

Assessor's Booklet: Reading Level 2



This Assessor's Booklet is divided into two parts.

Part One includes:

- Assessor's instructions for administering the Reading Level 2: Client Assessment Booklet.

Part Two includes:

- An introduction and detailed instructions for the client on the assessment process;
- Answers and explanations for each assessment task; and
- A section for the assessor to record a client's assessment results and observations.

Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

PART ONE

Assessor's Instructions

Please ensure that you have read the accompanying *Guide for Conducting an Essential Skills Needs Assessment* prior to administering any of the assessment booklets. The Guide provides a step-by-step process for conducting an informal Essential Skills needs assessment, including useful tips and suggestions.

This is an informal assessment tool that is intended to support career and employment counsellors to work with clients to help them better understand their reading skills strengths and areas that may require improvement. The assessment results will support making more informed decisions on developing training plans and performing job searches. In situations where formal test scores are needed to be compared to other test results or job skill requirements, the use of formal assessment tools may be more suitable.

- Each assessment question in this booklet is a typical workplace task that shows how reading skills are used in different jobs across Canada.
- The questions are organized in order of difficulty starting with simple tasks and progressing to more difficult ones.
- You may read the **assessment instructions** out loud and provide further explanation if required. As this is a **reading assessment**, it is important to encourage clients to read and complete the **tasks independently** so that a more accurate understanding of their abilities can be understood. **Once the client has completed as many reading tasks as possible on their own, you can assist them to complete the remaining tasks.**
- Clients are encouraged to complete the reading tasks without a dictionary.
- Clients are free to highlight or underline any information in the question.
- Clients are permitted to ask questions at anytime during the assessment.
- If clients have difficulty completing any of the tasks, suggest that he/she move on to the next task and return to it later.
- Inform clients that you will review all the tasks and answers together once they have completed the assessment.

- Use the Results and Observations section following each assessment task to:
- record results;
 - identify the reading skills demonstrated; and
 - document any difficulties the client had in completing the tasks, such as problems understanding the meaning of words or locating information in the text.

The Essential Skills Needs Assessment Summary table included at the end of this booklet, can be used to record all the results in one place and allows the assessor to re-use the booklet for other clients.

- If clients do not successfully complete **7** of the **10** tasks, you should discuss what action they would like to take to improve their reading skills as part of a training plan or job search (e.g. take a course to upgrade their reading skills).



PART TWO

Client Introduction *(as it appears in the Reading Level 2: Client Booklet)*

Reading is the ability to **understand** text written in sentences or paragraphs. Reading skills are important to be able to learn and find information quickly and easily. They are used in every job and in many aspects of life (e.g. reading and understanding emails, letters, instruction manuals, and prescription labels).

You are about to complete a needs assessment for **Reading, Level 2**. This is not a test – it is an opportunity to help identify your reading skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Client Instructions *(as it appears in the Reading Level 2: Client Booklet)*

1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes a typical workplace task that shows how reading skills are used in different jobs across Canada.
3. All questions are in multiple-choice format. Make sure you choose only **one** answer from the options provided.
4. You can circle the letter that corresponds to the answer you choose or you can circle the answer itself.
5. Space is provided after each question if you would like to write down any notes.
6. Please complete the reading questions without a dictionary.
7. Some questions will require that you read the whole text to summarize what it means. In other questions, you will have to skim or scan the text to find a specific piece of information. **It is important that you read the whole question carefully so that you understand what is being asked.**
8. If you have difficulty answering a question, you can move on to the next task and return to it later.
9. Take your time to complete the questions – there is no set time limit.
10. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
11. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a sample question to help familiarize you with the assessment format:

A maintenance worker in an apartment building reads a note from a tenant:

I will be leaving on a business trip this weekend and I am wondering if you could paint my living room while I am away? The office staff said that you might be available.

Thanks,

Deb Jones (apartment 902)

What is the maintenance worker being asked to do?

- A. Go on a business trip.
- B. Paint the living room.
- C. Watch the apartment.
- D. Talk to the office staff.

Answer: B

The tenant is asking the following:

*I will be leaving on a business trip this weekend and **I am wondering if you could paint my living room while I am away?** The office staff said that you might be available.*

So, the maintenance worker is being asked to paint the tenant's living room.



