

INITIAL INTERVIEW GUIDE

Name : _____ Date : _____

Address : _____ Interviewer : _____

Phone : _____ / _____ E-mail : _____

Birthdate : _____

Sex : M F

First Language : _____ Other Languages Spoken : _____

Source of Income : _____

Why are you here today? _____

WORK EXPERIENCE

1. Are you looking for work? _____

2. What kind of work would you like to do? _____

3. What reading and writing skills do you think you will need?

4. What work experience do you have?

5. Has reading and writing been important in your jobs? Please explain.

6. What was your favourite job and why?

7. What type of job are you looking for now?

8. What skills do you think you will need for this job?

SCHOOLING

1. Where did you go to school? _____ 2. Last grade completed _____
3. How old were you when you left school? _____ 4. What language did you study in? _____
5. What courses did you take? _____
6. What was the best part about school? _____
7. What was the worst part? _____
8. Why did you leave school? _____
9. Have you taken any other formal education/training programmes? If so, which? _____

10. Why are you interested in going back to school? _____

FAMILY/SOCIAL

1. Do any family members have trouble with reading and/or writing?

2. What kind of reading material is in your house? _____
_____ Do you read it? _____
3. What do you do if you can't read a word?

4. What do you do in your spare time?

5. Do you belong to any groups or clubs? Yes No

* * * * *

Do you have anything you would like to add? _____

READING

Research testing for literacy skills has four sections : the first section, “Lisa’s Dream”, read by the learner to the evaluator, assesses the learner’s proficiency in reading at Levels 1-2. If the learner reads it without difficulty, then proceed to the next two sections: “Winter Without a Hat”, that will assess the learner’s proficiency in reading at Level 3 through an oral summary, to be followed by a composition that assesses self-sufficiency in writing. The successful outcome of these two assessments presupposes that the learner is past Level 3.

Should this be the case, the fourth section, which assesses both reading and writing, evaluates the learner’s performance at Levels 4 and 5.

.....

Only the assessment for reading requires assistance :

- give to the learner the text of “Winter Without a Hat”,
- ask the learner to read the text to him/herself informing him/her that he/she will be asked to give an oral summary in his/her own words,
- after the learner is finished reading, ask for a summary (eg. “In your own words, can you tell me what this text is about?”),
- if the summary is incomplete or too brief, you may ask the following questions to prompt him/her :
 - ~ what do we tend to do, when we’re 15-16-17, instead of dressing warm in winter?
 - ~ why would the person telling the story refuse to wear a hat?
 - ~ can you name some hairstyles that were in fashion in those days?
 - ~ why is it inconvenient to wear a hat?
 - ~ what convinced the narrator to cover his head?
 - ~ was he sick for long?
 - ~ what important decision did he make after his sickness?
- to conclude, ask the learner if there is anything else he/she would like to add by asking : “Is there anything else that you remember from the text?”
- when the learner confirms he has nothing else to add, proceed to the second section.

READING

Name : _____ City or Town : _____

Date : _____ Evaluator : _____

Lisa's Dream

Lisa has always dreamed of becoming a stewardess. It's an old dream dating to her childhood. She wasn't even attending school yet, but she could already picture herself flying over countries and oceans.

All morning she's been waiting for an important call from Robert, a long-time friend. Yesterday he told her there were rumours of an opening for Air Canada. But how true was it ?

"Let me find out tomorrow, and expect a call as soon as I'm free," he told her.

Ring ! Ring ! The phone is ringing !

"I hope it's Robert calling !"

READING

Name : _____ City or Town : _____

Date : _____ Evaluator : _____

Winter Without a Hat

To enjoy winter, you need to dress for the cold. It took me awhile to figure that out. After many years... and a very, very bad cold, I finally got it.

When I was fifteen, sixteen and seventeen years old, I never wore hats, winter or summer. At that age, you want to be cool, and the fashion of those days was to have long hair. The tough guys would imitate Elvis with their bangs rolled high on their forehead, those with curly hair would exhibit an afro, some girls backcombed their hair into pompadours that could be a foot high, or they tied them into two ponytails, one over each ear — but most left their hair long and loose over their shoulders.

There's no way we'd wear a hat and ruin our hairstyles! Gosh!! Wear a toque? But that would mess up our long, straight hair. Wear a cap? It would've flattened the curls we took such care of! Oh, no!! We much preferred having the sniffles all winter. Yet, being stubborn finally sent me to bed with a bad sinus infection. And, believe me, it was no picnic!!!

After two painful weeks and twenty boxes of Kleenex, I swore to myself that from now on my head would always be warmly covered from November to May. What I had realized was this simple truth : it's better to be hot than to look cool. After all, as the saying goes, "Beauty is only skin-deep".

EVALUATION SHEET

(Reading: "Winter Without a Hat")

Name : _____ Time needed : _____

Date : _____ Evaluator : _____

The following lists the points the learner may mention in his summary :

- in **bold script** : the main points of the text;
 - in regular script : additional details.
-

In winter you have to dress warmly :

- it took the narrator awhile to admit it,
- and that, only after many years and a very bad cold.

When the narrator was a teenager, he never wore a hat :

- at that age you want to be cool,
- hairstyles then in fashion :
 - bangs rolled high on the forehead Elvis-style,
 - afros,
 - backcombed hair,
 - two ponytails, one over each ear,
 - long hair hanging loose over the shoulders.

No way we'd wear a hat :

- it would ruin our hairstyles :
 - a cap would flatten our curls,
 - a toque would mess up our long hair,
- we would rather have the sniffles all winter.

He had a bad sinus infection :

- two weeks sick in bed,
- twenty boxes of Kleenex,
- from now on I would always cover my head from November to May.

It's better to cover your head in winter.

RESULTS : _____ / 5 essential points, _____ / 15 secondary points.

EVALUATION SHEET

(Writing)

Name : _____ Time needed : _____

Date : _____ Evaluator : _____

METHOD OF

- ASSESSMENT :**
- Check **Yes** if the learner has followed the instructions 90% of the time (= 2 points),
 - Check **Not Always** if the instructions were followed 30% to 90% of the time (= 1 point),
 - Check **No** were followed less than 30% of the time (= 0 point),
 - Write **N/A** if instructions do not apply (and adjust the marking accordingly).

• CONTENT :

	ALWAYS	SOMETIMES	NEVER
• Five or more written sentences	<input type="checkbox"/>	X	<input type="checkbox"/>
• Theme is followed consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ideas are presented clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Well-structured text in logical order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ideas are not repeated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	_ X 2	+ _ X 1	= <u> </u> 10

• SENTENCE STRUCTURE : i.e. complete sentences with...

