From the ground up

Outcome Measurement Framework

Inreach/Outreach Program of the Carnegie Learning Centre

Developed by Lucy Alderson and Betsy Alkenbrack

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOME
▪ Instructors ▪ Volunteers ▪ Resource bank ▪ Learning spaces ▪ Office space ▪ Equipment ▪ Supplies ▪ Food ▪ Donated reading material ▪ Funds for learning materials ▪ Computers with internet access in some sites	1. Establish and maintain working partnerships with organizations and groups outside of the Carnegie Learning Centre to access multi-barriered learners where they congregate.	➛ X partnerships ➛ X learning groups established and maintained ➛ X learning centres established and maintained	(Partnerships) Strong working partnerships feature literacy referrals, exchange of expertise and efforts to create a "literacy friendly" environment, and expand the mandate of non-literacy organizations to form the basis for supporting new learning sites in the DE.	Residents have: increased literacy and numeracy skills, confidence in their ability to engage in learning and increased capacity to negotiate complex government and social support systems. Residents take increased responsibility for their lives and the community by participating in educational, community, volunteer or work opportunities. **Peer mentors and peer tutors are skilled, confident resources in the Downtown Eastside.** Community organizations understand the literacy barriers facing community residents, recognize that they are an important literacy resource and take broader responsibility for literacy development in the community.	The Downtown Eastside is a learning community where residents read, write and participate fully in community life.
	2. Create supportive learning spaces and appropriate curriculum for multi-barriered learners so that learning groups can flourish in multiple sites in the D.E. neighbourhood.	➛ program delivery plan ➛ # of new sites	(Learning Spaces) DTES learners are able to access learning in diverse places in the community.		
	3. Develop and support two kinds of tutor programs: a) Recruit, train and support volunteers to work with multi-barriered learners. b) Encourage and support peer literacy mentors and tutors to emerge from learning groups	➛ X tutors from outside ➛ X Peer tutors ➛ X tutor support activities	(Tutors) A core group of volunteer tutors, including peer tutors, have the skills and awareness to support participants in learning groups.		
	4. Identify, assess and match individual learners with volunteer tutors in neighbourhood sites and in the Carnegie Centre.	➛ X learners identified and assessed ➛ X matches made	(Individual learning) Learners demonstrate a comfort level in learning sessions and progress towards their acquisition of literacy, numeracy, computer and/or emotional intelligence skills.		
	5. Collect and distribute a broad range of educational resources to low income learners.	➛ X books distributed ➛ X tickets to arts/cultural events.	(Materials distribution) Learners can select and read material they are interested in and attend arts and cultural events inside and outside of the community.		
	6. Provide ongoing referral and support to assist learners to ensure their day-to-day needs are met.	➛ A referral document with a comprehensive list of all literacy/ABE/training/ESL providers in Downtown Eastside is developed. ➛ X sessions with volunteers and Carnegie, WISH and Oppenheimer staff to orient them to the referral document ➛ X meetings with X provider networks	(Referrals) A connected continuum of literacy and training support is established in the Downtown Eastside		
	7. Develop and implement a sustainability plan to support ongoing literacy programming in the community	➛ X meetings to develop analysis of resources gathered in partnerships and to identify current sources and gaps in funding resources ➛ Approach x new funders/partners	(Sustainability) The organization has a clearly understood analysis of the current situation and a clearly understood strategy for sustainability.		

From the ground up

Monitoring Plan

Inreach/Outreach Program of the Carnegie Learning Centre

Developed by Lucy Alderson and Betsy Alkenbrack

SHORT- TERM OUTCOMES	INDICATORS	COLLECTION METHODS/ FREQUENCY	DATA SOURCES	WHO COLLECTS
(Partnerships) Strong working partnerships feature literacy referrals, exchange of expertise and efforts to create a "literacy friendly" environment, and expand the mandate of non-literacy organizations to form the basis for supporting new learning sites in the DE.	➛ Examples of referrals by partners and requests for us to be "literacy mediators" or to provide specialized literacy resources (plain language editing, group facilitation, promotion of events, etc.) ➛ Number and type of agencies working together. ➛ Examples of how working together makes a difference in meeting learners' needs.	■ Collaboration chart and map/ Beginning and end of year	■ Partners	■ Staff
(Learning Spaces) - DTES learners are able to access learning in diverse places in the community.	➛ % increase in learners who attend programs. ➛ Learners' experiences about why the program sites are effective.	■ Review of attendance records quarterly ■ Learner stories collected twice yearly	■ Participants (learners and tutors) ■ Program attendance records	■ Staff
(Tutors) - A core group of volunteer tutors, including peer tutors, have the skills and awareness to support participants in learning groups. -	➛ % of tutors who feel confident and describe their work as effective ➛ % of peer tutors who make progress in developing their tutoring skills ➛ Examples of personal change through involvement as a tutor.	■ Emerging peer tutor rubric/quarterly ■ Anecdotal stories collected twice yearly	■ Tutors	■ Staff ■ Tutors
(Individual learning) - Learners demonstrate a comfort level in learning sessions and progress towards their acquisition of literacy, numeracy, computer and/or emotional intelligence skills. -	➛ Examples of learners identifying their learning goals and working towards achieving them. ➛ % of learners who show progress in the acquisition of literacy, numeracy, computer and/or emotional intelligence skills.	■ Individual learner rubric ■ Group process rubric ■ Adult goal progress chart	■ Student files ■ Portfolios ■ Tutor observation ■ Demonstration	■ Learners ■ Tutors ■ Instructors
(Materials distribution) Learners select and read material they are interested in and attend arts and cultural events inside and outside of the community.	➛ # and type of books/resources selected by learners ➛ Change in % of participants using literacy resources	■ Review of sign-out sheet. ■ Group process rubric	■ Sign-out sheet ■ Group of learners.	■ Staff ■ Volunteers
(Referrals) A connected continuum of literacy and training support is established in the Downtown Eastside.	➛ % of learners bridged to other educational, training and work programs in workshops. ➛ % of referrals from other agencies to our program.	■ Staff/volunteer log	■ Staff ■ Volunteers	■ Staff ■ Learners