Assessment Tasks

Question 1:

Randy, a server at a restaurant, reads a complaint from a customer about the quality of his service.

How did we do? We want to hear from you?

Dear Manager,

I would like to express my disappointment about the very slow service I received at your establishment on the night of February 14th. My wife and I were very much looking forward to a lovely dinner but we were disappointed with our experience. It took over 20 minutes for our server to come to our table and take our order. We then waited for 45 minutes to receive our meal which was cold. We noticed that all the tables around us were served immediately and did not wait very long for their meals to arrive. We have visited your restaurant many times and this is the first time the service has been so slow. I hope that this matter is dealt with promptly.

Thank you.

Thank you for taking the time to provide us with your feedback.

The Manager

According to the note, what was the *main* reason the customer was unhappy with the service?

- A. The server delivered the wrong meal.
- B. The server forgot to take the customer's order.
- C. The meal was cold.
- D. The server was too slow.

Answer: D

Answer Discussion:

The customer specifically states the reason for writing the note of complaint to the restaurant in the first sentence:

I would like to express my disappointment about the very slow service we received from our server on the evening of February 14th.

The note makes other references that imply that the slow service was the main reason for the customer's unhappiness:

Dear Manager,

It took over 20 minutes for our server to come to our table and take our order. We then waited for over 45 minutes to receive our meal which was cold. We noticed that all the tables around us received were served immediately and did not wait very long for their meals to arrive. We have visited your restaurant many times and this is the first time the service has been so slow. I hope that this matter is dealt with promptly.

If the client chose answer "C. The meal was cold", explain that although the customer did mention that the meal was cold, it was not the main reason for the customer's unhappiness.

Results and Observations Section:

Reading Task	Reads more complex texts to locate a single piece of information
Occupation	NOC 6453 – Food and Beverage Servers
Reading Skill(s)	<input type="checkbox"/> Scans a letter for specific information (why customer was not happy with the service)
Did the client successfully complete the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	

Question 2:

An office assistant reviews a note left by a technician who fixed the photocopier machine earlier that day:

To whom it may concern,

I fixed the photocopier machine this morning so it no longer leaves ink smudges on the photocopies. This is the fourth time this month that I have repaired the same problem. I don't want to jump to conclusions, but I think the ink smudges are being caused by the incorrect installation of the toner cartridges. I would suggest that all office staff review the photocopier machine's operating manual to make sure that they are replacing the toner cartridges properly. Hopefully, this will help to prevent any further problems with the ink smudges. If you have any questions, please do not hesitate to contact me. Thank you.

Ben

According to the text, what does the technician think is the cause of the ink smudges?

- A. The toner cartridges are leaking.
- B. Staff are not operating the photocopier machine properly.
- C. The toner cartridges were not replaced correctly.
- D. The technician is not sure what is causing the problem.

