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This resource list contains both practical materials as well as background information on monitoring and assessment in community-based literacy programs. All materials can be mailed to you at no cost for a five week loan period. You can learn more about the library, and search the library catalogue on the Web at <http://www2.literacy.bc.ca/Rescentr.htm>

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Achievement in non-accredited learning for adults with learning difficulties: report of the scoping study. By Liz Mauslay and Christine Nightingale. Leicester, UK: NIACE, 2004. [374.1264 M38 2004]

This publication discusses the literature and work on assessment and achievement, while also reporting on one survey of learning providers (RARPA). Shows the wide range of understandings and methods available, in literature and in practice, to identify learners' needs and achievements. Helpful for teachers and students in finding out more about this and in celebrating their achievements. Reports on the findings of the RARPA (Recognising and Recording Progress and Achievement) project, conducted by the Learning and Skills Development Agency, the Learning Skills Council, and the National Institute of Adult Continuing Education.

Canadian adult reading assessment: instructor's manual and CD-ROM. By Pat M. Campbell and Flo M. Brokop. Edmonton, AB: Grass Roots Press, 2000.ey. Ottawa, ON: Statistics Canada, 2005. [428.00715 C36 Manual]

CARA can be used for placement or diagnosis. As a placement tool, CARA will enable you to identify the individual's independent, instructional and frustration reading levels. When used as a diagnostic tool, CARA enables you to identify an individual's reading level. CARA includes narrative and informational passages at all levels of reading so that comparisons can be made in how a student reads these different genres.

Canadian language benchmarks: English as a second language for adults, English as a second language for literacy learners. Ottawa, ON: Citizenship and Immigration Canada, 1996. [428.34071 C36]

Sets out twelve Benchmarks (or criterion) in each of three areas, which allow for a description of a person's ability to use the English language to accomplish a set of tasks.

Canadian language benchmarks 2000: ESL for literacy learners. By Linda Johansson. Ottawa, ON: Centre for Canadian Language Benchmarks, 2001.

[428.34071 C36] Also available online at

http://www.language.ca/display_page.asp?page_id=255

The Benchmarks lay out the progression of reading, writing and numeracy skills for ESL adults who have little or no literacy skills in their first language. The document is also useful with ESL students who are literate in a non-Roman alphabet language and need to learn reading and writing basics in English. The Benchmarks are divided into a pre-reading and writing phase called the Foundation Phase, followed by Phases I-III. Basic numeracy (addition, subtraction, division, multiplication, decimals, percentages and fractions) is also included.

Circle of learning, The: Saskatchewan adult literacy benchmarks: Levels 1 and 2. Saskatoon, SK: Saskatchewan Literacy Network, 2006. [374.1264 S27 2006] Also

available online at <http://www.nald.ca/library/learning/sln-tcol/cover.htm>

The aim of the Circle of Learning project was to develop Level 1 and 2 Benchmarks for use by formal and non-formal literacy and adult basic education programs and services in Saskatchewan. The benchmarks provide ways to document and recognize learner accomplishments and achievements; enhance learner transitions between levels and across programs; and facilitate the development of courses.

Common assessment in the native literacy field. By Christiann Jones, Kate Thompson and Pat Powell. Owen Sound, ON: Ontario Native Literacy Coalition, 2001.

[374.1264 J58] Also available online at

<http://www.nald.ca/library/learning/comass/cover.htm>

Contains material presented by the authors at a training conference for provincial Native literacy practitioners held Nov. 19-21, 2000 in Niagara-on-the-Lake, in conjunction with the ONLC Annual General Meeting.

Critical literacy: empowering students with cognitive disabilities. By Margaret Raymond. Victoria, BC: Ministry of Advanced Education, Training and Technology, 1999. [374.0124087 R39]

"A guide for literacy instructors who work with students with cognitive disabilities. The focus of this guide is to provide instructors with strategies and themes to help students develop a critical "voice" along with more traditional reading, writing, listening and speaking skills. The guide combines a strong emphasis on meaning with encouragement for instructors to provide structured and sequenced skill development at an appropriate pace based on a firm belief that all students can learn. The guide also includes a selection of student work based on the activities described in the themes and strategies."

Documenting student success: the development of a learner portfolio. By Jane MacDonald. Sydney, NS: Cape Breton Literacy Network Association, 2002. [374.1264 M11]

"This resource is intended to enhance the assessment process in literacy / adult basic education programs in the province of Nova Scotia ... It was designed to document student success and to be used in conjunction with the Nova Scotia Adult Learning Program (ALP) and the Intake Assessment Tools presently used in adult education classes throughout Nova Scotia."

Empowering the spirit: native literacy curriculum. Developed by Kateri Akiwenzie-Damm. ON: Ningwakwe Clearing House, 1997 [371.9797 A55].

Empowering the spirit: native literacy curriculum. 2nd edition. Developed by Mary Elliott, Deana Halonen and Kateri Akiwenzie-Damm. ON: Ningwakwe Clearing House, 2004 [371.9797 E4s].