	YES	NOT ALWAYS	NO
• A subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A verb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• An object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Correct use of capital letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Correct use of punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Connecting words when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Well-structured sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	_ X 2	+ _ X 1	= <u> </u> 14

• GRAMMAR/SPELLING :

	YES	NOT ALWAYS	NO
• Uses subject/verb agreement correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses correct tenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses contractions correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses noun/pronoun agreement correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses apostrophe to indicate possession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Distinguishes between homophones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Has made three mistakes or less	<input type="checkbox"/>	X	<input type="checkbox"/>
TOTAL	_ X 2	+ _ X 1	= <u> </u> 16

FINAL RESULT : _____ / 38

READING COMPREHENSION

Name : _____ City / Town : _____

Date : _____ Evaluator : _____

A Childhood in the Country

We were a poor family, and there was no money until my father's return from the bush camp at Easter. Mom would work as a cleaning woman, which didn't pay much ⁽¹⁾, but these hard-won dollars would at least cover the cost of bare essentials such as sugar, flour, fabric and yarn for clothes, school items, and medicine when absolutely required. Luckily, in those days, you could survive on \$300 a year... provided you lived off the land, and could do without the comforts of modern life.

Fifty-two weeks a year, every Tuesday ⁽²⁾ and Thursday ⁽³⁾, Mom would get up at five, stoke the fire, fill the wash basin with lukewarm water to wash herself, then eat two slices of half-toasted bread for breakfast. She would dress in her hand-me-downs and old boots, wake up Emily, the eldest, then leave at daybreak to walk all the way to the village ⁽⁴⁾. In winter, with my father gone, she also had to take care of the animals, and would go to the barn before heading to work. The chores were done quickly — a bale of hay for the two cows, some grain for the chickens, slop for the pigs, and a bone for the dog. My eldest brother Paul would give them water.

It was Emily who sounded the wake-up call. She would shout, "Come on, you guys! Get up! You'll be late for school!" — no matter that the schoolhouse was at the end of the concession road, a ten-minute walk on a good day. In their eagerness to obey, the girls rushed to be first at the wash basin, which had to serve us all. I was always last, way behind the others. Only Paul, already playing the man at twelve years old, preferred cold water from the pump for his morning ablutions, supposedly because he couldn't be bothered to wait his turn as the animals needed to be cared for.

As for me, it could take three, four, even five tries before finally getting me out of bed. It was so cosy under all those layers of blankets; how could my sisters dare to bother me? I would feign sleep when someone yelled, "Get up, you lazy bones! The bell's about to ring!" Then they'd start playfully poking, shaking and tickling me until I burst out laughing, unable to resist any longer.

1. Hardly \$3 a day in 1945-1950.

2. On Tuesday she worked for M^{rs} Gary Arbour (as it was then the custom of naming married women), wife to the village's notary.

3. On Thursday she worked for D^r Terence Longshore's widow.

4. Two and a half miles from our farm (*i.e.* 3.2 km).

And, just when the girls thought they had the better of me, I'd blurt, "How heartless to force a five-year-old to go to school!!!" — the very words I heard my godmother⁽⁵⁾ tell Mom while on a visit the day before the beginning of the new school year. (How I loved to repeat them in my defence). Still too stubborn to comply, I'd clutch the headboard and hold tight, refusing to budge. It took Paul, back from the barn, to loosen my grip, finger by finger, and order me to get going. Of course, I'd start to cry like a baby, not so much in defeat, but for the pleasure of being comforted by each and everyone of my sisters, mostly by Paul who'd offer to carry me on his shoulders to school if I behaved. (I suppose you've guessed it — I was the youngest of the family, spoiled and indulged by all).

After school, there was no question of playing, since Mom, who wouldn't be back until supper, had taken time the night before to write down a list of chores for each of us to carry out. Starting with Emily down to me, the list would read something like this :

- | | |
|---------|---|
| Emily | fetch side pork from the cellar, cut it into slices, boil, change water, then start roasting at five o'clock. |
| Pauly | feed and water the animals, muck out the stalls, then chop wood for the stove. |
| Coleen | take the clothes off the line, and don't forget to iron them. |
| Jolly | peel the potatoes, slice them lengthwise and roast them on the middle burner. |
| Rosie | empty the stove, fill up the boilers. |
| Marilyn | sweep the floors. |
| Marty | haul in wood. |

Once our chores were done, we were to do our homework while waiting for supper.

But first we had to change into our "everyday" clothes, which meant we were to take off our school clothes and fold them properly so they wouldn't look rumpled the next day. It only took a couple of minutes to do, but it took me an eternity as I hated to lose time changing — time which could have been better spent playing. Some days it took me so long, that Paul had to give me a hand filling the wood box, as it was time to sit for supper and my work was hardly begun.

Ah, to be a child! Even with nothing but sticks for toys, hand-me-down clothes to wear, chores to perform day after day, and a world limited to the village and a few concession roads, it was the best of times being loved as I was, spoiled with hugs and kisses, not missing material things (which only serve to replace a lack of real affection anyway). In truth, I never felt poor until I moved to the city.⁽⁶⁾

5. It was Amelia, a cousin of my father, whom we called "Aunt Amy".

6. Original text (2003).

REVIEW QUESTIONS

Check the appropriate answer (please note there may be more than one answer to the questions) :

1. In what time period does this story occur?

- at the turn of the twentieth century.
- in the 1940s.
- in our own time.

2. What was the father's occupation?

- he was a lumberjack.
- he was a lawyer.
- he was a company boss.

3. In general which of these expenses are necessities?

- an all-terrain vehicle.
- warm clothes for winter.
- cosmetics.
- munchies.
- groceries to prepare meals.

4. True or false?

- the mother did housecleaning every day of the week :
- the village was a ten-minute walk from the house :
- in the absence of the mother, the eldest woke the others :
- Marty's godmother was his father's cousin :
- the children had to do their homework right after school :
- Marilyn is the youngest girl in the family :

TRUE FALSE

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

5. According to the context what is the meaning of "morning ablutions"?

- giving water to an animal.
- washing yourself first thing in the morning.
- eating breakfast.

6. List in point form the tasks the mother must accomplish before she leaves for work :

- gets up at five a.m.,
- _____
- _____
- _____
- _____
- _____
- feeds the animals (during winter).

