricks.
- Teach memory tricks.

How to identify auditory learning disabilities:

- Can remember words they know.
- Guesses at words that look like a word they know (i.e. attraction for attractive).
- Has trouble with big words.
- Has trouble with pronunciation.
- Can't blend sounds well.
- May know sounds, but mixes them up when sounding out a word.

- Doesn't respond to rhyming clues.
- Bases spelling on known words.

Some strategies for teachers:

- Use sight word approach.
- Use flash cards with personalized/meaningful vocabulary.
- Teach structure rules for prefix, suffix, root word, plurals, etc.
- To start, use own stories rather than prepared text.
- Have them write out words and stories. (The act of writing helps imprint the words and flow of language for them.)
- Use spelling lists.
- Note the shape of hard-to-remember words.
- Use cloze exercises to help them see they can predict unknown words through context clues.
- Teach new words before having them read a passage.
- Ask pre-reading questions so they know what to look for.
- Don't have them read aloud until they know the vocabulary well.
- Use charts and table to display rules.
- Teach word-search skills to find answers.

How to identify organizational learning disabilities:

- Takes longer to understand and respond to questions, but the quality of the answer is good.
- Has trouble giving clear, concise answers to simple questions.
- Has trouble focusing and staying on task.
- Often needs questions re-stated or re-worded, but answer is good.
- Has trouble with attendance and follow-through.
- Is often a great "ideas" person.

Some strategies for teachers:
Explain what reading is like.

- Decoding uses sounds, sight, and context clues.
- Try to link what you read to what you already know; this makes the information meaningful.
- There are patterns that writers use for different types of writing. For example, the most important information is often in the first and last paragraphs.
- There are different ways to read:
  - for general information; e.g., a newspaper
  - for enjoyment; e.g., a novel
  - for specific information; e.g., a text book or manual

<u>Teach comprehension skills.</u>

- Scan, skim, and ask pre-reading questions.
- Look for who, why, what, where, when and how.
- Search for particular words in order to find answers to questions.
- Use the glossary, table of contents, and index to aid in understanding and using printed information.

<u>Use spelling tricks and rules, such as:</u>

- Words that end in "**ce**" are nouns.
- Words that end in "**se**" are verbs.
- To spell *business* -
  - To remember it's *b<u>us</u>* -- "You take the *bus* to work."
  - To remember the *ss* at the end -- "You want to earn *$$* at work."

Help learners understand why things happen, and help them see that new information is like information they already have. Then find out what successful patterns they use, and teach them to apply them to new situations.

How to identify numeracy learning disabilities

- Even after years of practice, the learner is still unable to recall even simple rote facts. (This frustrating limitation can also accompany Fetal Alcohol Syndrome [FAS] and damage from alcoholism.)
- Has problems with sequencing and seeing relationships between objects or concepts.
- While able to do other math, cannot understand problems involving three-dimensional objects.

NOTE: Many learners suffer from "math phobia"; they are sure they can't do it. A gentle, supportive instructor who is willing to simplify tasks, explain, and show patterns can eventually help them gain confidence. This fear may or may not go along with a numeracy disability.

Some strategies for teachers:
<u>To help with rote recall</u>:

- Teach and encourage use of a calculator.
- Teach and encourage use of a multiplication table.
- Teach math tricks, such as "When you multiply 9 times any number, the digits in the answer will add up to 9."

<u>To help with sequencing:</u>

- Use a word- or letter-based trick, such as "**BEDMAS**" for order of operations: **B**rackets, **E**xponents, **D**ivision, **M**ultiplication, **A**ddition, **S**ubtraction.

<u>To help with understanding three-dimensional objects:</u>

- Teach formulas.
- Help them find and understand key words in story problems.
- Use real objects and uses whenever possible.

LBS TERMS AND ACRONYMS

The following list of terms and acronyms has been compiled to help practitioners understand the language of the literacy field. This is not intended to be a thorough historical document, but a guide to aid in the building of a "common language". Please note:

- Acronyms have been "stretched" to indicate the name they stand for, and a brief description of the organization or document is given.
- Current literacy terms are defined and referenced to make them as clear and reliable as possible.
- The assessment tools are listed only in an attempt to help clarify terms, not to imply any bias about their usefulness.

AlphaPlus - is a literacy resource centre in Toronto for all streams. They loan books, tapes and other resources to practitioners and learners.