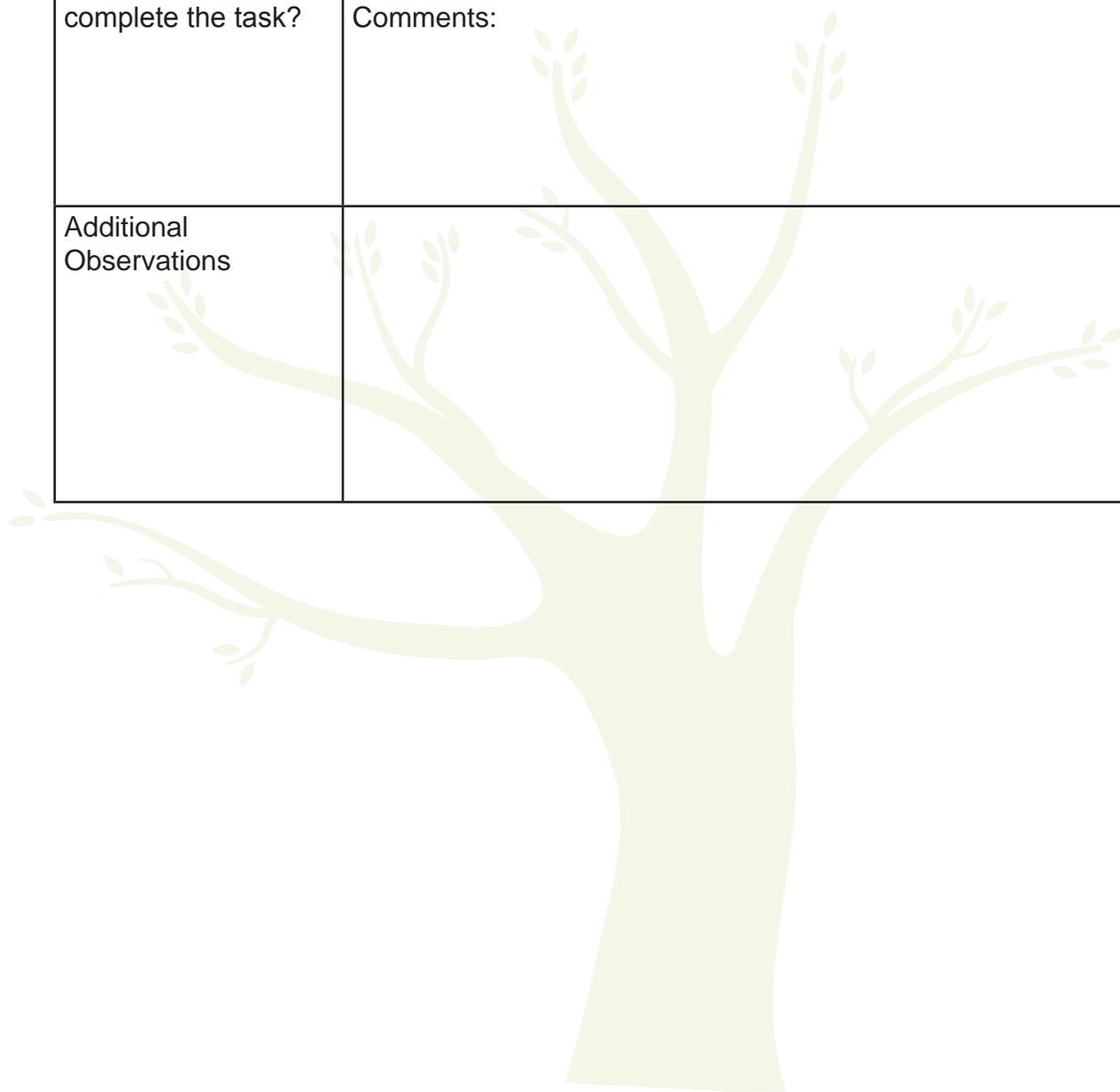
Answer: C

Answer Discussion:

The saying "jump to conclusions" means to guess the facts about a situation without having enough information to know for sure. In this case, the technician thinks the ink smudges are being caused by the incorrect installation of the toner cartridges. The technician is suggesting that the office staff review the operating manual to ensure they are replacing the cartridges correctly to see if this resolves the problem.

Results and Observations Section:

Reading Task	Reads more complex texts to locate a single piece of information
Occupation	NOC 1411 – General Office Clerks
Reading Skill(s)	<input type="checkbox"/> Scans a note for specific information (the cause of the ink smudges) <input type="checkbox"/> Understands the figurative meaning of words (e.g. “jump to conclusions”)
Did the client successfully complete the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	



Question 3:

A kitchen helper reads a food safety poster displayed on the wall.

A Fight BAC!™
Focus on
clean

CLEAN
Wash hands
with soap
and water
often.

SEPARATE
Use 2 color
cutting boards.

COOL
Refrigerate
promptly.

COOK
Cook to the
right temperature.

Always wash your hands for at least 20 seconds before handling food and after handling meat, poultry, eggs and seafood and after changing diapers, touching pets and using the washroom.

Clean and then sanitize counter tops, cutting boards and utensils with a mild bleach solution (5ml/1 tsp. bleach per 750ml/3 cups water) before and after food preparation.

Discard worn cutting boards. Consider using paper towels to wipe kitchen surfaces or change dishcloths daily to avoid the possibility of cross-contamination and the spread of bacteria. Avoid using sponges because they are harder to keep bacteria-free.

Tip:
Using a disinfectant cleaner or a mixture of bleach and water on surfaces can provide some added protection against bacteria.

