

Collective List of Assessment Tools

**Prepared for:
LLSC and QUILL**

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Please note:

This is not a Ministry of Training, Colleges and Universities (MTCU) document

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Collective List of Assessment Tools

Introduction

With the roll out of the Ontario Adult Literacy Curriculum Framework (OALCF), many assessment tools that were being used by programs have practitioners wondering where and if they fit within the OALCF. The purpose of this document is to have a chart that determines where assessment tools fit within an “Assessment Matrix.” The tools include the assessment tools (as per OALCF documentation “*Selected Assessment Tools*”) as well as any other tools that were submitted by LBS programs/agencies. These tools have been analyzed and added to this collection. Additionally, in this document, we have highlighted whether the tool can be used to assess learners working on tasks at lower levels.

Each tool was analyzed, based on the goal path and whether or not the assessment tool could be used for intake, ongoing, or exit assessment. The tools were then rated as either high or low, based on the selection criteria (13 questions) described in the “Selected Assessment Tools” document, Ontario Ministry of Training, Colleges, and Universities, March 2011. Please note that there are 3 criteria that focus on training. Training and having trained assessors and practitioners is a best practice. The criteria in the “Selected Assessment Tools” were meant as a guideline for assessors/practitioners to consider and as such, all tools included in this document were given a “high” rating because they met most of the criteria. Both standardized and non-standardized tools were all included if they were submitted or discovered by the author. They were considered to have a “High” rating if they received at least 8 checkmarks in the “Agree” column. All tools in this collection were rated as “High.”

The criteria that were used in the “*Selected Assessment Tools*,” included 13 questions. These questions have been re-worded so as to fit within the categories of this chart (“Agree, Disagree, Unsure”). When rating each tool, the following criteria were considered:

Criteria for Analysis of Tools

Statements to consider	Agree	Disagree	Unsure
The tool is readily available and easy to access			
The tool fills a gap in aspects of literacy and numeracy			
The tool is widely used			
The tool available in a format (e.g. word) that can be easily adapted for programs			
*The tool is free			
Ongoing replacement of test books or online registration is free			
The tool provides explicit instructions for the practitioner to use (e.g. CD/DVD)			
The tool requires no specialized expertise (does not need extra guidance and support)			
The tool requires no specialized training offsite			
The training requires no more than 1 day of time			
There is no cost for training (it is free)			
The tool is able to be administered in 60 minutes or less (if requiring more than 60 minutes, it can be chunked into more than 1 session)			
The tool supports a task-based approach			
Score (tally all agree, all disagree, all unsure)			

*Question was reworded

If tool had 8 checkmarks in the “Agree” column, it was considered a high rating. Practitioners may feel that certain criteria are more important and as such, should ensure that tools they choose meet criteria they deem important. All tools located within this document have a “High” rating.

Assessment Matrix

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					
Low					
Ongoing					
High					
Low					
Exit					
High					
Low					

In the document, *“Selected Assessment Tools,”* there are four aspects of literacy learning that have been summarized. They include:

- Skills
- Tasks
- Practices
- Change

This document has summarized the tools in the same manner.

With the move towards implementation of the Ontario Adult Literacy Curriculum Framework (OALCF), it is becoming apparent that a shift from focusing purely on skills or tasks, as was done in the past is not as practical as a move towards incorporating “practice-based” instruction that considers what skills and tasks learners will be doing as well as what they are thinking and feeling when engaged with the actual print and math activities is more practical for learners.

What follows in the document includes the entire list of tools analyzed. Please refer to the “Selected Assessment Tools” as this document is meant as a companion document to that one.

*Please note that all tools with a * in front of them are tools that were not included in the “Selected Assessment Tools” document.

Collective Assessment Matrix

Assessment Tool	Purpose			Goal Path					Assesses Learners working on tasks at Lower Levels
	Intake	Ongoing	Exit	Employment	Apprenticeship	Secondary School Credit	Post Secondary School	Independence	
Skills									
Bridging the Gap Education Component: Evaluation tools	•	•	•	•		•	•		
Canadian Adult Reading Assessment	•	•				•	•		•
*Challenger Placement Tool	•	•		•				•	•
Diagnostic Literacy Assessment for Beginning Readers	•	•				•		•	•
*Diagnostic Inventory – Laubach Way to Reading	•	•						•	•
Skillswise	•	•	•			•	•	•	
CABS (Common Assessment of Basic Skills Online)	•	•				•		•	•
*GED Pre-tests		•	•	•					
*Read Forward	•	•		•	•	•		•	•
Tasks									
Building for the Future: Think about Skills Self-Assessment	•	•		•	•				
Construction Sector Council: Essential Skills Self-Assessment and Workbook	•	•		•	•				
Essential Skills Indicator	•	•		•				•	
Measure Up	•	•		•	•				
Ontario Skills Passport: Check Up Tool Self-Assessment	•	•		•	•			•	
*Ontario Skills Passport: Facilitated Check Up Tool	•	•		•	•				