Please answer in a complete sentence the following questions :

7. Where did the mother houseclean?

8. Why were the girls in such a hurry to get up when their eldest sister woke them?

9. Summarize in one sentence what Marty does rather than get up?

10. What duties will the three youngest sisters perform upon their return from school?

11. Which girls' duty was it to cook?

12. It isn't always easy to get a child out of bed to go to school. If you had to do it, and the child refused to obey, what would you do?

READING COMPREHENSION

ANSWER SHEET

1. In what time period does this story occur?

- at the turn of the twentieth century.
- in the 1940s.
- in our own time.

2. What was the father's occupation?

- he was a lumberjack.
- he was a lawyer.
- he was a company boss.

3. In general which of these expenses are bare essentials?

- an all-terrain vehicle.
- warm clothes for winter.
- cosmetics.
- munchies.
- groceries to prepare meals.

4. True or false?

- the mother did housecleaning every day of the week :
- the village was a ten-minute walk from the house :
- in the absence of the mother, the eldest woke the others :
- Marty's godmother was his father's cousin :
- the children had to do their homework right after school :
- Marilyn is the youngest girl in the family :

TRUE FALSE

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |

5. According to the context what is the meaning of "morning ablutions"?

- giving water to an animal.
- washing yourself first thing in the morning.
- eating breakfast.

6. List in point form the tasks the mother must accomplish before she leaves for work :

- gets up at five a.m.,
- rekindles the fire,
- washes herself,
- has breakfast,
- dresses up,
- wakes up Emily,
- feeds the animals (during winter).

7. Where did the mother houseclean?

She did housecleaning at Mrs (Gary) Arbour's house and at Dr (Terence) Longshore's widow's.

8. Why were the girls in such a hurry to get up when their eldest sister woke them?

Each wanted to be first at the bowl to wash herself.

9. Summarize in one sentence what Marty does rather than get up?

Instead of getting up, Marty pretends he is sleeping and lets himself be cuddled by his sisters until he bursts out laughing, though still refusing to obey by clutching the headboard.

10. What duties will the three youngest sisters perform upon their return from school?

They will peel, slice, and roast the potatoes; empty the stove and fill up the boilers; and sweep the kitchen floor and the rooms.

11. Which girls' duty was it to cook?

It's Emily's and Jolly's.

12. It isn't always easy to get a child out of bed to go to school. If you had to do it, and the child refused to obey, what would you do?

MANY POSSIBLE ANSWERS

READING COMPREHENSION

EVALUATING SHEET

Name : _____ Time needed : _____

Date : _____ Evaluator : _____

MULTIPLE CHOICE QUESTIONS :

- Check **yes** for right answers (= 2 points),
- Check **no** if wrong (0 point).

1. In what time period does this story occur?

- in the 1940s YES NO

2. What was the father's occupation?

- he was a lumberjack YES NO

3. In general which of these expenses are necessities?

- an all-terrain vehicle YES NO
• warm clothes for winter YES NO
• cosmetics YES NO
• munchies YES NO
• groceries to prepare meals YES NO

4. True or false?

- the mother did housecleaning every day of the week YES NO
• the village was a ten-minute walk from the house YES NO
• in the absence of the mother, the eldest woke the others YES NO
• Marty's godmother was his father's cousin YES NO
• the children had to do their homework right after school YES NO
• Marilyn is the youngest girl in the family YES NO

5. According to the context, what is the meaning of "morning ablutions"?

- washing yourself first thing in the morning YES NO

TOTAL

__ X 2 = __
28

WRITTEN ANSWERS :

- For the section **Comprehension**, follow the same method as with multiple choice questions except for the last item which conforms to the **Syntax** as stated below.
- For the section **Syntax** :
 - Check **Always** if the learner has followed the instructions 90% of the time (= 2 points),
 - Check **Sometimes** if the instructions were followed 30% to 90% of the time (= 1 point.),
 - Check **Never** if the instructions were followed less than 30% of the time (= 0 point.),
 - Write **N/A** if the instruction does not apply (and adjust the marking consequently).

6. List in point form the tasks the mother must accomplish before she leaves for work.

	YES	NOT ALWAYS	NO
• COMPREHENSION :			
• stokes the fire	<input type="checkbox"/>	X	<input type="checkbox"/>
• washes herself	<input type="checkbox"/>	X	<input type="checkbox"/>
• has breakfast	<input type="checkbox"/>	X	<input type="checkbox"/>
• dresses up	<input type="checkbox"/>	X	<input type="checkbox"/>
• wakes up Emily	<input type="checkbox"/>	X	<input type="checkbox"/>
• concise answer without pointless details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• SYNTAX :			
• has the notion of point form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• has used the present indicative all along	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• writes the verbs correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• has two spelling mistakes or less	<input type="checkbox"/>	X	<input type="checkbox"/>

7. Where did the mother houseclean?

	YES	NOT ALWAYS	NO
• COMPREHENSION :			
• at M ^{rs} Gary Arbour's	<input type="checkbox"/>	X	<input type="checkbox"/>
• at D ^r Longshore's widow's house	<input type="checkbox"/>	X	<input type="checkbox"/>
• concise answer without pointless details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• SYNTAX :			
• has written a complete sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
if so : • has used the past tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• has followed noun/pronoun & subject/verb agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• has made good use of capital letters & punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• has two or less spelling mistakes	<input type="checkbox"/>	X	<input type="checkbox"/>
• in general answers in his/her own words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOTAL

__ X 2 + __ X 1 = 38

Always = 2 points / Sometimes = 1 point / Never = 0 point

8. Why were the girls in such a hurry to get up when their eldest sister woke them?

- | | YES | NOT ALWAYS | NO |
|--|--------------------------|-------------------------------------|--------------------------|
| • COMPREHENSION : | | | |
| • to be the first at the bowl | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • concise answer without pointless details | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • SYNTAX : | | | |
| • has written a complete sentence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| if so : • has used the past tense | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has followed noun/pronoun & subject/verb agreement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has made good use of capital letters & punctuation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has two or less spelling mistakes | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • in general answers in his/her own words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. Summarize in one sentence what Marty does rather than get up?

- | | YES | NOT ALWAYS | NO |
|--|--------------------------|-------------------------------------|--------------------------|
| • COMPREHENSION : | | | |
| • acts like a spoiled brat refusing to go to school | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • concise answer without pointless details | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • SYNTAX : | | | |
| • has written a complete sentence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| if so : • has used the present tense | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has followed noun/pronoun & subject/verb agreement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has made good use of capital letters & punctuation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has two or less spelling mistakes | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • in general answers in his/her own words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. What duties will the three youngest sisters perform upon their return from school?