FIGHT BAC!
Keep Food Safe From Bacteria

Source: Partnership for Food Safety Education – www.fightbac.org

The kitchen helper is preparing to sanitize the countertops. The helper has filled a bucket with 3 cups of water and is about to add the bleach. According to the poster, how many millilitres of bleach should be added to the water?

- A. 1 ml
- B. 3 ml
- C. 5 ml
- D. 750 ml

Answer: C

Answer Discussion:

The abbreviation “ml” is short for millilitre and the poster indicates that **5 ml (or 1 tsp) of bleach should be mixed with 3 cups (or 750 ml) of water.**

Results and Observations Section:

Reading Task	Reads simple texts to locate multiple pieces of information
Occupation	NOC 6641 – Food Counter Attendants, Kitchen Helpers and related Occupations
Reading Skill(s)	<input type="checkbox"/> Locates information in a short safety poster (amount of bleach required for 3 cups of water) <input type="checkbox"/> Understands more complex abbreviations (ml, tsp)
Did the client successfully complete the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	

Question 4:

A cashier is learning how to process a credit card payment from a customer and refers to the following instructions for help:

Store #504: Credit Card Instructions

Section 1: How to process credit card payments:

- Step 1) Credit card payments can only be accepted for purchases over \$25.00 and under \$1,000.00.*
- Step 2) Verify that the credit card type the customer wishes to use is accepted by our store.*
- Step 3) Refer to the "Lost or Stolen" cards list and verify that the number on the card does not appear on the list.*
- Step 4) Check the card's expiration date – if the card has expired, politely inform the customer and request another method of payment (another credit card or cash). If the customer wishes to use another credit card, ensure you repeat **Steps 1 through 3.***
- Step 5) Ensure that the back of the credit card has been signed by the customer. If it has not, politely ask the customer to sign it in front of you.*
- Step 6) You may now swipe the card through the authorization machine.*
- Step 7) If the authorization is successful, have the customer sign the credit receipt. If the authorization is declined, proceed to **Section 2.***
- Step 8) Verify the customer's signature on the receipt with the signature on the back of the card to make sure they match. If they do not match proceed to **Section 2.***
- Step 9) Provide the customer with the "customer copy" of the receipt and file the "store copy" in the drawer below the cash register.*

Section 2: What to do if a credit card is declined or if a customer's signature does not match the signature on the credit card.

- Step 1) If authorization of the credit card transaction fails, attempt to authorize the credit card a second time.*
- Step 2) If the second attempt to authorize fails, return the card to the customer and inform him/her that there seems to be a problem with the card. Then, ask the customer if he/she would like to provide an alternate form of payment (another credit card or cash).*
- Step 3) If the customer chooses to use another credit card type, ensure that you repeat the steps outlined in **Section 1.***

What must the cashier check before swiping a credit card through the authorization machine?

- A. Purchase amount is more than \$25 but less than \$1,000
- B. Right type of card, not expired, back signed by customer
- C. Credit card number not on lost or stolen list
- D. All of the above

Answer: D

Answer Discussion:

According to the credit card procedures outlined in Section 1: Steps 1 through 5, all of the above-mentioned items must be checked before the credit card can be swiped.

Results and Observations Section:

Reading Task	Reads simpler texts to locate multiple pieces of information
Occupation	NOC 6611 – Cashiers
Reading Skill(s)	<input type="checkbox"/> Scans a procedures document for specific information <input type="checkbox"/> Makes connections between related information across multiple sections of a text
Did the client successfully complete the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	

Question 5:

A construction helper is preparing to use a dangerous chemical and reads the following product warning label:

DANGER! EXTREMELY FLAMMABLE. IRRITATES EYES.

PRECAUTIONS: Keep away from heat, sparks, and flames. Ground containers when pouring. Avoid breathing vapours or mists. Avoid eye contact. Avoid prolonged or repeated contact with skin. Wear splash-proof safety goggles or faceshield and butyl rubber gloves. If acetone is present in concentrations greater than 250 ppm, wear a NIOSH-approved respirator with an organic vapour cartridge. Use with adequate ventilation, especially in enclosed areas. Store in a cool, well-ventilated area, away from incompatibles.