INTERMEDIATE OUTCOMES	INDICATORS	COLLECTION METHODS/ FREQUENCY	DATA SOURCES	WHO COLLECTS
Residents have: increased literacy and numeracy skills, confidence in their ability to engage in learning and increased capacity to negotiate complex government and social support systems.	➛ Examples of new ways learners are using their skills	■ Learner anecdotes ■ Program logs	■ Learners	■ Staff ■ Tutors
Peer mentors and peer tutors are skilled, confident resources in the downtown eastside.	➛ % change in peer tutor skill level ➛ Examples of peer assistants helping other participants and the group to succeed (e.g. modeling good reading and writing habits, acting as scribe or reader, making suggestions, facilitating discussions, applying teaching/tutoring techniques they have learned in workshops).	■ Emerging peer tutor rubric ■ Program logs -	■ Peer tutors	■ Staff
Community organizations understand the literacy barriers facing community residents, recognize that they are an important literacy resource and take broader responsibility for literacy development in the community.	➛ # and type of organizations that have adopted a “literacy-friendly” way of working. ➛ Examples of ways organizations apply literacy-friendly methods.	■ Collaboration map	■ Partners	■ Staff

Monitoring Tools for Learning in a Group Setting

Inreach/Outreach Program of the Carnegie Learning Centre

- Introduction
- **Tool #1:** Individual Learner in a Group Setting
  This rubric tracks the progress and contributions of individual learners who participate in a learning group on a regular basis. The six "**Spinners**" separate the rubric topics into learner-friendly assessment wheels for use with learners.
- **Tool #2:** Emerging Peer Tutor/Peer Leaders in a Group Setting
  This rubric tracks the progress and contributions of emerging peer tutors/peer leaders who participate in a learning group on a regular basis.
- **Tool #3:** Group Process
  This rubric assesses the health and effectiveness of the whole group, including participants who come less frequently but who are an integral part of essential outreach literacy work.

Developed by Lucy Alderson and Betsy Alkenbrack

Adapted by: _____

Date: _____

Introduction

"Working with these tools has given me a whole new set of insights on what is going on in the centre." (field-tester Nora Randall, Reading and Writing Centre, Duncan, B.C.)

One-to-one volunteer literacy tutoring is a model used widely across Canada, but it is not the only model for literacy outreach. Our work in the Downtown Eastside has prompted us to use other approaches to literacy engagement with multi-barriered learners. We call this work literacy in context and it is almost always done with groups. Other BC programs do similar work and still others would like to try it in order to reach more literacy learners in their community.

What do we mean by literacy in context? We have had some success with non-formal learning groups in settings that do not look like schools: in a drop-in centre for women in the sex trade, in a seniors' program at the community centre, at a park outreach program. This work engages with people who are outside of literacy classes and are dealing with many issues such as poverty, health, substance use and homelessness. We believe that literacy opportunities are essential for this sector of our community. Literacy in context means creating learning spaces where people normally gather for other essential reasons: food, shelter, a human touchstone, health.

Our groups are ever changing; our literacy work covers current events, community issues, creative expression, health, advocacy, fun and basic skills. At the same time, participants are maintaining and improving their literacy levels. They also have access to emergency literacy help (important forms, clarification on government letters, producing a resume, researching health issues, etc). The learning groups affirm participants' ability to learn and they build a bridge to further learning and life opportunities. For many participants, the learning groups offer a point of reflection in a chaotic, difficult world. Most importantly, these learning spaces make it possible for marginalized community members to have an outlet for creative expression and to voice concerns about vital issues.

Much of the literacy work done in these outreach groups is not being counted by the evaluation tools we have at hand. For instance, how do you look at tutoring in a group when most of the time it is being done by peers? How do you measure progress when your individual participants are not able to attend every session because of homelessness or lining up at the food bank? We know that sometimes learners do not show up because of a Hepatitis C energy dip or because they are responding to a temporary job call, or recovering from violence. How do you demonstrate the usefulness of information brought by participants (not instructors or formal tutors) that adds to the quality of survival of the rest of the group? How do you demonstrate that setting up a learning space where people are comfortable produces an access point for all kinds of legal, health and housing resources to make a connection with multi-barriered community members who do not have access to computers, newspapers, telephones or books?