- | | YES | NOT ALWAYS | NO |
|--|--------------------------|-------------------------------------|--------------------------|
| • COMPREHENSION : | | | |
| • peel the potatoes | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • slice and roast the potatoes | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • empty the stove | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • fill up the boilers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • sweep of the floor of kitchen and rooms | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • concise answer without pointless details | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL

__ X 2 + __ X 1 = 44

Always = 2 points / Sometimes = 1 point / Never = 0 point

10. Which duties will the three youngest sisters perform upon their return from school? (CONTINUED)

- **SYNTAX :**
- | | YES | NOT ALWAYS | NO |
|--|--------------------------|--------------------------|--------------------------|
| • has written a complete sentence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>if so</i> : • has used the future tense | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has followed noun/pronoun & subject/verb agreement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has made good use of capital letters & punctuation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has two or less spelling mistakes | <input type="checkbox"/> | X | <input type="checkbox"/> |
| • in general answers in his/her own words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. Which girls' duty was it to cook?

- **COMPREHENSION :**
- | | YES | NOT ALWAYS | NO |
|--|--------------------------|--------------------------|--------------------------|
| • Emily's | <input type="checkbox"/> | X | <input type="checkbox"/> |
| • Jolly's | <input type="checkbox"/> | X | <input type="checkbox"/> |
| • has noticed the plural of "girls" | <input type="checkbox"/> | X | <input type="checkbox"/> |
| • concise answer without pointless details | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- **SYNTAX :**
- | | YES | NOT ALWAYS | NO |
|--|--------------------------|--------------------------|--------------------------|
| • has written a complete sentence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>if so</i> : • has used the past tense | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has followed noun/pronoun & subject/verb agreement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has made good use of capital letters & punctuation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has two or less spelling mistakes | <input type="checkbox"/> | X | <input type="checkbox"/> |
| • in general answers in his/her own words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. How would you get a child out of bed?

- **SYNTAX :**
- | | YES | NOT ALWAYS | NO |
|---|--------------------------|--------------------------|--------------------------|
| • has written complete sentences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has used correct tenses with concordance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • has three or less spelling mistakes (including verbs) | <input type="checkbox"/> | X | <input type="checkbox"/> |
| • has made good use of capital letters & punctuation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL

__ X 2 + __ X 1 = 40

FINAL RESULT : _____ / 150

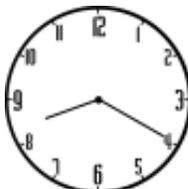
NUMERACY

Name : _____ City or Town : _____

Date : _____ Evaluator : _____

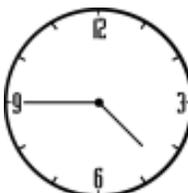
1. Measurements:

a) What time is it?



It is _____.

b) What time is it?



It is _____.

c) Measure this line in millimetres and centimetres:



d) 1 kg = _____ g

e) 2000 mm = _____ cm = _____ m

f) The thickness of a 10¢ coin is approximately:

1 mm

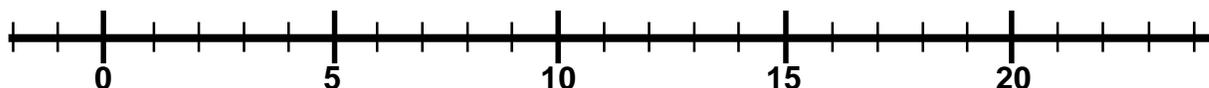
1 cm

1 m

1 km

2. Number line:

a) Where would you place the number 13 on the number line?



3. Math problems:

(Please show your work on this sheet as you solve these problems.)

a) The regular price of a sweater is \$ _____.

b) Reduced price of one sweater is \$ _____.

c) If you buy 2 sweaters tax-free at reduced price you save \$ _____.

d) If you buy 6 sweaters at reduced price, how much will you save? \$ _____.

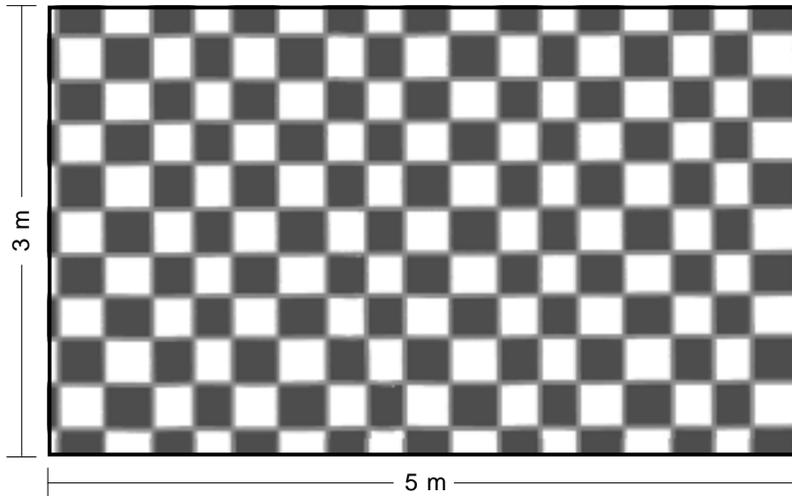


e) Peter Thoreau is selling you a piece of furniture and two lamps. He is asking \$50 for the furniture and \$8.25 for each lamp. As you have no cash on you, you ask him if he would accept a cheque. As he knows you, he has no objection.

Please write him a cheque with today's date.