According to the label, what must the construction worker do if the acetone concentration is 180 parts per million (ppm)?

- A. Use a NIOSH-approved respirator.
- B. Store unused product in a warm room.
- C. Use protective eyewear.
- D. Avoid any contact with skin.

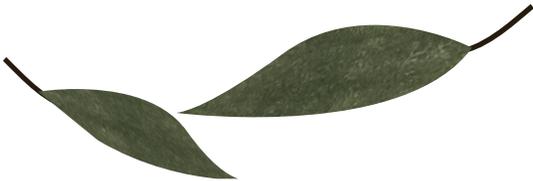
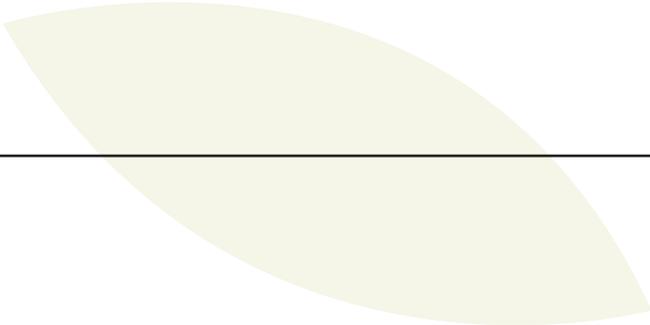
Answer: C

Answer Discussion:

Using protective eyewear is the correct answer. Although the helper can wear a respirator, it is not needed until the concentration is higher than 250 ppm.

Results and Observations Section:

Reading Task	Reads more complex texts to locate a single piece of information; and Makes low level inferences
Occupation	NOC 7611 – Construction Trades Helpers and Labourers
Reading Skill(s)	<input type="checkbox"/> Scans a label for specific information (what should be done if the concentration is 180 ppm)
Did the client successfully complete the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	



Question 6:

After new windows have been delivered and installed, a homeowner tells the installer that he can't pay for the work until the next month. He does not have a charge account with the installer. The installer checks the terms and conditions section of the work order to see if there are other payment options.

The purchaser agrees to the following terms and conditions:

1. ACCEPTANCE

All contracts, quotations and orders are not enforceable until accepted by an authorized management representative of Air Tight Windows Ltd. (hereinafter called Air Tight). Non-acceptance by the management representative may be for credit reasons or otherwise.

2. DELAYS

Air Tight will not be responsible for any loss resulting from delays in supply caused by strikes, lock-outs, labour disputes, raw material shortages, transportation delays or other matters beyond its control.

3. PAYMENT

Approved credit customers will pay the total purchase price within 30 days of the date of delivery. Customers without charge accounts will pay balance upon delivery of product. In default of payment, the purchaser agrees to pay interest on the unpaid balance at the rate of 2% per month (26,8% per annum). Air Tight reserves the right to exercise its Mechanic's Lien rights or the service of a third party collector at any time to ensure collection of all charges.

4. SALES TAX

The purchaser will pay the appropriate adjustment should there be a charge after the date of contact in the rate of federal or provincial sales tax.

5. DELIVERY

The purchaser will provide an authorized representative to accept and acknowledge delivery of the material. If this is not done, previous practice will prevail. The purchaser agrees that shipping damages or shortages not noted at the time of delivery will be the responsibility of the purchaser.