The curriculum was developed to assist Native Literacy Coordinators and tutors in providing appropriate materials for native learners at various ages and levels of literacy. The second edition offers more cultural support for teachers and practitioners. The 30 lesson plans were restructured using the Medicine Wheel.

Evaluating learning: qualitative methods to document and assess informal literacy learning. Toronto, ON: Frontier College, 2005. [374.1264 F76 2005]

This book has a selection of qualitative tools to help Frontier College staff document learning. It updates the SCIL (student centered individualized learning) methodology and its relation to 'hybrid literacy.' The book gives various methods for recording learning progress.

First Nations literacy theme units: an instructor's guide.

Written by Carmen Rodrigues...[et al.]. 1996. [371.9797 F57]

A workbook designed for B.C First Nations. Ottawa: HRCDC, 2000. [307.14 F73] Also available online at http://www.sdc.gc.ca/en/epb/sid/cia/comm_deve/H-BIntro.doc

This booklet is a collection of "tips, strategies, tools, tactics, ideas, and guidelines." It includes tips on creating a positive learning environment, reading and writing strategies, activities, games, numeracy, family literacy tips, and resources

Intake assessment materials for fundamental level English and math. By Laurie Gould. Vancouver, BC: Basic Education Dept., Vancouver Community College, 1999. [428.00715 G68]

This manual is designed to provide Fundamental Level (0 to grade 8) instructors and adult students with a short and easy-to-use procedure for assessing a student's educational goals and experiences. The manual is intended for use by experienced adult literacy instructors. The student assessment is divided into four parts: the initial interview, a reading assesment, a writing assessment, and a math assessment.

Job fit: book 1. By Rona Satov. Toronto,ON: Learning Disabilities Association of Ontario, 2004. [371.9 S28 2004 v.1]

Job fit: book 2. By Rona Satov. Toronto,ON: Learning Disabilities Association of Ontario, 2004. [371.9 S28 2004 v.2]

Job fit: facilitator's guide. By Rona Satov. Toronto,ON: Learning Disabilities Association of Ontario, 2004. [371.9 S28 2004 v.3]

Job Fit was developed to assist people who may have learning disabilities to become more effective at finding and keeping a job. Designed for the learner, Job Fit 1 gives practical information about learning disabilities, how to understand your assessment and identify strengths and difficulties, and learning strategies you can use. Job Fit 2 has chapters on setting employment goals and becoming job ready. The Facilitator's Guide contains information to assist a facilitator to better understand learning disabilities and their impact on clients.

Learner centred intake and assessment processes for literacy programs in Saskatchewan. Regina, SK: Saskatchewan Literacy Network, 2001. [428.00715 L43]

This handbook of assessment tools was developed as a result of SLN's "Towards a Standardized Intake and Assessment Process" project. It provides a variety of guidelines for intake, on-going, and exit assessments and processes that operate in the best interest of the learner and that provide both the learner and the agency with the information they need.

LEARNS literacy assessment profile: a system for student assessment and program evaluation. [Web document] Northwest Regional Educational Laboratory, 2005. Available online at <http://www.nwrel.org/learns/resources/llap/>

LLAP is an observational tool that addresses three stages of literacy development: emergent, beginning, and early independent. It was designed as an assessment option for reading efforts that use volunteers with children. It can be used by tutors to help design sessions that meet individual learning needs, and can be used to collect evaluation data.

Measuring adult literacy and life skills: new frameworks for assessment. By T. Scott Murray, Yvan Clermont and Marilyn Binkley. Ottawa,ON: Statistics Canada, 2005. [379.24 M8] Also available online at

<http://www.nald.ca/library/research/measlit/cover.htm>

The objective of this report is to document key aspects of the development of the International Adult Literacy and Life Skills Survey (ALL). The ALL survey was meant to build on the success of the International Adult Literacy Survey (IALS) assessments by extending the range of skills assessed and by improving the quality of the assessment methods employed. This report documents several successes including: the development of a new framework and associated robust measures for problem solving; the development of a powerful numeracy framework and associated robust measures; the specification of framework for practical cognition, teamwork and information and communication technology literacy.

Measuring learning readiness: a resource guide for students and LBS practitioners. By Pat Powell. Peterborough, ON: Peterborough Native Learning Program, 1999 [370.154 P69].

This manual "was written to be used to look at the learner's ability that goes beyond academics. The intent is that the identified exercises be used as part of the student assessment and training plan development process hand in hand with an academic skills profile."

Naming the magic: non-academic outcomes in basic literacy. By Evelyn Battel. Victoria, BC: Ministry of Advanced Education, 2001. [374.012 B38] Also available online at <http://www.nald.ca/library/research/magic/cover.htm>

Forty basic literacy instructors, at a conference in May 1999, drafted six techniques for the documentation of non-academic changes that may occur in the lives of learners as a result of participation in literacy instruction. Several conference participants in consultation with the project coordinator, Evelyn Battell from Malaspina University-College, further developed the documentation techniques. The techniques were then field-tested by literacy practitioners including instructors, tutors, and tutor coordinators. The final report presents a description of the following techniques for documenting non-academic outcomes (NAOs) for literacy students: A Multi-Media approach, Using Journals, Goal Setting by Learners, Anecdotal Reporting and End-of-Term Reports (combination of two techniques) and Questions for Developing Awareness. The final report also documents the difficulties encountered during the field-testing process and identifies six recommendations, based on the project, that call for more extensive and focused study on non-academic outcomes.