XXXXX XXXXX 85 Starr Avenue TEMISBURG, Ontario POP 0P0 Tel. : (705) 666-7777	Account Number : 0987 Cheque Number : _____
PAY TO THE ORDER OF _____	DATE _____
	\$ <input type="text"/>
	_____ / 100 DOLLARS
 BANK OF TEMISBURG LTD. 222 BURG AVENUE TEMISBURG, ONTARIO	
FOR _____	_____

f) Below is the floor plan of a room you are going to renovate. You will put a wallpaper border all around the top of the walls and carpet on the floor. Before going to the store, you will have to figure:



a) how many metres of wallpaper border will you need to buy (by measuring the perimeter of the room)

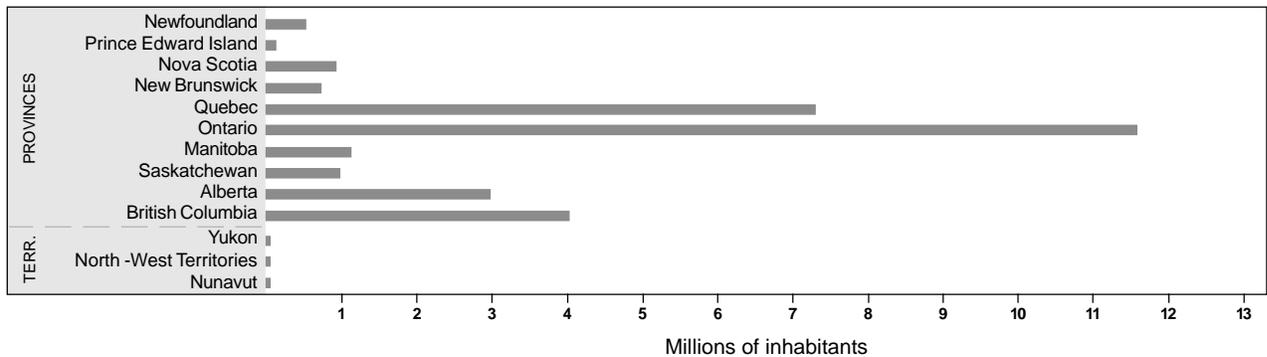
b) and how much carpeting (by measuring the area of the floor).

a) perimeter =

b) area =

4. Graphic.

Population of Canada in 2001



a) Which province is the most populated? _____

b) Which province has the least population? _____

c) What is the approximate population of Manitoba? _____

d) What do the numbers on the horizontal axis represent? _____

e) What is the approximate difference in population between Quebec and Ontario? _____

5. Complete the following calculations without a calculator. Please show your work.

a)
$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$

b)
$$\begin{array}{r} 698 \\ + 17 \\ \hline \end{array}$$

c)
$$\begin{array}{r} 435 \\ - 330 \\ \hline \end{array}$$

d)
$$\begin{array}{r} 8\,300 \\ - 238 \\ \hline \end{array}$$

e)
$$\begin{array}{r} 13 \\ \times 7 \\ \hline \end{array}$$

f) $0.3 + 36 + 6.8 + 0.002 = \underline{\hspace{2cm}}$

g) $4\,320 \div 9 = \underline{\hspace{2cm}}$

6. Complete the series.

a) $1\text{¢}, 5\text{¢}, 10\text{¢}, \underline{\hspace{1cm}}, 50\text{¢}, 1\$, 2\$\text{ }$

b) $996, 997, 998, 999, \underline{\hspace{1cm}}$

c) $49, 47, \underline{\hspace{1cm}}, 43, 41, \underline{\hspace{1cm}}$

d) $5, 10, 15, \underline{\hspace{1cm}}, 25, 30$

e) $54, 45, \underline{\hspace{1cm}}, 27, 18, 9$

f) $2, 3, 5, 8, \underline{\hspace{1cm}}, 17, \underline{\hspace{1cm}}, 30$

g) $\frac{4}{9}, \frac{5}{9}, \frac{2}{3}, \frac{7}{9}, \frac{8}{9}, \underline{\hspace{1cm}}$

h) $0.8, 0.9, \underline{\hspace{1cm}}, 1.1, \underline{\hspace{1cm}}$

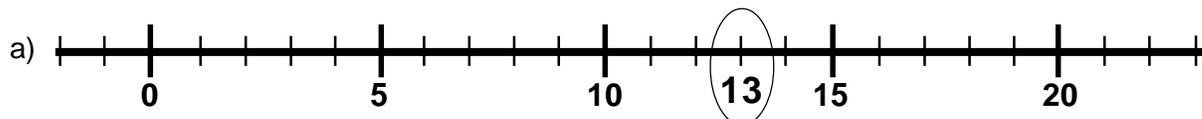
NUMERACY

CORRECTION SHEET (LBS 1-3)

1. Measurements:

- a) 8:20 b) 4:45 c) 105 mm & 10.5 cm
d) 1,000 g e) 200 cm & 2 m f) 1 mm

2. Number line:



3. Problem solving:

- a) \$ 20 b) \$ 10 c) \$ 20 d) \$ 60
e) *Please note:* In square brackets the answers vary. f) 16 cm & 15 cm²

XXXXX XXXXX 85 Starr Avenue TEMISBURG, Ontario P0P 0P0 Tel.: (705) 666-7777	Account Number : 0987 Cheque Number : <u>[1]</u> DATE <u>[January 6, 2003]</u>
PAY TO THE ORDER OF <u>Peter Thoreau</u>	\$ <u>66.50</u>
<u>sixty-six</u>	<u>50</u> / 100 DOLLARS
 BANK OF TEMISBURG LTD. 222 BURG AVENUE TEMISBURG, ONTARIO	
FOR <u>[furniture + lamps]</u>	<u>[J***** C*****]</u>

4. Graphic:

- a) ... the most populated province? **Ontario**
 - b) ... the least populated province? **Prince Edward Island**
 - c) ... the approximate population of Manitoba? **1,000,000 or 1,100,000**
 - d) ... the numbers on the horizontal line? **Millions of inhabitants**
 - e) ... the difference of population between Quebec and Ontario? **approx. 5,000,000**
-

5. Basic operations:

- a) 14
 - b) 715
 - c) 105
 - d) 8 062
 - e) 91
 - f) 43.102
 - g) 480
-

6. Series:

- a) 25¢
 - b) 1,000
 - c) 45.....39
 - d) 20
 - e) 36
 - f) 12.....23
 - g) 1
 - h) 1.....1.2
-

NUMERACY

EVALUATION SHEET (LBS 1-3)

Name : _____ Time needed : _____

Date : _____ Evaluator : _____

• **These mathematical problems are categorized as being easy to solve (Levels 1-2):**

- | | |
|--|---|
| <input type="checkbox"/> #1-a) measurements (time) | <input type="checkbox"/> #4-a) graphic (most populated province) |
| <input type="checkbox"/> #1-b) measurements (time) | <input type="checkbox"/> #4-b) graphic (least populated province) |
| <input type="checkbox"/> #1-c-i) measurements (line in millimetres) | <input type="checkbox"/> #5-a) basic operation (addition) |
| <input type="checkbox"/> #1-c-ii) measurements (line in centimetres) | <input type="checkbox"/> #5-b) basic operation (addition) |
| <input type="checkbox"/> #2-a) number line (prime numbers) | <input type="checkbox"/> #5-c) basic operation (subtraction) |
| <input type="checkbox"/> #3-a) problem solving (regular price) | <input type="checkbox"/> #5-d) basic operation (subtraction) |
| <input type="checkbox"/> #3-b) problem solving (reduced price) | <input type="checkbox"/> #6-a) series (coins) |
| <input type="checkbox"/> #3-c) problem solving (2 shirts at reduced price) | <input type="checkbox"/> #6-b) series (996 to 1000) |
| <input type="checkbox"/> #3-d) problem solving (6 shirts at reduced price) | <input type="checkbox"/> #6-c) series (in reverse by two) |

In this section the learner has correctly answered _____ questions out of 18.