We decided to put our effort into creating tools that would begin to capture literacy in context and count group learning and peer tutoring in a group setting. We began by creating three charts or rubrics that paint a picture of the behaviours that depict changes in attitude, engagement and skill development in our outreach learning groups. One of our field-testers, Helen Thomas, from Victoria Read Society said:

I really like the way the tool is looking at attitudes.. more than skill levels. I think the most important thing to change is how someone feels about literacy skills including discussion and group participation. These changes can help someone to start making important changes in their life.

Why we chose rubrics

"The rubric is fantastic…. you can see where you and the learners have been and where you want to go. Charts are so visual and helpful, they inspire development and don't draw attention to deficits" (Diana Twiss, field-tester, Capilano College)

The three rubrics are intended to be used with learners in non-formal learning situations where tests and more structured assessment tools are not appropriate. We wanted to capture the critical stages of development in engagement where people go from being discouraged, indifferent and disenfranchised learners to being an active and invested participant in the learning process. We developed the rubrics based on what we have observed working with learners who come into our learning programs. We are interested in how you might adapt them to suit your outreach literacy activities and we welcome lots of feedback from the piloting process!

These tools are not for everyone. They may not be appropriate in classroom settings where grade-equivalent assessments are required. And even in our programs, when our outreach learners become engaged in learning and are able to make a stronger commitment, we may use more typical assessment tools to gauge their literacy progress and give them more specific feedback. At the other end of the spectrum, one of our field-testers found that the learners in her program were not ready for any kind of assessment. She said:

"I have concluded that we don't have a measuring culture at the centre and in order to use something like this we would have to essentially shift our culture"

Tool #1: Individual Learner in a Group Setting Rubric

This rubric is designed to:

1. Measure the individual progress of individual learners in a group setting
2. Provide individual learners with a self-assessment process
3. Provide a way for the program to report the overall progress of outreach literacy groups

Using the Rubric and Spinners:

1. Decide which items in the left-hand column are important to your group. Are all the categories relevant and necessary? For example, if you don't have a computer or work on math skills in your group, remove those categories. Or you might work on specific skills in different group sessions, so the categories you choose would change from day to day.

2. If you have another skill area you want to monitor, use the blank row at the end of the rubric to write in the progress, using the categories at the top of the rubric to guide you (Avoidance, Exposure, Engagement, Application, Looks for Challenge).

3. Decide who is going to keep track. Will it be the instructor? Is there a volunteer tutor attached to the group who could observe and keep track of individual progress? Or will you try and build this in as a literacy activity for the group using some of the six Spinners designed for self-assessment? We have used the rubric two ways so far: instructor assessment and learner self-assessment.(See "Spinners" for more instructions) We think this brings a good balance, but we are still early in the piloting process.

4. Introduce the Rubric and Spinners to the Group:
   If you are working with a group where literacy is a sideline or where formal assessment tools are not used, you might feel nervous about introducing the tools for the first time. We were at first, but we found that the learners were really interested, and that the tools led to some in-depth conversations about present and past experiences with learning. Here are some things our field-testers did to "break the ice":

   Lucy: *I decided to just start cutting out the numeracy spinner. As soon as I got it out, two women pounced " What are you doing?" I told them and then they wanted to look at the tool and one wanted her own immediately. The tool seemed to be immediately attractive as something to do! Pretty soon there were five women making theirs or having me read to the categories to them and figure out which they identified with. The discussion also brought out lots of information about feelings about math, school experience and their personal goals in this area.*

   Jo and Nora Randall (Reading and Writing Centre, Duncan BC): *Yesterday students (about 6) made their own reading "spinner" ……We also gave them a folder and a progress sheet (rubric) ….. so they can keep the whole package together in their student folders. One of the students who was one of the 3 who declined at the Monday meeting decided he wanted to make one for himself too so he did. Another draw was Nora had some coloured star pins so students could choose their own style/colour for their wheel. We said they were welcome to decorate/personalize their own wheel and add/change the descriptors to make the wheel truly their own*.

   Helen Thomas: *I gave out the rubric today to the 3 students I had in the afternoon. All three of them seemed very interested. …. One wanted to work on the group participation one. She first said and then wrote that now that she wasn't shy she'd like to take part in group work more. They've been working on studying for their learners' licenses and she felt she could combine components of reading, discussion and participation. I read over the entire rubric with one of them. He was fascinated by the idea, but didn't like the word rubric. He said what he would like to do a graph of his level….He had an interesting process that he felt he should go through with each category. I suggested he pick out one category and start with that.*

   Belinda Lacombe (Houston Link to Learning): *I thought I would build all the spinners and put them on that table at Stepping Out (learning group) and listen to what participants had to say……..The spinners kicked off many conversations, the individuals in the group are very spread out on the rubric so there was a lot of information sharing, story telling and personal reflection….The week following the introduction I tried to set aside a half hour to sit with each participant (actually sat with 4, 12 attended, 3 declined to participate in the tool examination all stayed for the full hour) and look at, discuss the rubric. Most individuals formulated some sort of personal goal that they equated with a level on the rubric.*

5. We recommend that you start a rubric sheet for each learner who attends your learning centre regularly using the Individual Learner in a Group Setting – Progress Report sheet. Start with a baseline at the beginning of the year – describe the learner's current skills and behaviours. Go through the rubric three to four times a year with the learner(write in the date for each time you assess) Is the individual learner changing his or her behaviour? Moving one or two steps? At the end of the program year, write in the "Number of steps progressed."