*Ontario Skills Passport: Check In Tool	•			•		•		•	
*Trades Exam Bank	•	•	•	•	•				
*CAMERA	•	•		•					
*Educational Pathways Assessment	•			•	•	•	•		•
*PDQ (Prose, Document, Quantative)	•			•	•			•	
Recognizing Life's Work: Leisure and Home Based Activity Identifier Tool		•		•				•	•
Practices									
Changing the Way We Teach Math	•	•		•	•			•	•
Purposeful Literacies Through Informal Learning: Informal Learning Information Inventory	•							•	
Workplace Informal Learning Matrix	•	•	•	•	•	•	•	•	•
Connecting Literacy, Learning & Work: Learner Photostories		•		•				•	•
Changes in Learners' Lives									
Catching Confidence	•		•					•	•
Monitoring Tools for Learning in a Group Setting: Rubrics and Spinners	•	•	•			•		•	•
I've Opened Up: Exploring Learners' Perspectives on Progress		•	•			•		•	•
Learning Profile Self-Assessment Tool	•	•						•	•
Personal Power Poster	•	•						•	•
Blueprint for Life/Work: Blueprint Quiz and Career Navigator Quizzes		•		•					
FutureWorx: Employability Skills Assessment Tool		•		•					
Delta Screener	•							•	•
Keys to Effective Learning Disabilities Teaching Practice: Appendix A and	•							•	•

Appendix B									
*Learning Challenges Assessment	•			•	•	•	•	•	•
*Milestones		•							•
*Culminating Tasks			•	•	•	•	•	•	
Totals	29	28	9	23	13	13	7	24	20

*Newly-added tools, not found in *"Selected Assessment Tools"*

Were not rated in CLO training slides, March 2012 workshop

Collective List of Assessment Tools by Goal Path

Employment	Apprenticeship	Secondary School Credit	Post-Secondary	Independence
Bridging the Gap Education Component: Evaluation Tools		Bridging the Gap Education Component: Evaluation Tools	Bridging the Gap Education Component: Evaluation Tools	
		Canadian Adult Reading Assessment (CARA)	Canadian Adult Reading Assessment (CARA)	
		Diagnostic Literacy Assessment for Beginning Readers (DALA)		Diagnostic Literacy Assessment for Beginning Readers (DALA)
*Challenger Placement Tool				*Challenger Placement Tool
				*Diagnostic Inventory – Laubach Way to Reading
		Skillswise	Skillswise	Skillswise
		CABS (Common Assessment of Basic Skills)		CABS (Common Assessment of Basic Skills)
*GED Pre-tests				
*Read Forward	*Read Forward	*Read Forward		*Read Forward
Building for the Future: Think about Skills Self-Assessment	Building for the Future: Think about Skills Self-Assessment			
Construction Sector Council: Essential Skills Self-Assessment	Construction Sector Council: Essential Skills Self-Assessment			
Essential Skills Indicator				Essential Skills Indicator
Measure Up	Measure Up			
Ontario Skills Passport: Check Up Tool Self-Assessment	Ontario Skills Passport: Check Up Tool Self-Assessment			Ontario Skills Passport: Check Up Tool Self-Assessment
*Ontario Skills Passport: Facilitated Check Up Tool	*Ontario Skills Passport: Facilitated Check Up Tool			
*Ontario Skills Passport: Check In Tool		*Ontario Skills Passport: Check In Tool		*Ontario Skills Passport: Check In Tool