AlphaRoute - is an on-line literacy project being developed by AlphaPlus, in cooperation with all four literacy streams. It features lessons which learners can work on independently or with the help of a mentor.

assessment - "the gathering and analysis of information about the abilities, needs, interest, learning styles, and achievements of learners." It is " a fundamental component of literacy programming." "Assessment tools and methods are the formal or informal means through which literacy practitioners gather valid, reliable, and relevant information about the progress of learners. The LBS Program does not endorse a singe, specific method to assess literacy learning, but encourages LBS agencies to use a mix assessment tools and methods that are appropriate to the goals of the learner, the nature of the agency and the purpose of the assessment." (from Common Assessment in the Literacy and Basic Skills Section, Pg. 1, MTCU, August 2000)

Business plan - Submitted annually in December, it reflects each LBS program's projected activities for the coming fiscal year.

CABS - **C**ommon **A**ssessment of **B**asic **S**kills, developed by Literacy Link Eastern Ontario, is designed to help guide assessors, practitioners and tutors through the assessment process, particularly initial assessment. It contains sample questions, forms and demonstrations and offers help in identifying learners' goals and developing training plans. In 1999, CABS was revised to reflect the LBS levels. (from the OLC's schedule for Common Assessment training in the fall of 2000)

Coalition francophone pour l'alphabetization et la formation de base en Ontario - one of the four LBS streams; provides literacy services to Francophone programs in Ontario.

common assessment - "refers to the use by LBS agencies of comparable assessment tools and approaches, based upon the common language of learning outcomes. Common assessment provides a method for comparing assessment results based on four foundations:

> - the principles of the LBS Program;
> - the learning outcomes approach;
> - good assessment practice; and
> - shared criteria for comparing assessment results."

(from Common Assessment in the Literacy and Basic Skills Section, Pg. 1, MTCU, August 2000)

Common Assessment in the Literacy and Basic Skills Program - Produced in August 2000 by Literacy and Basic Skills Section in the Workplace Preparation Branch of MTCU, this document has sometimes been referred to as the "Common Assessment Paper." It deals in depth with the second phase of RALS, which is assessment.

Common Writing Assessment - developed by Norman Rowen, George Brown College, 1997 and revised in Fall 1999-Spring 2000. See entry below: Revised Common Writing Assessment.

Core Quality Standards - are standards that the MTCU uses to evaluate literacy programs.

demonstration - Demonstrations provide an opportunity to assess learner knowledge and skills. Demonstrations can be used for both initial and ongoing assessment, although they are more commonly used in ongoing assessment. (from "Working With Learning Outcomes - Validation Draft", Pg. 23, pub. by MET, 1998) The performance of a demonstration activity that shows achievement towards the learner's goals. (from "Developing Demonstration Activities" Draft, Pg. 1, prepared by the OLC, May 1999)

Quality demonstrations have five elements:

1. The demonstration is related as directly as possible to the learner's goal.
2. The practitioner identifies the specific skills set and success markers embedded in the demonstration.
3. The demonstration is not a copy of the learning activity that preceded it.
4. The demonstration resembles as much as possible real-life applications.
5. The demonstration reflects the learner's cultural context.

(from "Getting Started: Learning Outcomes Orientation & Training for Anglophone LBS Agencies", Pp. 14-16, pub. by MET, Sept. 1998)

Essential Skills - These listings...focus on problem-solving, decision-making, job task-planning and organizing... (from "Getting Started: Learning Outcomes Orientation & Training for Anglophone LBS Agencies", Pg. 7, pub. by MET, Sept. 1998) See entry below : HRDC

GED - **G**eneral **E**ducation **D**iploma

Goal-directed assessment process - focuses on the following five stages:

1. the learner's personal, educational, and employment background;
2. the learner's long-term and short-term goals;
3. the skills needed to reach those goals;
4. the learner's current abilities;
5. the learner's skills gaps and plan of action to reach the goals.

(from "Getting Started: Learning Outcomes Orientation & Training for Anglophone LBS Agencies", Pg. 2, pub. by MET, Sept. 1998)

GOLD - **G**oal: **O**ntario **L**iteracy for **D**eaf People - one of the four LBS streams; provides literacy services to programs in the deaf community.