6. Recording each learner's progress:
   Each time you fill out the rubric or use the spinner, you can record the learner's progress on the chart called "Number of Steps Progressed" on page 8 (See page 7 for an example). This will help you to monitor her progress over a period of time and to make plans for future learning.

7. Collating the group's progress:
   The rubric and the chart will help you to record each learner's progress over time. You will

probably also want to look at the progress of the group as a whole, and so we have provided another chart on page 10, called “Group Totals for Tool 1”. You can either fill out the number of steps each learner has moved along, or the step achieved, or both. We want to support and document the progress that each learner makes, and we know that they are learning in really difficult circumstances – so we are more interested in the steps progressed, because that is progress made on the learner’s own terms. We do not place value judgements on the step each learner achieves. However we know that you may be required document the highest step achieved, and the Group Totals form has a space for you to do that. You might also find it useful to document the average for the group. We have also included an extra column for you to document other outcomes that are important to your learners or your program. For example, you might want to collect data to monitor the following:

- Number of learners who set learning goals.
- Number of learners who made progress on those goals.
- Number of learners who advanced 1/2/3/4 steps.
- Number of learners who clarified learning barriers.
- Percentage of the group that participated in self-evaluation.
- Learners who did or did not want to use the tools.

We hope these forms will help you to make some conclusions about the progress of the group as a whole. Here are some observations from our field-testers:

Helen Thomas: *“It made me realize that I wasn’t talking to my students sufficiently about their progress or their purpose.”*

Belinda Lacombe: *“It brings forward and makes space for conversations that are often times glossed over …..Learners have a thorough outline of their exact achievements and what is still needed.”*

You might also want to document unexpected changes. Here are some of the observations our field-testers made:

Diana Twiss: *“I was thrilled to see how much my learners were interested in the idea of evaluation… It became a fun partnership talking and learning about evaluation and what to look for, what to try for.”*

Belinda Lacombe: *It was a great self-esteem building opportunity because it afforded me the time and space to point out all the work, effort, accomplishments and to encourage more positive action. Many participants do not acknowledge their successes ….. They needed to hear that they deserve to stop and pat themselves on the back. If we do nothing else with these tools, the time to do this work is worth whatever the grant was to develop them.”*

Michelle Lebeau (Capilano College, Squamish Campus): “*The…..tools provided us with useful program evaluation as well as learner evaluation. We also found that the tool was helpful in seeing what some of the professional development needs of our staff might be*.”

Using Spinners to Break Up the Chart

The Individual Learner in a Group Setting rubric will help you to get a “big picture” view of the learner’s progress. Some of our field-testers said their learners like that. But the format may be intimidating for some learners, so we have also created 6 Spinners which will break up the chart into smaller chunks. There is a spinner for each domain listed in the left column of the rubric:

- Reading
- Writing
- Numeracy
- Computer Literacy
- Discussion Skills
- Group Participation
- A Blank Spinner for your own topic

Each spinner consists of two pieces of cardstock, with the front piece having a cut out window to display the text on the back piece. The back piece contains the text for the five different indicators listed for each domain in the rubric. This is a simpler way to display the information, and it might be easier for learners to engage with.

To make your own spinner, print out the two circles on cardstock and cut out the window and the centre hole indicated on the front circle. Then attach the two circles with a pin in the centre. Now they are ready to use: Rotate the top circle so that each indicator appears in the viewing hole.

You only need to use the circles that apply to your learner or group. For instance, if you aren’t doing computer work, you wouldn’t have to use that particular circle. The student and tutor or instructor can read through each indicator and decide which is most appropriate. Then make a note of the indicator on paper and record the number of steps progressed on the monitoring tool.