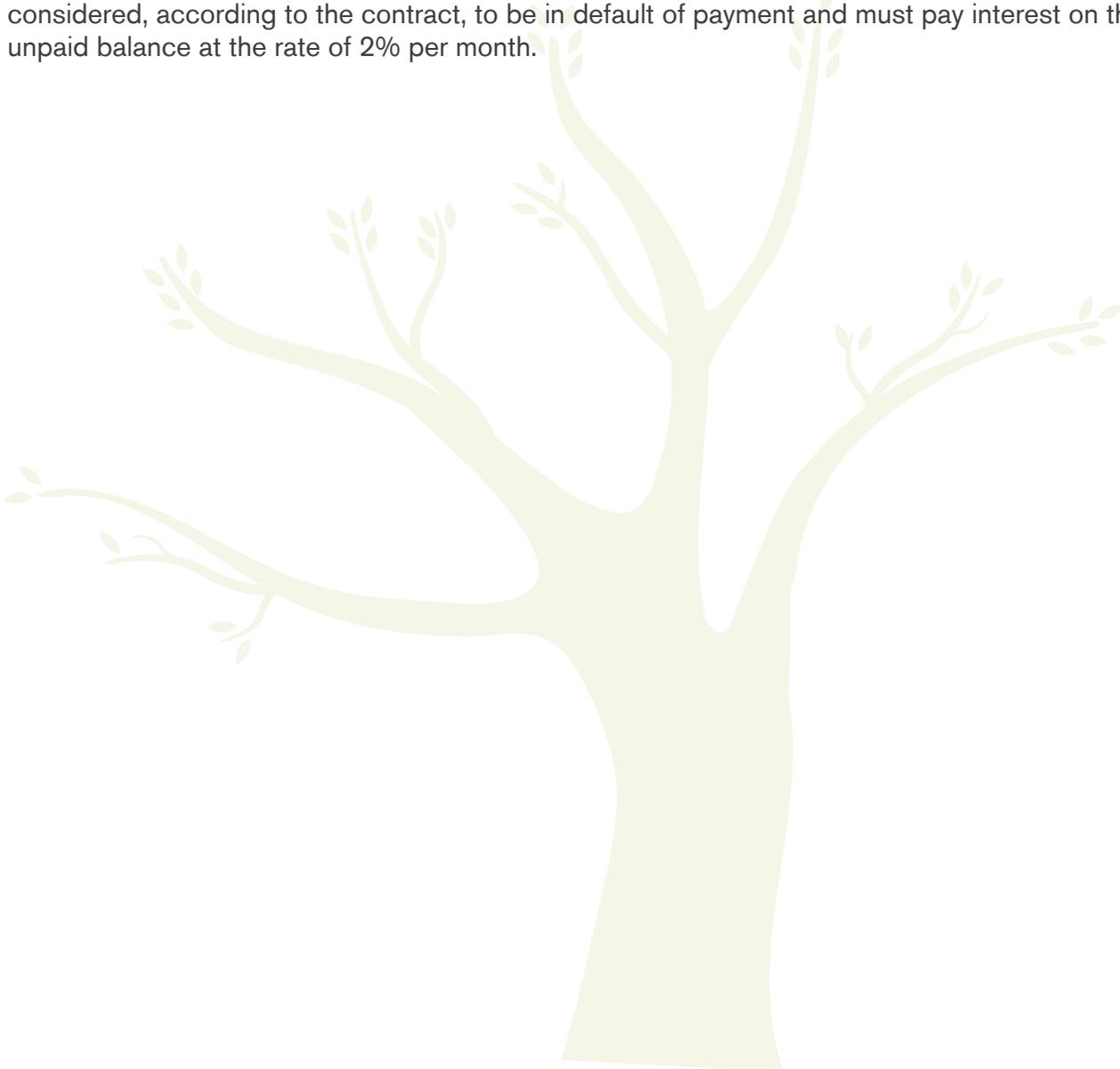
According to the terms and conditions of the work order, which of the following statements is true?

- A. The homeowner is in default, but he still has 30 days to pay for the windows.
- B. The homeowner is in default and he will be charged 2% per month interest until the balance is paid.
- C. Air Tight windows will immediately exercise a mechanic's lien to collect the money.
- D. All of the above

Answer: B

Answer Discussion:

Section 3 of the contractual agreement states that customers without charge accounts must pay the balance upon delivery of the product. Since the customer cannot pay until next month he is considered, according to the contract, to be in default of payment and must pay interest on the unpaid balance at the rate of 2% per month.