HRDC - **H**uman **R**esources **D**evelopment **C**anada, whose "Essential Skills Project" lists eight basic skills which were embedded in the Ministry's literacy learning outcomes. These eight skills are listed and defined in HRDC's "Reader's Guide to Occupational Essential Skills Profiles." (from "Working With Learning Outcomes - Validation Draft", Pg. 25, pub. by MET, 1998)

IALS - **I**nternational **A**dult **L**iteracy **S**urvey - "an assessment instrument designed to categorize a large number of adults according to the literacy levels at which they are functioning..." (from Common Assessment in the Literacy and Basic Skills Section, Pg. 9, MTCU, August 2000) It is one of the performance standards that contributed to the shape of the present LBS levels 1-5.

LBS - **L**iteracy & **B**asic **S**kills - a section of the MTCU's Workplace Preparation Branch. The LBS Program "provides support to over two hundred literacy agencies in Ontario. The LBS Program focuses on goal-directed, learner-centered literacy training that helps adult learners attain the skills necessary to attain employment, enrol in further training or education, or achieve personal independence." (from Common Assessment in the Literacy and Basic Skills Section, Pg. 1, MTCU, August 2000)

learning activity - "An activity that resembles as closely as possible, a real-life application, and provides the learner with an opportunity to develop a number of integrated skills related to their goals." (from "Developing Demonstration Activities" Draft, Pg. 1, prepared by OLC, May 1999)

Learning Outcomes Matrix - "This document is used to demonstrate accountability to the learner, the community and the funder... How you use the Matrix depends on the goals of your learners, the structure of your agency, the number of learners you work with, the assessment approaches you use, the demonstration activities you develop with your learner, and the standards of performance required by the learner's goal and by the agency." (from "Getting Started: Learning Outcomes Orientation & Training for Anglophone LBS Agencies", Introduction & Pg. 21, pub. by MET, Sept. 1998)

"...the incorporation of six key structural features into the Learning Outcomes Matrix enable it to respond to the LBS Program. They are:

1. dividing outcomes into three *Domains*;
2. sub-dividing the domains into 10 *Component Outcomes*;
3. identifying literacy and numeracy *Skill Sets* that comprise each Component of each Outcome category;
4. identifying *Success Markers* - concrete and demonstrable indicators of proficiency for each Skill Set placed on a continuum of *five LBS levels*;
5. identifying *Transition Markers* - guiding indicators that help learners bridge the gap between levels; and
6. laying out all of the above elements in a *Learning Outcomes Matrix*."

(from "Working With Learning Outcomes - Validation Draft", Pp. 7-9, pub. by MET, 1998)

LLEO - **L**iteracy **L**ink **E**astern **O**ntario - developed the assessment tool "CABS".

LSP - **L**iteracy **S**ervices **P**lan - each is hosted by regional networks. All literacy partners are required to come to the table. Partners discuss and identify new activities based on existing gaps and overlaps, community needs studies, etc. The results are reflected in the regional networks' annual business plans.

MET - **M**inistry of **E**ducation & **T**raining - presently called MTCU.

MTCU - **M**inistry of **T**raining, **C**olleges & **U**niversities - formerly called MET

Ningwakwe Learning Press - established as an independent organization in January 2000. It assumed the role and function formerly performed by Ningwakwe Clearing House (NCH) which became a division of the ONLC in 1994. NLP is dedicated to developing and providing learning materials and services that are culturally appropriate for Native people.

NLP - **N**ingwakwe **L**earning **P**ress

NLS - National Literacy Secretariat - a funding body of the Canadian government

OBS - **O**ntario **B**asic **S**kills - funds Colleges of Applied Arts and Technology to provide training to adults who face barriers to further workplace training because their literacy, numeracy, and basic workplace skills are below a grade 12 level.

OLC - **O**ntario **L**iteracy **C**oalition - one of the four LBS streams; provides literacy services to Anglophone programs.

ONLC - **O**ntario **N**ative **L**iteracy **C**oalition - one of the four LBS streams; provides literacy services to Native programs. The ONLC is a networking and support organization, incorporated since 1988 and operating under the guidance of a seven-member Board of Directors. The ONLC serves the Native literacy practitioners and learners of Ontario through its membership of Native

literacy programs. Virtually all Native literacy delivery agencies operating in Ontario are members of the ONLC... (from "ONLC Communications Strategy and Plan", Pg. 1, prepared by Kateri Akiwenzie-Damm, May 1999)

PLA - **P**rior **L**earning **A**ssessment - "is a process which uses a variety of tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLA allows the evaluation of past learning against established academic standards so that credit can be awarded by a credentially [sic] body." (from Document #501, "Prior Learning Assessment", by Sault College.)