Tool #1: Individual Learner in a Group Setting Rubric

Passive Learner ---------- Active Learner

	Avoidance	Exposure	Engagement	Application	Looks for Challenge
	Step 1	Step 2	Step 3	Step 4	Step 5
Reading	I like to come to the program but I don't read or write. I use other ways to get information, like listening or asking friends for help.	I like to listen to others reading and I might join a game that has some reading or writing. I like to do this with a partner.	I like to pick up books and/or read the newspaper (comics, horoscope). I can identify my goals.	I volunteer to read aloud in the group. I Ask for other interesting reading material, and may begin studying with lots of support.	I am taking a course or participating in a self-improvement activity that involves reading. I feel more confident and can work on my own.
Writing	I don't like to do any writing activities or pick up pens or pencils.	I like to sign in. I might play games that involve writing. I like to do this with a partner.	I can fill out forms and do other functional writing tasks. I come to the learning centre to get paper and pens for personal writing. I sometimes participate in writing activities, quizzes, card making, etc. I can identify my goals.	I am interested in group and individual writing activities. I ask for information on courses, and may begin studying with lots of support.	I am taking a course or participating in a self-improvement activity that involves writing. I feel more confident and can work on my own.
Numeracy	I don't like to do any math activities. I feel very nervous when someone asks me to do math. I don't think I need math in my life.	I don't leave when the group is working on budgets, math games or numeracy activities. I like to listen to the group processing math operations.	I would like to get help with math and improve my skills. I join in math games (with a partner to help me) and ask for basic skills worksheets, etc. I can identify my goals.	I use math for daily tasks, and enjoy math games and problems. I volunteer to do operations for the group when budgeting, etc. I may begin studying with lots of support.	I am taking a course or participating in a self-improvement activity that involves math. I believe I can learn higher level math.
Computer Literacy	I don't like to go near computers, even to watch others look up information.	I like to dictate stories for typing or ask someone to check something on the internet, but I am not interested in touching the computer. I understand that the computer as a source of information.	I can use the computer <u>with lots of support</u> to send emails, type, and look up things on the internet. I can identify my goals. But I get frustrated easily.	I can use the computer on my own for basic word-processing, email, and internet searches. I look for opportunities to improve my computer skills (e.g. Mavis Beacon)	I am interested in using the computer creatively: making a poster, scanning a picture, researching an issue that the group has discussed.
Discussion Skills	I don't like to participate in group discussions and it is hard for me to sit through a short discussion without interrupting or getting up to leave.	I like to listen to discussions while I am doing something else, like crafts, puzzles, sketching, colouring.	I listen and ask questions sometimes. But I can sometimes be defensive if others have a different opinion. I can identify my goals.	I work hard to improve my skills. I listen to others, take turns in speaking, give opinions and suggestions, encourage others to speak and take on challenges.	I raise issues in the group and lead discussions on important issues and ask other members of the group for their opinions. I can summarize the group discussion and look for possible actions to take.
Group Participation	I don't like to participate in group activities, but I may ask to talk to staff or tutors alone.	I like to watch what the group is doing. I listen in but don't talk very much.	I come to groups, and join in discussions with the facilitator and other group members. I can identify my goals. I have not given any thought to how the group works yet.	I like to hear what others have to say in a group and to work with the group to solve problems.	I volunteer to do things that will help the group (setting up, chairing, finding out information, encouraging others). I can tell when the group is going well or not.

	Avoidance	Exposure	Engagement	Application	Looks for Challenge
	Step 1	Step 2	Step 3	Step 4	Step 5
Other skills or qualities: _____ _____ _____ _____					

Student's Name _____ **Date:** _____ Instructor/Tutor: _____

Tool #1: Individual Learner in a Group Setting Rubric

Number of Steps Progressed (Example)

Learner: _____ Instructor/ Tutor: _____

					Number of Steps Progressed
	Date: Oct 5/07	Date: Dec 3/07	Date: March 5/08	Date: June 12/08	
Reading	1	2	3	4	3
Writing	1	1	1	1	0
Numeracy	2	3	3	3	1
Computer Literacy	3	4	4	4	1
Discussion Skills	1	2	3	4	3
Group Participation	3	4	4	4	1

Tool #1: Individual Learner in a Group Setting Rubric

Number of Steps Progressed

Learner: _____ Instructor/ Tutor: _____

					Number of Steps Progressed
	Date: _____	Date: _____	Date: _____	Date: _____	
Reading					
Writing					
Numeracy					
Computer Literacy					
Discussion Skills					
Group Participation					

Group Totals for Tool #1: (Example)

Skill	Reading		Writing		Numeracy		Computer Literacy		Discussion Skills		Group Participation		Other Indicator *
Name	# steps progressed	highest step reached	# steps progressed	highest step reached	# steps progressed	highest step reached	# steps progressed	highest step reached	# steps progressed	highest step reached	# steps progressed	highest step reached	participated in self-evaluation
Jen	3	4	0	1	1	3	4	1	4	3	4	1	✓
Sue	1	3	0	2	2	3	2	0	2	3	1	2	
George	2	4	2	3	0	2	5	3	4	4	2	3	✓
Haddie	3	3	2	3	1	3	1	2	3	3	4	1	✓
Les	1	2	1	2	2	4	1	1	3	1	3	0	✓
Average for Group **	2	3.2	1	2.2	1.2	3	2.6	1.4	3.2	2.8	2.8	1.4	4/5 or 80%

* These could be: setting goals, identifying barriers, participating in self-evaluation, or any other indicator that is important to you.

** To get a group average add all the numbers together and divide by the number of learners.

Group Totals for Tool #1

Skill	Reading		Writing		Numeracy		Computer Literacy		Discussion Skills		Group Participation		Other Indicator *
Name	# steps progressed	highest step reached	# steps progressed	highest step reached	# steps progressed	highest step reached	# steps progressed	highest step reached	# steps progressed	highest step reached	# steps progressed	highest step reached	participated in self-evaluation
Average for Group **													

* These could be: setting goals, identifying barriers, participating in self-evaluation, or any other indicator that is important to you.