*Trades Exam Bank	*Trades Exam Bank			
CAMERA				
Educational Pathways Assessment	Educational Pathways Assessment	Educational Pathways Assessment	Educational Pathways Assessment	
*PDQ	*PDQ			*PDQ
Recognizing Life's Work: Leisure and Home-Based Activity Identifier Tool				Recognizing Life's Work: Leisure and Home-Based Activity Identifier Tool
Changing the Way We Teach Math	Changing the Way We Teach Math			Changing the Way We Teach Math
				Purposeful Literacies Through Informal Learning Information Inventory
Workplace Informal Learning Matrix	Workplace Informal Learning Matrix	Workplace Informal Learning Matrix	Workplace Informal Learning Matrix	Workplace Informal Learning Matrix
Connecting Literacy, Learning & Work: Learner Photostories				Connecting Literacy, Learning & Work: Learner Photostories
Catching Confidence				Catching Confidence
		Monitoring Tools for Learning in a Group Setting: Rubrics and Spinners		
		I've Opened Up: Exploring Learners' Perspectives on Progress		I've Opened Up: Exploring Learners' Perspectives on Progress
				Learning Profile Self-Assessment Tool
				Personal Power Poster
Blueprint for Life/Work: Blueprint Quiz and Career Navigator Quizzes				
FutureWorx: Employability Skills Assessment Tool				
				Delta Screener
				Keys to Effective Learning

				Disabilities Teaching Practice: Appendix A and Appendix B
*Learning Challenges Assessment				
**Milestones	Milestones	Milestones	Milestones	Milestones
**Culminating Tasks	Culminating Tasks	Culminating Tasks	Culminating Tasks	Culminating Tasks

*Newly-added tools not found in “Selected Assessment Tools”

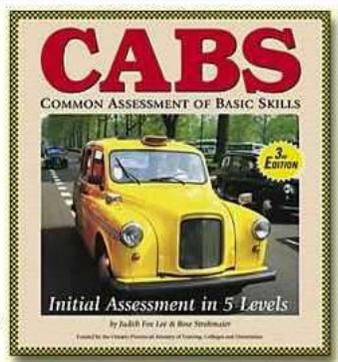
**One Milestone and certain Culminating Tasks are available for each of the different pathways

Education Component

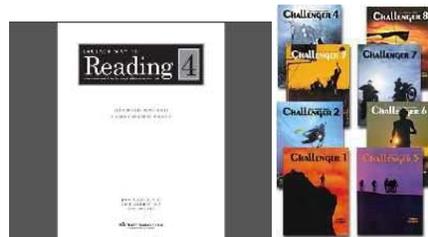
By Teresa Gibbons
Produced by Samaritan House Training Centre
Funded by National Literacy Secretariat

[Bridging the Gap Home Page](#)

[Computer Component](#)



Skills



Tool: Bridging the Gap Education Component: Evaluation Tools

www.nald.ca/library/learning/btg/ed/edmain/edindex.htm#tools

Education Component

By Teresa Gibbons
Produced by Samaritan House Training Centre
Funded by National Literacy Secretariat

[Bridging the Gap Home Page](#)

[Computer Component](#)

What is Assessed: Skills

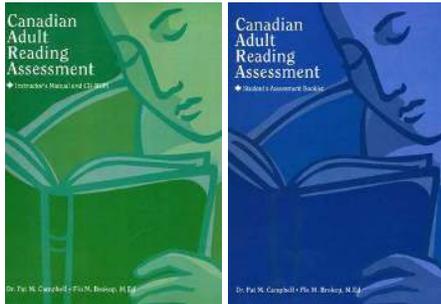
Uniqueness and Description of the Tool: The comprehensiveness and adaptability to the OALCF of each rubric. This tool has a set of rubrics and checklists, organized into 4 criteria: apprentice, basic, learned, exemplary. The rubrics provide consistent assessment criteria that can be articulated to the OALCF. For example, using the “Reading Scoring Rubric”, and comparing it with the Competency: Find and Use Information, Task group: Interpret Documents. The learner who is on the “Credit” goal path and is reading the text for the courses in Grades 9 and 10 (off the School Board website), needs to be able to “Interpret Somewhat complex documents to connect, evaluate, and integrate information (A2.3)” which is considered “level 3”. Using the “Reading Scoring Rubric” from this website, the practitioner and learner could rate the learner’s skill and define that skill as “apprentice, basic, learned or exemplary.” What practitioners could do is ensure that the learner is showing skills in the “learned or exemplary” level which then would indicate that the learner has that specific competency.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•		•	•	
Low					
Ongoing					
High	•		•	•	
Low					
Exit					
High	•		•	•	
Low					