portfolio - "...a carefully crafted portrait of what a student knows or can do ... a personal and public statement... a purposeful, integrated collection of student work showing student effort, progress, or achievement in one or more areas. The collection is guided by performance standards and includes evidence of student self-reflection and participation in setting the focus, selecting contents, and judging merit. A portfolio communicates what is learned and why it is important. The key issue is not the contents of the portfolio but the process of creating it..." (from "The Recognition for Learning Pilot Project - Summary Report of Results and Recommendations", Appendix Pg. 5, by Gianne Broughton, Project Co-ordinator, Huron-Perth Literacy Committee, 1993)

Project READ, Taking the First Step: An LBS Referral Assessment - "This referral assessment tool is designed to help adults find the appropriate LBS agency. The kit provides an assessment process, including a selection of assessment activities and sample forms. It covers Communication Levels 1-5 and Numeracy Levels 1-3 and is best suited for initial/referral assessment but can also be modified for ongoing and exit assessment purposes." (from the OLC's description of their Common Assessment training in the fall of 2000)

RALS - **R**ecognition of **A**dult **L**earning **S**trategy - "responds to the need among learners to move easily among educational and training programs or from a literacy or adult preparatory program to further training, post-secondary education, or employment. When fully implemented, RALS will use specific standards and a common language to assess, track, and acknowledge a learner's achievements.
There are four components which make up the multi-year implementation strategy for RALS:

1. learning outcomes
2. assessment
3. articulation
4. accreditation"

(from "Working With Learning Outcomes - Validation Draft", Pg. 6, pub. by MET, 1998)

Recognition of Adult Learning Certificate - recognizes foundational adult learning. The system is flexible, adult-oriented, academically sound, accessible, transferable, and recognized by educators, employers, and the public. It supports life-long learning and is part of the final phase of RALS.

Revised Common Writing Assessment, a Tool Linked to Ontario's LBS Learning Outcomes Levels, by Norman Rowen and Neil Graham - a tool to assess writing from LBS Levels 2-5, as well as two levels beyond Level 5. It can be used in initial, ongoing, and exit assessment. It contains samples of student writing with an explanation for each assessment result.

training plan - "must describe all five elements of the goal-directed assessment process... the format you choose will depend on how it will be used with your learner, within your agency, and in your community." (from "Getting Started: Learning Outcomes Orientation & Training for Anglophone LBS Agencies", Pg. 3, pub. by MET, Sept. 1998)

transferable skills - those skills which learners have gained through work, training, education, or life experience, which can be used in (transferred to) future learning. Transferable skills are often identified during the initial assessment phase and are reinforced and added to during the learning process.

WSIB - **W**orkplace **S**afety and **I**nsurance **B**oard - formerly known as the Workers' Compensation Board

LITERACY RESOURCES

The following are some of the many literacy resources available. None of them is necessarily endorsed by the ONLC; they are listed for information purposes only. Before purchasing, programs might want to contact AlphaPlus Centre to see if the materials are available for loan.

Adult Literacy Resource Catalogue - from Grass Roots Press, "a catalog of adult literacy resources and materials for practitioners and students."

Address	Grass Roots Press P.O. Box 52192 Edmonton, AB T6G 2T5
Phone	888-303-3213
Email	grassrt@telusplanet.net
Website	www.literacyservices.com

AlphaPlus Centre - a resource centre for all four literacy streams. A wide variety of materials are available for lending to individuals and programs: books, tapes, videos, etc.

Address	2040 Yonge St., 3rd Floor Toronto, ON M4S 1Z9
Website	http://alphaplus.ca

AlphaRoute - a series of on-line learning programs being developed by AlphaPlus Centre.

Email	alpharoute@alphaplus.ca

Assessment Kit: Ongoing Assessment Tracking Model for Volunteer Tutoring Programs - produced by Kingston Literacy. This kit is designed to meet the needs of a volunteer tutoring program and is based on successful recording methods that have evolved in the Kingston Literacy agency. It covers such areas as initial assessment, goal-setting, learning plans, record-keeping, progress reports, and portfolio development. Levels 1-5, training plans, and demonstrations.

Best Practices in Numeracy - This resource is being developed by Canadore College. It will be useful for all sectors, Levels 1-5.