Results and Observations Section:

Reading Task	Reads simple texts to locate multiple pieces of information; and Makes low level inferences
Occupation	NOC 7611 – Trades helpers and Labourers (Window Installer)
Reading Skill(s)	<input type="checkbox"/> Locates information in the terms and conditions of a contract <input type="checkbox"/> Makes connections between related information across multiple sections of a text
Did the client successfully complete the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	

Question 7:

A Correctional Services Officer reviews the inmate escort procedures below:

Red Lakes Institution Inmate Escort Procedures

1. You are responsible for the safe custody and discipline of this (these) inmate(s). You shall under NO circumstances allow (an) inmate(s) in your custody out of your sight.
2. You shall ensure that the inmate(s) is (are) wearing a standard issue uniform clearly displaying the inmate register number.
3. You shall sit directly behind the driver during an escort in vehicles lacking appropriate protective shields.
4. You shall apply handcuffs and leg irons. Other restraint equipment must be authorized by the Warden or officer in charge.
5. You shall notify the officer in charge of the institution or Duty CS upon return of the inmate(s).
6. You shall check bathroom facilities thoroughly prior to use by the inmate(s).
7. You shall report any contraband seized during the escort to the Warden.
8. You shall ensure the safe custody of the inmate(s) under your responsibility while maintaining the protection of the public.
9. When escorting two or more inmates, you shall carry valid photo identification showing the inmates' photographs and identification numbers.
10. When escorting more than three inmates, you shall carry a firearm and pepper spray.

The CSO wants to put a hood on an inmate who spits at people. According to the Escort Procedures, what should the CSO do first?

- A. Ensure that the inmate is wearing a standard issue uniform.
- B. Ask the Warden or officer in charge to authorize use of the hood.
- C. Notify the Duty CS or officer in charge.
- D. Apply handcuffs and leg irons.

Answer: B

Answer Discussion:

According to Escort Procedure #4, restraint equipment other than handcuffs and leg irons must be approved by the Warden or officer in charge.

Results and Observations Section:

Reading Task	Reads more complex texts to locate a single piece of information; and Makes low level inferences
Occupation	NOC 6462 – General Correctional Officers
Reading Skill(s)	<input type="checkbox"/> Scans a procedures document for specific information
Did the client successfully complete the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	

Question 8:

A janitor reads the packaging on a new type of floor wax to understand its benefits.

***Do you want your floors to sparkle like diamonds?
Use Sure Gloss!***

Sure Gloss wax will show results right away and give you weeks of carefree luster. We guarantee that regular use of our incredible floor wax will reduce, if not eliminate, shoe scuff marks and unsightly scratches – no other floor wax on the market can give you that guarantee! Our system comes with all the materials and tools you'll need to apply and maintain that beautiful shine and it will work with any floor waxing machine.

Which of the following features is not mentioned in the packaging information?

- A. Dries faster than other brands
- B. Reduces or eliminates scratches and scuffs
- C. Can be used with any floor waxing machine
- D. Has a long-lasting luster

Answer: A

Answer Discussion:

The product's packaging does not mention the drying time for the floor wax.



Results and Observations Section:

Reading Task	Reads simple texts to locate multiple pieces of information; and Makes low level inferences
Occupation	NOC 6663 – Janitor, Caretakers, and Building Superintendents
Reading Skill(s)	<input type="checkbox"/> Understands the information on a product's package
Did the client successfully complete the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	

Question 9:

An office clerk is concerned that the many hours she is spending on the computer each day may be causing the pain in her wrists. She reads a section from a bulletin about “repetitive strain injury”:

January Work Health Bulletin

RSI: The Cause

The cause of repetitive strain injury (RSI) is typically from repeating the same physical action repeatedly. People in occupations such as meat packing and carpentry can develop this condition over their working lives. Currently, more and more people are contracting the condition due to the use of computers, especially the keyboard and mouse.

RSI: The Symptoms

Those who suffer from RSI typically indicate a pain, stiffness, or tightness in the limbs (arms, legs, fingers). Sometimes a tingling or numbness can also be experienced. Often, those who have the condition will massage their hands and fingers that are affected in order to reduce the pain.

RSI: The Prevention

Many think the solution to the condition is to purchase supportive devices such as arm supports and foot rests. However proper posture, workstation design and work habits (such as taking breaks) actually have a much greater effect in preventing the condition.

According to the bulletin, what is an effective method of reducing or avoiding RSI?