Tool: Canadian Adult Reading Assessment (CARA)

www.grassrootsbooks.net/ca/assessment/canadian-adult-reading-assessment-instructor-s-manual-and-cd-rom.html

www.grassrootsbooks.net/ca/assessment/canadian-adult-reading-assessment-student-s-assessment-booklet.html



What is Assessed: Skills

Uniqueness and Description of the Tool: The instructor’s manual and CD have strategies to inform instruction once test data has been interpreted and analyzed. This tool has 49 reading passages that have a readability range covering grades 1 – 12. Each reading passage has comprehension questions that are used to assess reading abilities. The instructors’ manual and CD have some strategies to help learners once the practitioner has analyzed the learners’ assessment. Because this tool has been articulated to the former LBS levels, it will need to be adapted for OALCF use.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High			•	•	
Low					
Ongoing					
High			•	•	
Low					
Exit					
High					
Low					

***Tool:** Challenger Placement Tool

www.laubach-on.ca/bookstore/challenger-2nd-edition



What is Assessed: Skills

Uniqueness and Description of the Tool: The Placement Tool is designed to help practitioners determine which “Challenger” book the learner should be working in to improve reading comprehension, spelling, and grammar. This tool works well with learners working on tasks at the lower levels.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•				•
Low					
Ongoing					
High	•				•
Low					
Exit					
High					
Low					

Tool: Diagnostic Literacy Assessment for Beginning Readers (DALA)

www.grassrootsbooks.net/ca/assessment/diagnostic-adult-literacy-assessment-for-beginning-readers-dala.html



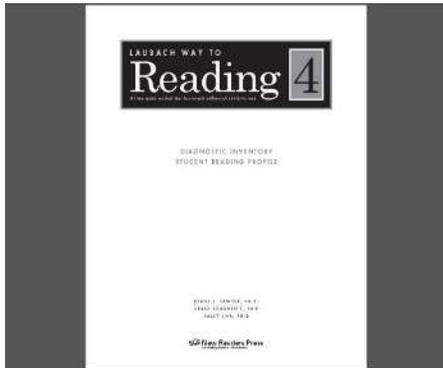
What is Assessed: Skills

Uniqueness and Description of the Tool: It is a standardized tool that captures the tasks that learners working at lower levels can accomplish such as learner knowing directionality of text, conventions, and sight words. Is a user-friendly assessment that is expressly designed to use with learners who are very beginning readers. The toolkit includes a book on effective teaching strategies to meet learners’ needs.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High			•		•
Low					
Ongoing					
High			•		•
Low					
Exit					
High					
Low					

***Tool:** Diagnostic Inventory – Laubach Way to Reading

www.nald.ca/lnb/resources/assessment_tools/lwr_diagnostic_student_reading_profile4.pdf



What is Assessed: Skills

Uniqueness and Description of the Tool: Is a tool that can be used with learners working on tasks at low levels (Essential Skills 1 and 2). This tool has many real-life activities. It focuses on work recognition, comprehension, and practical reading. Once assessment is done, the corresponding books that can strengthen learners’ skills can be started.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					•
Low					
Ongoing					
High					•
Low					
Exit					
High					
Low					

Tool: Skillswise

www.bbc.uk/skillswise/



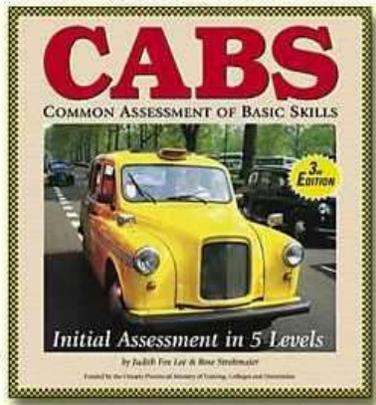
What is Assessed: Skills

Uniqueness and Description of the Tool: It is a standardized tool that captures the lower level literacy skills such as learner knowing directionality of text, conventions, and sight words. This website has learning and assessment activities for reading, document use, and numeracy skill assessment and development.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High			•	•	•
Low					
Ongoing					
High			•	•	•
Low					
Exit					
High			•	•	•
Low					