** To get a group average add all the numbers together and divide by the number of learners.

Reading

I like to come to the program but I don't read or write. I use other ways to get information, like listening or asking friends for help.
I like to listen to others reading and I might join a game that has some reading or writing. I like to do this with a partner.
I like to pick up books and/or read the newspaper (comics, horoscope). I can identify my goals.
I volunteer to read aloud in the group. I ask for other interesting reading material, and may begin studying with lots of support.
I am taking a course or participating in a self-improvement activity that involves reading. I feel more confident and can work on my own.

Writing

I am taking a course or participating in a self-improvement activity that involves writing. I feel more confident and can work on my own.
I am interested in group and individual writing activities. I ask for information on courses, and may begin studying with lots of support.
I can fill out forms and do other functional writing tasks. I come to the learning centre to get paper and pens for personal writing. I sometimes participate in writing activities, quizzes, card making, etc. I can identify my goals.
I like to sign in. I might play games that involve writing. I like to do this with a partner.
I don't like to do any writing activities or pick up pens or pencils.

Numeracy

I am taking a course or participating in a self-improvement activity that involves math. I believe I can learn higher level math.
I don't like to do any math activities. I feel very nervous when someone asks me to do math. I don't think I need math in my life.
I don't leave when the group is working on budgets, math games or numeracy activities. I like to listen to the group processing math operations.
I would like to get help with math and improve my skills. I join in math games (with a partner to help me) and ask for basic skills worksheets, etc. I can identify my goals..
I use math for daily tasks, and enjoy math games and problems. I volunteer to do operations for the group when budgeting, etc. I may begin studying with lots of support.

Computer
Literacy

I am interested in using the computer creatively: making a poster, scanning a picture, researching an issue that the group has discussed.
I can use the computer on my own for basic word-processing, email, and internet searches. I look for opportunities to improve my computer skills (e.g. Mavis Beacon)
I can use the computer with lots of support to send emails, type, and look up things on the internet. I can identify my goals. But I get frustrated easily.
I like to dictate stories for typing or ask someone to check something on the Internet, but I am not interested in touching the computer. I understand that the computer is just as a source of information.
I don't like to go near computers, even to watch others look up information.

Discussion
Skills

I raise issues in the group and lead discussions on important issues and ask other members of the group for their opinions. I can summarize the group discussion and look for possible actions to take.

I don't like to participate in group discussions and it is hard for me to sit through a short discussion without interrupting or getting up to leave.

I like to listen to discussions while I am doing something else, like crafts, puzzles, sketching, coloring.

I listen and ask questions sometimes. But I can sometimes be defensive if others have a different opinion. I can identify my goals.

I work hard to improve my skills. I listen to others, take turns in speaking, give opinions and suggestions, encourage others to speak and take on challenges.

Group
Participation

I volunteer to do things that will help the group (setting up, chairing, finding out information, encouraging others). I can tell when the group is going well or not.
I like to hear what others have to say in a group and to work with the group to solve problems.
I come to groups, and join in discussions with the facilitator and other group members. I can identify my goals. I have not given any thought to how the group works yet.
I like to watch what the group is doing. I listen in but don't talk very much.
I don't like to participate in group activities but I may ask to talk to staff or tutors alone.

Tool #2: Emerging Peer Tutor/Peer Leader in a Group Setting Rubric

This rubric is designed to:

- measure the progress of emerging peer tutors/peer leaders in a group setting
- provide feedback to peer tutors and support for setting goals mentors
- be able to describe the positive dynamics that peer tutors/peer leaders add to learning environments

Using the Rubric:

1. Just as you did with the rubric for Individual Learners in a Group Setting, decide which categories in the left column of this rubric are important to your peer tutors. They may be teaching practical skills and sharing information, but not helping with reading and writing. Use only the categories that you want to measure. We have included a blank row because there may be a specific skill or quality that you want to highlight. This may be a discussion you have with your peer tutor/peer leader.

2. We recommend that you start a rubric sheet for each peer tutor who attends your learning centre regularly. It is often difficult to know who will emerge as a peer tutor or a peer leader in your group. In many cases, participants move from being a “learner” to being a “peer tutor.” You may already be partway through the year when you decide to switch someone from the learner sheet to the peer tutor/peer leader sheet (or use both). In order to get your baseline skills, you and the peer tutor may want to look back and backdate your baseline. Sometimes participants identify as someone who wants “to help out” with the group and you can collect baseline data at the beginning of the year. Use the rubric to identify the peer tutor’s current skills and behaviours.

3. We have found that looking at the rubric enables you to discuss a peer leader’s goals for mentoring – where the two of you see strengths and challenges, and how you might provide support for enhancing the peer tutor’s skills. We have never had a group discussion using the rubric, but maybe your group is ready for this!