• **These mathematical problems are categorized as being of intermediate difficulty (Level 3):**

- | | |
|--|---|
| <input type="checkbox"/> #1-d) measurements (in grams) | <input type="checkbox"/> #4-d) graphic (title of horizontal axis) |
| <input type="checkbox"/> #1-e-i) measurements (in centimetres) | <input type="checkbox"/> #4-e) graphic (difference of population) |
| <input type="checkbox"/> #1-e-ii) measurements (in metres) | <input type="checkbox"/> #5-e) basic operation (multiplication) |
| <input type="checkbox"/> #1-f) measurements (thickness of a 10¢ coin) | <input type="checkbox"/> #5-f) basic operation (decimals) |
| <input type="checkbox"/> #3-e-i) problem solving (amount of cheque) | <input type="checkbox"/> #5-g) basic operation (division) |
| <input type="checkbox"/> #3-e-ii) problem solving (number well spelt) | <input type="checkbox"/> #6-d) series (multiples of 5) |
| <input type="checkbox"/> #3-e-iii) problem solving (writing of cheque) | <input type="checkbox"/> #6-e) series (multiples of 9 in reverse) |
| <input type="checkbox"/> #3-f-i) measurements (perimetre of rectangle) | <input type="checkbox"/> #6-f) series (progressive addition) |
| <input type="checkbox"/> #3-f-ii) measurements (area of rectangle) | <input type="checkbox"/> #6-g) series (fractions) |
| <input type="checkbox"/> #4-c) graphic (population of Manitoba) | <input type="checkbox"/> #6-h) series (decimals) |

In this section the learner has correctly answered _____ questions out of 18.

• **Recommendations :** _____

NUMERACY *(BIS)*

Name : _____ City or Town : _____

Date : _____ Evaluator : _____

1. Complete the following calculations without a calculator. Please show your work.

a)
$$\begin{array}{r} 67.2 \\ 508.04 \\ 46.76 \\ 264 \\ + 10.5 \\ \hline \end{array}$$

b)
$$\begin{array}{r} 5.016 \\ \times 1.07 \\ \hline \end{array}$$

c)
$$\begin{array}{r} 12^{3/5} \\ \times 7^{5/6} \\ \hline \end{array}$$

d) $(-4) + (-9) \div (3) = \underline{\hspace{2cm}}$

e) $8^2 \times 8^3$

 $= \underline{\hspace{2cm}}$

f) $\sqrt{6400}$

 $= \underline{\hspace{2cm}}$

g) $x \times y = 16$
 $(x \neq y)$
 $x = \underline{\hspace{2cm}}$
 $y = \underline{\hspace{2cm}}$

h) If $x = 5$
 $3x - 30 + 2x = ?$

 $= \underline{\hspace{2cm}}$

2. Complete the series.

a) -4, -3, -2, -1, _____, _____ b) 0, 0.6, 1.2, 1.8, _____, 3, _____

c) 0.5, 0.05, 0.005, _____ d) 0.15, 0.3, 0.6, 1.2, _____, 4.8, _____

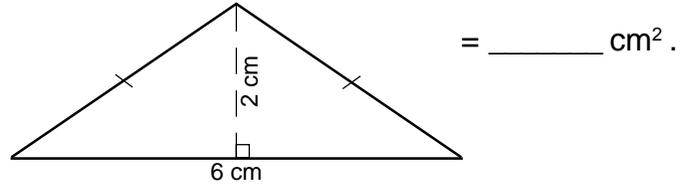
e) 25%, 0.5, _____%, 1, 1.25 f) $\frac{15}{16}, \frac{7}{8}, \frac{13}{16}, \underline{\hspace{1cm}}, \frac{11}{16}, \underline{\hspace{1cm}}$

g) $\sqrt{4}, \sqrt{9}, \sqrt{16}, \sqrt{\hspace{1cm}}, \sqrt{36}, \sqrt{49}, \sqrt{\hspace{1cm}}, \sqrt{81}, \sqrt{\hspace{1cm}}$

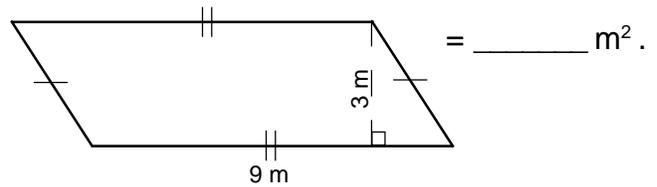
3. Measurements (round off to the nearest tenth if necessary) :

(Please show your work. You may use a calculator if you prefer.)

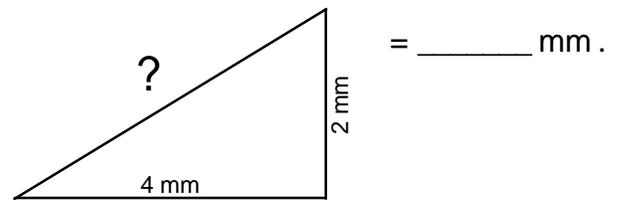
a) Calculate the area of the triangle.



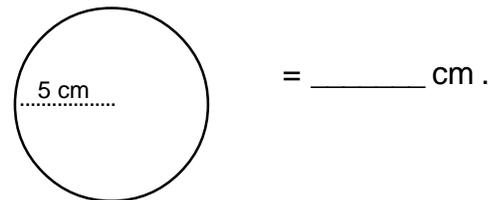
b) Calculate the area of the parallelogram.



c) Find the hypotenuse.



d) Find the circumference



e) A toilet tank measures 16 cm by 30 cm by 45 cm. What is its volume in cubic centimetres?
Knowing a litre is the equivalent of one cubic decimetre, what is its volume in litres?