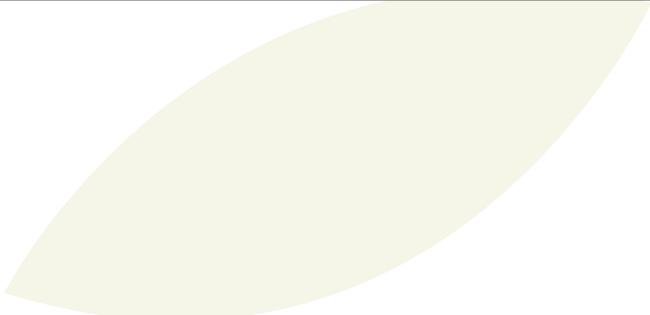
- A. Massaging hands and fingers
- B. Taking breaks from repetitive tasks
- C. Using supportive devices such as arm supports
- D. Avoiding computer tasks using mice and keyboards

Answer: B

Answer Discussion:

The text indicates that “proper posture, workstation design and work habits (**such as taking breaks**)” have a greater effect when reducing the chance of developing repetitive strain injury.

Results and Observations Section:

Reading Task	Reads more complex texts to locate a single piece of information; and Makes low level inferences
Occupation	NOC 1411 – General Office Clerk
Reading Skill(s)	<input type="checkbox"/> Scans a bulletin for specific information (how to reduce the chances of “repetitive strain injuries”)
Did the client successfully complete the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	

Question10:

A conservation and fishery officer reads the following marine forecast from Environment Canada:

****Warning Issued for Gulf Magdalen****

Issued: 4.30 PM ADT Tuesday 12 November 2012.

Synopsis:

A low pressure system tracking south of the district will continue to move toward Newfoundland waters tonight. Gale to near storm force north-easterlies in the vicinity of the low diminish to strong to gale force northerlies behind it. Elsewhere generally moderate to strong northerlies diminish to light to moderate winds as a ridge of high pressure builds over the Maritimes tonight.

On Wednesday another trough of low pressure will approach the region and move into gulf waters Wednesday night. Winds increase to strong to gale force southerly over all waters ahead of the trough.

Forecast:

Gale warning continued.

Northeast gales 35 to 40 knots backing to northerly winds 25 to gales 35 overnight then diminishing to northerly winds 20 to 25 near dawn Wednesday. Winds diminishing to variable 10 to 15 Wednesday morning. Winds increasing to southerly 20 to 25 Wednesday afternoon then veering to southwest 25 to 30 Wednesday evening. Rain or snow ending this evening. Visibility fair to poor in precipitation. Temperatures zero to 2 rising to near 5 Wednesday evening.

According to the forecast, when will the gale force winds, defined as between 34 and 47 knots, end?

- A. Near dawn Wednesday
- B. Wednesday morning
- C. Wednesday afternoon
- D. Wednesday night

Answer: A

Answer Discussion:

The weather forecast states: “Northeast gales 35 to 40 knots backing to northerly winds 25 to **Gales 35 overnight then diminishing to northerly winds 20 to 25 near dawn Wednesday**”.

Results and Observations Section:

Reading Task	Reads more complex texts to locate a single piece of information; and Makes low level inferences
Occupation	NOC 2224 – Conservation and Fishery Officers
Reading Skill(s)	<input type="checkbox"/> Scans a weather forecast for specific information (when the gales will end and turn to winds) <input type="checkbox"/> Understands industry vocabulary using context
Did the client successfully complete the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments:
Additional Observations	

ESSENTIAL SKILLS NEEDS ASSESSMENT SUMMARY

Use this **Essential Skills Needs Assessment Summary** table to conveniently record all the results in one place. The Summary can be shared with other intermediaries such as adult educators and skills trainers that can support the employment and training needs of the client. Written consent **must** be obtained from the client before sharing any of the assessment results.

Booklet: _____ Level: _____

Date of Assessment: _____

Location of Assessment: _____

Assessor Name: _____

Candidate Name: _____

Question 1	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 2	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 3	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 4	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 5	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 6	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 7	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 8	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 9	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

Question 10	
Did the client complete the task successfully?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance
Observations:	

I, _____, authorize my counsellor to share results of the Essential Skills needs assessment with anyone who is willing to assist me with my employment and training goals.

These results were collected through an informal Essential Skills Needs Assessment process and do not provide formal assessment scores. They are intended to be used to support employment and career counsellors to engage clients in a discussion about training objectives, such as skills upgrading programs. For more information, please refer to the Introduction to an Essential Skills Needs Assessment tool available at hrsdc.gc.ca/essentialskills.