4. Collating the peer tutor/peer leader sheets: We did not include a sheet to tally and report on overall peer tutor progress in your group because usually it only involves one or two people per group. Feel free to create one if you have more peer tutors. In addition, you might want to keep track and report:

   - the number of people who actually get on to this chart – i.e. the number of learners in your group who became peer tutors
   - the number of peer tutors who progressed one or more steps along the chart over a given period of time
   - the number of participants who move from the conscious to the unconscious by:
     - → beginning to engage
     - → moving into the modeling/mentoring zone
     - → being deliberate – while we welcome random acts of tutoring, we also want to encourage participants to see themselves as tutors and mentors and to support that process
   - we are interested in how these new roles affect the individual in other aspects of their lives: are they more active in personal and community leadership? Are they using these skills in another context? What has been the impact of being seen or validated as a leader?
   - it may also be valuable to log how the participation of the peer tutor/peer leader affects your group; in our groups, we noticed that more people participated in our drop in learning activities because of these peer leader.

Tool #2: Emerging Peer Tutor/Peer Leader in a Group Setting Rubric

Student's Name: _____

	Non-participation	Thinking about learning	Engaging	Modeling	Mentoring/encouraging	Leading
Reading	I don't usually participate in reading activities (but may read books or newspapers by myself).	I ask for things to read,. Sometimes I will suggests books to others.	I like reading out loud and discussing books in groups.	I volunteer to read out loud so that others will try. I also ask questions about the reading so that we can have a discussion.	I co-read with other group members who are having trouble. I help other participants to practice reading.	I use the pre-reading techniques I have learned (looking at title, pictures, asking wondering questions) to help others. I try to get people to guess at words or sound them out.
Writing	I don't like to write in front of the group. I sometimes take handouts home to do later.	I write on my own. Sometimes I participate in writing activities.	I like doing group writing activities. Sometimes I write for the group (e.g. stories in newsletter, takes minutes).	I share my writing in the group. I also share my ideas for how I write.	I help others by writing for them or correcting their spelling and grammar. I encourage group members to write their thoughts and opinions.	I help to organize writing activities and ways to display our groups' writing. I try to help figure out what writing activities work for our participants.
Practical and Creative Activities (e.g. Cooking, Crafts, Maintaining Facilities)	I don't really do a lot of the hands on activities. Only sometimes do I get interested in practical activities.	I like the hands on and creative activities that we do in the learning group.	I like doing creative work and I also suggest ideas for this part.	I help the group by demonstrating creative and hands on activities.	I often work with other learners to help them follow along with the instructions.	Sometimes I teach activities in the group. I have to think about how to present and organize steps in activities so that others can learn.
Group Participation and Facilitation	I tend not to join in group activities.	I listen to the group discuss things and sometimes I participate.	I am part of group discussions. Sometimes I talk or take notes. I can tell when things are going well or not.	During group discussions or meetings, I make suggestions and ask questions during meetings and group activities. Sometimes I am the one who starts the discussion.	I am aware of others' participation in the group. Someitmes, I hold back on purpose so others can speak. I ask questions to encourage participation.	I am learning to facilitate meetings and discussions. I help to plan and facilitate discussions, group activities and meetings.
Information-Sharing	I don't really think about sharing new information with this group.	I suggest information that would help other group members.	I share information informally.	I look up, collects and share information that will be helpful to group members.	I help others to look for information or research a topic.	I help to coordinate workshops or information sessions on topics that are important to our group or community.
Risk-taking	I don't volunteer to try new activities.	I am interested but cautious about doing new things.	With encouragement, I will volunteer to try new things.	I am starting to enjoy new challenges and I don't worry as much about mistakes.	I show my enthusiasm for new activities so that others will join in.	I like to help figure out how we can get participants to try new activities in our learning group. I use humour, encouragement and support to help group members take risks with their learning.

	Non-participation	Thinking about learning	Engaging	Modeling	Mentoring/encouraging	Leading
Other skills or qualities that the peer leader wants to develop: (Numeracy, Computer, Public Speaking, Persistence, Goal-setting, etc) _____ _____ _____						

Tool #2: Emerging Peer Tutor in a Group Setting Rubric (Example)

Number of Steps Progressed

Peer Tutor: EXAMPLE_____ Instructor/ Tutor: _____

	Date:	Date:	Date:	Date:	Number of Steps Progressed
	Sept 1	Dec 1	March 1	June 1	
Reading	1	2	3	4	3
Writing	1	1	1	1	0
Practical and Creative	2	3	3	3	1
Group Participation	3	4	4	4	1
Information Sharing	1	2	3	4	3
Risk-taking	2	2	3	4	3
Other					

Tool #2: Emerging Peer Tutor in a Group Setting Rubric

Number of Steps Progressed

Peer Tutor: _____ Instructor/ Tutor: _____

	Date:	Date:	Date:	Date:	Number of Steps Progressed
Reading					
Writing					
Practical and Creative					
Group Participation					
Information Sharing					
Risk-taking					
Other					

Tool #3: The Group Process Rubric

The "Group Process" rubric is designed to document and measure the health and effectiveness of the learning group as a whole. We wanted a tool that would be flexible to group context and activities. We hoped that it would cover drop-in learning environments as well as ongoing groups. We received lots of interest from our pilot testers on this tool and lots of feedback.