_____ cm³

_____ ℓ

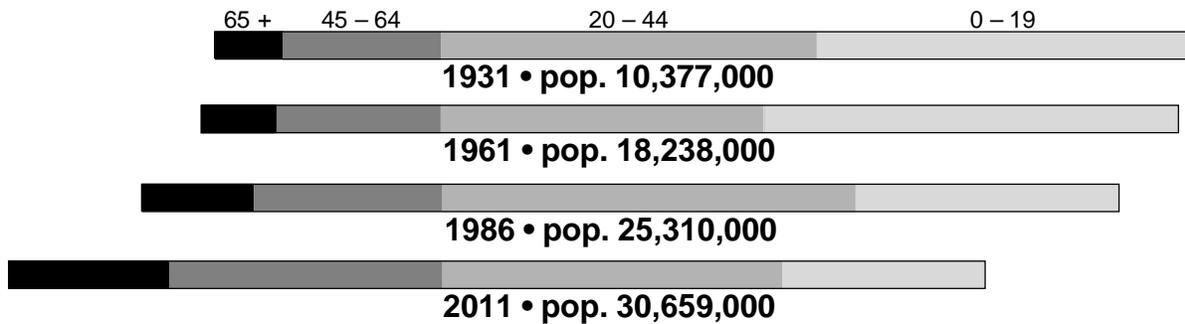


4. Demographics : The medium age of the Canadian population keeps increasing as shown in the statistics below. The decreasing rate of births is one of the factors contributing of this trend.

a) In the statistics below, which years are based on facts? _____

b) In the projection for the year 2011, which age group is in decline? _____

c) What will be the increase of the Canadian population between 1931 and 2011? _____



5. Problem solving.

(Please solve these problems by showing your work. You may use a calculator if you prefer.)

a) A friend invites you to the restaurant. Today's special is \$15.00 a plate and half-price on the second order. You both order the special, with a half-litre of wine to share at \$7.50. As your friend is paying the bill, you offer to leave the tip. Approximately, how much money will you give the waitress?



Answer : \$ _____

5. Problem solving (cont.) :

- b) You want to take advantage of Boxing Day Sales to buy a pair of boots that were priced \$49.95 before Christmas. They are now selling at 30% off. Estimate how much money you will save? Including the taxes how much will your shoes cost?



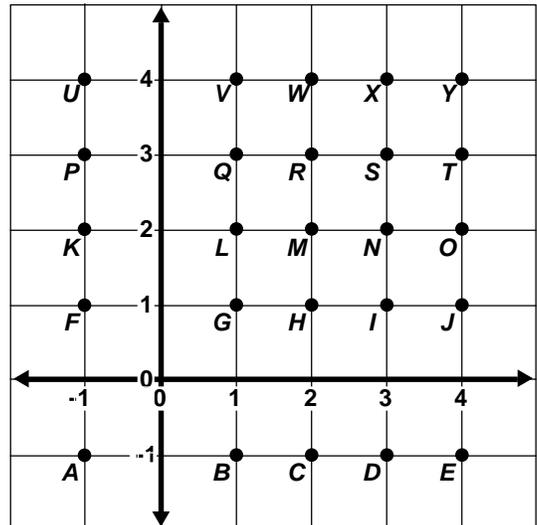
Money saved : _____ \$

Price with taxes : _____ \$

6. Graphic :

- a) Decode the following message by referring to the grid :

$\overline{(4,4)}$ $\overline{(4,2)}$ $\overline{(-1,4)}$ $\overline{(-1,-1)}$ $\overline{(2,3)}$ $\overline{(4,-1)}$
 $\overline{(3,-1)}$ $\overline{(4,2)}$ $\overline{(3,1)}$ $\overline{(3,2)}$ $\overline{(1,1)}$
 $\overline{(1,4)}$ $\overline{(4,-1)}$ $\overline{(2,3)}$ $\overline{(4,4)}$
 $\overline{(2,4)}$ $\overline{(4,-1)}$ $\overline{(1,2)}$ $\overline{(1,2)}$,
 $\overline{(1,-1)}$ $\overline{(2,3)}$ $\overline{(-1,-1)}$ $\overline{(1,4)}$ $\overline{(4,2)}$!



NUMERACY *(BIS)*

CORRECTION SHEET (LBS 4-5)

1. Complete all the following calculations:

- a) 896.5 b) 5.36712 c) $98 \frac{7}{10}$ d) -7
e) 8^5 or 32,768 f) 80 g) (1 ; 16) or (2 ; 8) h) -5
-

2. Complete the series :

- a) 0.....1 b) 2.4.....3.6 c) 0.0005 d) 2.4.....9.6
e) 75 % f) $\frac{3}{4}$ $\frac{5}{8}$ g) $\sqrt{25}$ $\sqrt{64}$ $\sqrt{100}$
-

3. Measurements:

- a) 6 cm² b) 27 m² c) 4.5 mm d) 31.4 cm
e) 21,600 cm² & 2,160 ℓ
-

4. Demographics:

- a) ... years based on facts **1931, 1961, 1986**
b) ... age group in decline **0–19 year olds**
c) ... population growth since 1931 **20,282,000**
-

5. Problem solving :

- a) *between* \$3 & \$5 b) *approx.* \$15 & \$38.48
-

6. Graphic:

$\frac{Y}{(4,4)}$	$\frac{O}{(4,2)}$	$\frac{U}{(-1,4)}$		$\frac{A}{(-1,-1)}$	$\frac{R}{(2,3)}$	$\frac{E}{(4,-1)}$
	$\frac{D}{(3,-1)}$	$\frac{O}{(4,2)}$	$\frac{I}{(3,1)}$	$\frac{N}{(3,2)}$	$\frac{G}{(1,1)}$	
		$\frac{V}{(1,4)}$	$\frac{E}{(4,-1)}$	$\frac{R}{(2,3)}$	$\frac{Y}{(4,4)}$	
		$\frac{W}{(2,4)}$	$\frac{E}{(4,-1)}$	$\frac{L}{(1,2)}$	$\frac{L}{(1,2)}$,
$\frac{B}{(1,-1)}$	$\frac{R}{(2,3)}$	$\frac{A}{(-1,-1)}$	$\frac{V}{(1,4)}$	$\frac{O}{(4,2)}$!	