CABS: Common Assessment of Basic Skills - designed to help guide assessors, practitioners, and tutors through the assessment process, particularly initial assessment. Levels 1-5.
See entry: Literacy Link Eastern Ontario

Canadian Language Benchmarks Literacy Assessment (LBLA) -
The benchmarks describe reading, writing, numeracy, and
metacognitive skills of Adult ESL literacy learners. Excellent for
learners who are pre-literate, non-literate, or semi-literate in the
English language.
FREE   Catalogue # C&I-140-02-96;

Address	Information Centre
	Citizenship and Immigration Canada
Fax	613-954-2221
Website	http://www.cic.gc.ca/english/newcomer/esl-e.html

The Centre for Literacy - Biannual newsletter

Address	3040 Sherbrooke St. W.
	Montreal, QC H3Z 1A4
Phone	514-931-8731
Website	http://www.nald.ca/litcent.htm

**Community Literacy Assessment Pilot Project, Hasting and
Lanark Counties** - a report on their use of a common assessor to
conduct initial assessment for literacy learners.

Address	Ontario Literacy Coalition
	365 Bloor St. E. Suite 1003
	Toronto, ON M4W 3L4
Phone	416-963-5787
Email	ontlitco@interlog.com

Demonstrations Bank - a website developed by the Simcoe County
Literacy Network, this bank contains many demonstrations as well as
advice on creating your own.

Website	http://demonstrations.alphaplus.ca

Entry to Exit - Produced by Laubach (See Laubach entry below.), this
is a community-based, goal-directed assessment tool.

"The Final Report" Moving Toward Common Assessment: A study of Adult Basic Education in Hamilton Wentworth - This document deals with issues around the need for common assessment processes rather than common instruments.

Address	Ontario Literacy Coalition 365 Bloor St. E. Suite 1003 Toronto, ON M4W 3L4
Phone	416-963-5787
Email	ontlitco@interlog.com

Goals Requirements Handbook - This is available for $25, in a binder, or for $20 without a binder.

Phone	416-247-8710
Email	jbarber-Jets@home.com

Inside Outcomes:The Sequel - This bulletin is produced by the Ontario Literacy Coalition. Some titles are: *Why start with the Training Plan? , What's Your Goal?, What's literacy assessment got to do with inchworms?* and *Which came first - the chicken or the egg - the demo or the learning activity?* Copies are available from the OLC.

Phone	416-963-5787
Email	ontlitco@interlog.com

Kingston Literacy Assessment Kit

Address	Literacy Link Ontario 88 Wright Crescent Kingston, ON K7L 4T9
Phone	613-547-2012
Email	kinglit@kos.net

Laubach Literacy of Canada - "a national non-profit, charitable organization committed to raising literacy levels…"

Address	70 Crown St., Suite 225 Saint John, NB E2L 2X6
Phone	506-634-1980 Toll free: 877-634-1980
Email	laubach@nbnet.nb.ca
Website	www.laubach.ca

Learning Disabilities Association of Canada

Address	323 Chapel St. Suite 200
	Ottawa, ON K1N 7Z2
Phone	613-238-5721
Email	information@ldac-taac.ca
Website	www.ldac-taac.ca

Learning Outcomes Demonstrations Development Project - developed by The Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) Literacy Committee, and The School Board LBS Sector of Mississauga. This project reports on 22 demonstrations in Communications, Levels 3 & 4

Phone	905-949-0049

Link to Five - a detailed articulation of commonly used Laubach materials to the Ontario Learning Outcomes Matrix.

Address	Laura Mullin and Diane Coombs
	T.R. Leger Literacy Basic Skills
	Upper Canada District School Board
	3525 Main St. S.
	Alexandria, ON K0C 1A0

Linking Demonstrations with Laubach - developed by Laubach Literacy Ontario. This project contains 30 demonstrations in Communications and Numeracy, Levels 1-3.

Phone	519-743-3309
Email	llo@golden.net
Website	www.trainingpost.org

Literacy and Learning Disabilities - a handbook for literacy workers.

Address	Learning Disabilities Association of Canada
	323 Chapel Street, Suite 200
	Ottawa, ON K1N 7Z2

Literacy Link Eastern Ontario (LLEO) - a regional literacy network serving eastern Ontario.

Address	Literacy Link Eastern Ontario Baybridge Plaza 830A Development Drive Kingston, ON K7M 5V7
Phone	613-389-5307
Website	http://www.lleo.ca/

The Literacy Materials Bulletin (Literacy BC) - Offers large-print, one-page reviews of literacy materials, including ordering information.

Address	Literacy BC c/o Evelyn Battell 222 Cowichan Way Duncan, BC V9L 6P4
Phone	250-746-3500
Email	battelle@mala.bc.ca

Measuring Learning Readiness: A Resource Guide for Students and LBS Practitioners - produced by Pat Powell, Peterborough Native Learning Program. This manual was written to help prepare the way for learners to make academic decisions and to set goals. It is intended to enhance learners' self-awareness and self-esteem.