Record of achievement manual: certificate in literacy and earning. Winnipeg, MN: Adult Learning and Literacy, 2002. [374.1264 M36 2002] Also available online at <http://www.edu.gov.mb.ca/ael/all/publications/stages/stages.html>

These three manuals are designed for adult learners to work towards a certificate. Each of the three certificates has assignments with tasks to complete. The tasks help learners develop as readers and writers. The manuals contain the assignments and instructions for learners, with their tutors or instructors, to develop their own portfolio of work.

Regina Public Library presents Assessing adult learners [Video] . Regina, SK: Regina Public Library, 199? [Video 371.394 R44 no.3]

Rethinking assessment: strategies for holistic adult numeracy assessment. By Beth Marr, Sue Helme and Dave Tout. Victoria, AU: Language Australia, 2003. [513 M27 2003]

"Rethinking Assessment is both a practical and theoretical resource. It discusses key assessment issues, provides a bank of models of good practice in assessment and demonstrates how holistic assessment can be undertaken within the assessment criteria of accredited frameworks... Section 1 introduces the reader to the finding of the research and the thinking behind the examples of practice presented... Section 2 presents detailed descriptions of a selection of the assessment tasks developed and documented during the project, along with templates for a number of the tasks and strategies. Suggested observation and recording sheets are included where appropriate and samples of student responses are discussed."

Revised common writing assessment: a tool linked to Ontario's LBX learning outcomes levels, The . By Norman Rowen and Neil Graham. Toronto, ON: Ontario Literacy Coalition, 2000. [374.1264 R69]

Assessment instrument that shows how to evaluate a writing sample using scales based on focus, development and organization ; voice, vocabulary and sentence variety ; grammar and mechanics. Scales include summary statements for LBS levels 2-5 writing, Ready for post-secondary level writing, and Clearly post-secondary level writing, as well as descriptions of the same features and elements of writing below Level 2.

School Achievement Indicators Program: 1998 report on reading and writing assessment. By The Council of Ministers of Education, Canada. 1999. Also available online at <http://www.cmec.ca/pcap/rw98le/saiprw98.pdf>

This report documents the results of the 1998 national assessment of reading and writing of 13- and 16-year old students in Canada.

Student assessment in adult basic education: a Canadian snapshot. By Dr. Pat Campbell. February 2006. Also available online at <http://www.nald.ca/library/research/snape/cover.htm>

This document explains the methodology and reports the findings from a national survey on student assessment in adult basic education. The intent is that this information be used to guide policy and practice.

Teaching reading to adults: a balanced approach. By Pat Campbell. Edmonton, AB: Grass Roots Press, 2003. [428.40715 C36]

Author draws on her experience to integrate participatory theory and practice with the needs of literacy students and available resources.

Test review: workplace assessment tools. By Maurice Taylor. ON: Human Resources Development Canada, National Literacy Secretariat, 1997. [374.1264 T38]

In this discussion paper, seven assessment tools that have been used in workplace programs are discussed. The tests are examined in terms of content, scores, and the test development process.

Understanding assessment and qualifications in post-compulsory education and training: principles, politics and practice. 2nd ed. By Kathryn Ecclestone. Leicester, UK: NIACE, 2005. [374.1264 E23 2005]

Discusses the benefits and challenges of learner assessment in post-16 (post-compulsory) education in the UK. When used effectively, assessment can be powerful and positively motivate learners. But, complex and controversial, assessment often detracts from learning instead of complementing it. This book reviews basic principles, purposes and practices of post-16 assessment within the broader political and theoretical context. Offers practical strategies for improving assessment and accreditation; discusses the best uses for assessment at practitioner, organisational and policy levels.

Workbook 1: assess your skills. Toronto: AlphaPlus Centre, 2004. [331.2592 A45643].

This workbook, part of the Skills at Work Series, helps readers collect information about their employment goals and about the world of work. They identify skills they need to work on to reach their goals. They will learn some ways to find, save and use information about jobs. Written to correspond to Ontario's "Working with Learning Outcomes Reading Level 2."

Workbook 2: a day on the job. Toronto: AlphaPlus Centre, 2004. [331.2592 A45643].

In Workbook 2 of the "Skills at Work Series," readers find out about employers' expectations about reading, writing, and math on the job. The focus is on the tasks to do every day in different kinds of jobs. The material has been written to correspond to Ontario's "Working with Learning Outcomes Reading Level 2."

Working with learning outcomes for adults with developmental disabilities. By Kenneth N. Beck. Toronto, ON: Toronto District School Board, 1999. [374.1264 B244]

Working with learning outcomes: validation draft. Toronto, ON: Literacy and Basic Skills Section, Workplace Preparation Branch, Ministry of Education and Training, 1998. [374.1264 W67]



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