One of the points of discussion was whether this chart should be scored (in order to track progress) or whether it should just be an awareness checklist that helps a group to develop. Several of the groups who tested the tool liked the scoring part and felt that the scoring made it more engaging. *This is your choice, feel free to turn the tool into a checklist for discussion only*. We decided to revise the tool and keep the scoring aspect because that was the hardest part to figure out. We changed to the tool to include bonus points for factors that have a different weighting system. We invite those of you who don't want to assign points to group process to use the items as a checklist and log your discussions to see if awareness of group process affects the functioning of your learning group.

The other addition that was made concerns conflict in a group. Our testers felt this was missing from the group process tool and that conflict provides great learning moments. It is true that getting along with others is an essential skill for all of us. Daniel Goldman (Emotional Intelligence, 1995) wrote about his concerns about the helplessness of youth in the face of conflict. He quoted one teacher who commented on the growing emphasis of academic standards and the complete lack of support for handling emotions, settling conflict and just getting along. So we added a section on conflict that earns bonus points for steps taken along a *RESOLVE* continuum. *RESOLVE* is a basic six-step approach we wrote for respectful problem-solving. The *RESOLVE* approach is included with Tool #3.

We would like groups to use this tool as an awareness builder, either every session or once a month. Keeping log notes will also be important because there is no way to capture the richness of group learning on a simple chart.

Using the Group Process Rubric:

1. Use this rubric as often as feels possible – every session or at least once a month. This tool can be used as an observation by an instructor or volunteer, but our testers found it to be helpful as part of their group check in at the end of the session.

2. Fill in the information at the top of the chart – date, number of participants.

3. Take a look at the main chart and the bonus points chart. Decide which items in the left-hand column are important for your group – delete the others. Also, there is room for your group to add an additional category.

4. Once you have decided which items are important, you can use the tool to help you evaluate how your learning group did in the session. Count the number of people who display each item then divide by the total number in the group to arrive at the correct percentage. (For example, 6 out of 20 people "tried new skills or activities" so the percentage is 30%. You put a checkmark in the column 26-50% and this will give a score of "2" for that item.)

5. Add up the total score on the first chart and then calculate any bonus points. This will give you your grand total.

6. Use the log questions to help your learning group to put the chart numbers into context. How is your group thriving? What areas are not getting attention? What action can you take?

What does success look like?

We developed this tool to report on several outcomes:

- # of learners who felt comfortable in the learning group
- the change in the health of the learning group (depicted through increases in the group's scores)
- reporting on the maintenance health of an ongoing learning group (keeps a consistent score above ___ (each group will have a "healthy score" determined by its circumstances)

We believe that each group will have its own process. This tool will help you satisfy some of your reporting needs if you are working in a drop-in or outreach learning group. But we think the payoff will be in improved group awareness by learners, instructors and volunteers.

Tool #3: The Group Process Rubric

Sheet Number: _____ Date: _____ Number of Participants: _____

Number of learners who…	0 None 0%	1 A FEW 1-25%	2 Quite a FEW 26-50%	3 Many 51-75%	4 Majority 76-100%	
Appeared comfortable or commented on safe atmosphere of group						
Showed clear interest in learning today						
Participated in literacy activities that they thought of themselves or were planned by the instructor						
Showed interest in handouts by using them in class or taking them home						
Tried new skills or activities						
Gave each other support						
Asked for one on one assistance to increase learning						
Total Score (add across, score out of possible 28)						_____ 28

Bonus Points!

Did anyone in the group…	POINTS	TOTAL
Show leadership or ownership of program	Number of contributions ____ x 2 points =	
Handle conflict/crisis? What *RESOLVE* * steps did the group or individual take?	Number of steps taken ____ x 1 point =	
Make positive suggestions to improve the group's experience or enhance the group's purpose	Number of suggestions ____ x 1 point =	
Other category important to your group		
Bonus Points Total		

Grand Total: Total Score + Bonus Points: _____ + _____ = _____

Log Notes:

How did we do on the Group Process Sheet today?

1. We are thriving in…
2. We could work on…
3. Something that's not getting attention…
4. We will take action toward…

Annual Scoring Grid

Baseline score: _____

Score after three months: _____

Score after six months: _____

Score after nine months: _____

* The *RESOLVE* approach and explanation is included at the end of this section.

Dealing with Conflict with Respect and Openness

RESOLVE your conflict

Raise the concern or issue – thank you for starting the process!

Explore the problem thoroughly – look at it from many views (this is the step most missed by groups and organizations everywhere, don't skimp on this part!)

Share everyone's perspective

Open the floor for ideas and solutions

Listen for a solution

Vote or come to a group decision on the best plan (your "group" may be as small as two people)

Experiment with your solution and make a time to review it (e.g. Just like the writing process, this may be a draft solution that you want to review & revise)

Congratulations! You have done your best to resolve conflict with respect and openness.