Address	Pat Powell, Coordinator Peterborough Native Learning Program 344 Rubidge St. Peterborough, ON K9H 4C7
Phone	705-741-0798
Email	pnlc@cgocable.net

More Questions: College Sector Demonstrations Project - developed by Dee Goforth, Chan Madhavi Jadoonath, and Ken Reynolds. This project includes eight Numeracy and three Communications demonstrations in Levels 4 & 5.

Phone	705-566-8101 Ext. 7529
Email	lwallace@vianet.on.ca
Website	www.cambrianc.on.ca

National Adult Literacy Database (NALD) - an internet website related to literacy. It contains information about events, resources, links to other sites, and more.

Website   http://www.nald.ca/index.htm

Ningwakwe Learning Press - develops Native learning material and services that are culturally appropriate for Native people.

Address   Ningwakwe Learning Press
               1161 2nd Avenue East
               Owen Sound, Ontario   N4K 2J1

Phone   1-888-551-9757
               (519) 372-9855

Fax   (519) 372-1684

Email   info@ningwakwe.on.ca

Website   www.ningwakwe.on.ca

Numeracy Level Descriptions - by the Ontario Literacy Coalition. This resource has been developed for each Numeracy outcome for Levels 1-5.

Phone   416-963-5787

Email   susan@on.literacy.ca (Susan Toews) or
               ontlitco@interlog.com

On the Level - developed by Community Literacy of Ontario in Barrie. This project developed 21 demonstrations in Communications and Self-Management & Self-Direction, Levels 1 & 2.

Phone   705-733-2312

Email   kaattari@bconnex.net

Website   www.nald.ca/clo.htm

Outcomes Based Assessments, Sample Demonstration Tasks - developed by the Ottawa-Carleton District School Board in Ottawa. This project covers more than 90 demonstrations in all three domains, Levels 1-5.

Phone   613-239-2656

Plato - a computer program useful for initial assessment, curriculum development, and more.

Website   www.plato.com

Project READ Literacy Network Literacy Skills Assessment Project, Lorri Sauve

Email   projread@golden.net

The Revised Common Writing Assessment - A Tool Linked to Ontario's LBS Learning Outcomes Levels - by Norman Rowen and Neil Graham. This writing assessment tool can be used to assess writing from Levels 2-5, as well as two levels beyond Level 5. It can be used in initial, ongoing, and exit assessment.

Address   Ontario Literacy Coalition
              365 Bloor St. E. Suite 1003
              Toronto, ON   M4W 3L4

Phone   416-963-5787

Email   ontlitco@interlog.com

The Skills Level Check-list; Demonstrations - Developed by the Wellington County Learning Centre in Arthur, Ontario. This project includes ten core demonstrations in Communications and Numeracy, Levels 1-3.

Phone   519-848-3462

Email   literacy@freespace.net

Website   www.freespace.net/~literacy/

Source Adults with Learning Disabilities: The Road to Success, Janet Johnson, 1996

St. Lawrence College Learning Outcomes Project: Process, Demonstrations, Reflections and Disconnects - This project has 14 model demonstrations for all three domains, Levels 3-5.

Phone   613-544-5400

Website   www.sl.on.ca

For the on-line version   http://www.geocities.com/arlenec_slc/

Taking the First Step: An LBS Referral Assessment - This kit, by Project READ, provides a process that is designed to help adults find the appropriate LBS agency. It is best suited for initial/referral assessment, but can be modified for ongoing and exit assessment. Communications Levels 1-5 and Numeracy Levels 1-3.

Taking the Mystique out of Learning Disabilities - A Practical Guide for Literacy Tutors Ricki Goldstein, Laubach Literacy Canada ISBN 0-920877-26-5

Tool Belt: Mapping Out Employment-Oriented Demonstrations within the LBS Matrix - Preparatory Training Programs of Toronto (PTP), Karen Geraci

Email   Kgeraci@interlog.com

What Counts as Evidence, Phase 2 Report - by Dee Goforth, Mary Jonik and Elise Sheridan. This project developed six demonstrations - two in Self-Management & Self-Direction domain, and four in the Numeracy domain. Levels 4 & 5

Phone   705-566-8101 Ext. 7529

Email   lwallace@vianet.on.ca

Website   http://www.cambrianc.on.ca