NUMERACY *(BIS)*

EVALUATION SHEET (LBS 4-5)

• These mathematical problems are categorized as being *more difficult to solve*:

- #1-a) basic operation (addition with decimals)
- #1-b) basic operation (multiplication with decimals)
- #1-c) basic operation (multiplication with fractions)
- #1-d) basic operation (parentheses)
- #1-e) basic operation (exponents)
- #1-f) basic operation (square roots)
- #1-g) algebra (value of x and y)
- #1-h) algebra (equation)
- #2-a) series (whole numbers)
- #2-b) series (decimals added by 0.6)
- #2-c) series (decimals multiplied by 0.1)
- #2-d) series (decimals multiplied by 2)
- #2-e) series (percentage and decimals)
- #2-f) series (fractions)
- #2-g) series (square roots)
- #3-a) measurements (area of triangle)
- #3-b) measurements (area of parallelogram)
- #3-c) measurements (hypotenuse)
- #3-d) measurements (circumference)
- #3-e-i) measurements (volume in cm^3)
- #3-e-ii) measurements (conversion into litre)
- #4-a) graphic (years based on facts)
- #4-b) graphic (age group in decline)
- #4-c) graphic (increase of population)
- #5-a) problem solving (tip)
- #5-b-i) problem solving (money saved)
- #5-b-ii) problem solving (price with taxes)
- #6-a) graphic (axes)

The learner has correctly answered _____ questions out of 27.

• Recommendations :

ORAL ASSESSMENT 1

Name : _____ Town or Township : _____

Date : _____ Evaluator : _____

Show me...

- Can you find your number in the telephone book? page : _____
- Can you find a flower shop in the yellow pages? page : _____
..... phone number : _____
- Can you find the telephone numbers of...
 - the Provincial Police phone number : _____
 - the telephone repair service phone number : _____
- Where would you look if you needed to contact your local city hall?
.....

INITIAL ASSESSMENT REPORT

Applications/Forms

a) Can or Cannot read, understand, or fill out simple forms.

• Notes _____

Research Skills

a) Can or Cannot find entries in phone book.

b) Does or Does not understand the concept of alphabetisation.

c) Does or Does not read to locate information.

• Notes _____

ORAL ASSESSMENT 2

Name : _____ Town or Township : _____

Date : _____ Evaluator : _____

To establish an accurate oral assessment sample, the exchange must engage the client in a natural and relaxed way. In such an atmosphere, factual information will be gleaned while the personal oral style of the individual is demonstrated.

Use a variety of questions to learn how the client expresses himself orally.

- **Ask factual closed questions** : This will provide needed data while it requires the client to recall facts. It also serves to develop a comfort level between assessor and client as they recall personally well known information.

*for example : **How old were you when you left school?***

- **Ask open-ended questions** : This allows the client to take the question on his/her own terms. It provides an opportunity to show the appropriateness of the response, add detail, give examples or relate a significant experience.

*for example : **Can you tell me about your experience in...?***

- **Ask for a description** : This will allow you to hear the range of vocabulary, the extent of knowledge on a particular subject, and (depending on the length of discussion) may show how focussed the client remains.

*for example : **Would you describe what happened when you...?***

- **Ask for examples** : This requires the client to apply a specific personal experience to the concept that is being discussed.

*for example : **Can you think of a time that this happened?***

- **Ask for a recollection of a sequential experience** : This is an opportunity to hear how the client retells an experience in a step-by-step way.

*for example : **What happened from the time you left school until now?***

- **Ask for a summary of an event** : Being able to capture the high points in sequence of events requires organized thinking. Some people become mired in irrelevant information while others will be able to provide a synopsis of the event.

*for example : **Can you walk me through the experience...?***

- **Ask for conclusions** : This allows the client to demonstrate the skill of seeing implications to events and the ability to articulate them.

*for example : **What did you learn from...?***

ORAL ASSESSMENT 2

Client Name : _____ Date : _____ Evaluator : _____

Level	Skill	Performance Indicators	Examples
LBS 1	Present	Responds to questions with simple, factual answers, usually just words or short phrases. Rarely expands answers even with considerable promptings.	When questioned about name, address, etc., understands question and responds with relevant answers in single words or short phrases. When questioned about educational history, provides only factual information with few details, even with considerable prompting. No effort to develop a conversation.
	Listen	Gets the main idea of short simple questions.	
	Interact	Not actually a two-way conversation, primarily simple responses to questions.	
LBS 2	Present	Responds to questions with simple answers, sometimes in complete sentences. With minimal promptings, provides some supporting details.	When questioned about educational background, provides some relevant details about best/worst experiences or subjects when prompted. May seek clarification of details, but responds with appropriate information. The exchange is a simple conversation with some detail, but his/her focus is still on him/herself with little connection to the interviewer.
	Listen	Gets the main idea of simple questions and reflects on information needed to answer. May seek clarification and usually responds appropriately.	
	Interact	Participates in a simple conversation, but primary focus is still him/herself with little connection to the interviewer.	
LBS 3	Present	Sometimes recognizes open-ended questions and responds clearly with some details appropriate for the interviewer's purpose.	When questioned about best/worst school experiences with a preamble describing positive and negative examples, recognizes need of interviewer to relate information to current circumstances and volunteers relevant details about learning patterns and skills. The exchange is a somewhat complex conversation with the focus alternating between interviewer and interviewee.
	Listen	Gets the main idea of longer, more complex communication containing some unfamiliar information and can identify key points.	
	Interact	Participates in a somewhat complex conversation showing awareness of the interviewer and his/her needs, not just him/herself and his/her answers.	

Level	Skill	Performance Indicators	Examples
LBS 4	Present	Frequently responds to open-ended questions with confidence, providing details and evidences, facts and examples, to support information.	When told about various learning styles, understands key points and supporting details, and responds with a well-supported, reasonably detailed analysis or explanation. The exchange is a somewhat simple discussion, still primarily an exchange of details and information. but with some expansion given and sought. The need to shift focus between «sender» and «receiver» roles is recognized though not fully accomplished — the interviewee sometimes only appears to have made the shift.
	Listen	Identifies main idea and supporting details of sustained forms of communication containing implications and specialized vocabulary.	
	Interact	Participates in a simple discussion which is primarily detailed information exchange with some expansion given and sought.	
LBS 5	Present	Responds to open-ended questions with organization and coherence, using language creatively to develop and justify concepts and ideas.	Relates information on learning styles to him/herself and participates in a discussion of that, using language creatively (similes, metaphors, imagery, etc.) to develop well-detailed responses. The exchange is a complex discussion. Information exchange sometimes leads to «tangents», expansion beyond factual information exchange. Attempts are made to find common understanding or resolve or clarify differences in opinion.
	Listen	LBS 4 plus can evaluate content and effectiveness of longer forms of communication.	
	Interact	Participates in a complex discussion. Ideas from information exchange expand to «tangents». Focus is often finding common understanding.	