Tool: Common Assessment of Basic Skills (CABS)

www.lleo.ca/col/cabs_online.html



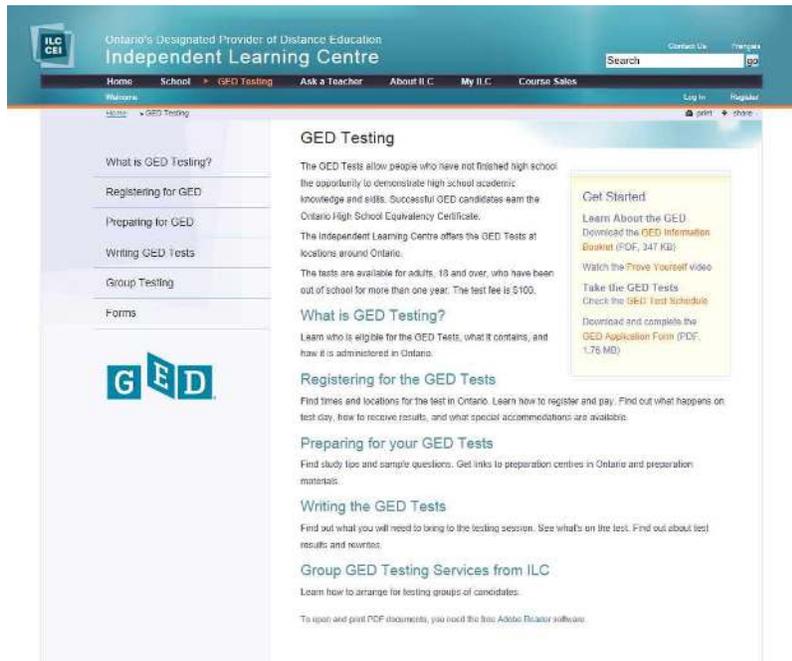
What is Assessed: Skills

Uniqueness and Description of the Tool: It is an easy-to-administer tool that is easily-adapted. This tool is already articulated to the Essential Skills. Is an online tool useful for initial and ongoing assessment that addresses reading, writing, numeracy, and computer use.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High			•		•
Low					
Ongoing					
High			•		•
Low					
Exit					
High					
Low					

***Tool:** General Education Development (GED) pre-tests

www.ilc.org/ged/index.php



What is Assessed: Skills

Uniqueness and Description of the Tool: The pre-tests are easy-to-administer. They can be downloaded (online versions) or photocopied and distributed from various GED preparation books. GED tests allow learners an opportunity to demonstrate high school academic knowledge and skills. These learners would receive a GED certificate. The test fee is \$100. The learner must pass all 5 tests.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					
Low					
Ongoing					
High					
Low					
Exit					
High	•				
Low					

***Tool:** Read Forward

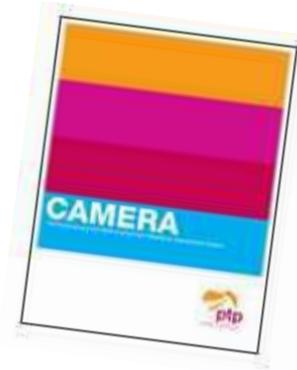
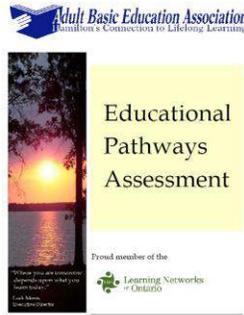
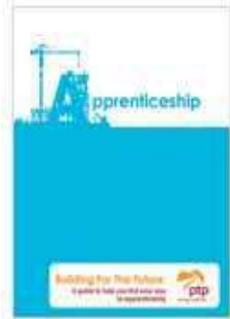
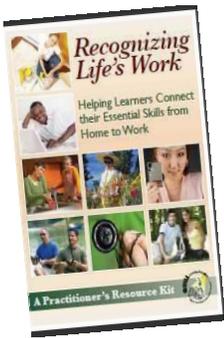
<http://blogs.bowvalleycollegeweb.com/adultreadingassessment/>



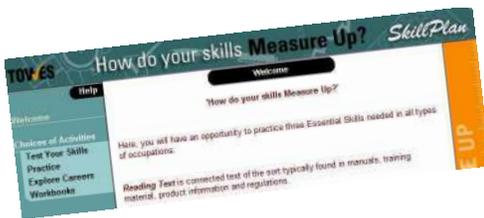
What is Assessed: Skills

Uniqueness and Description of the Tool: This tool is unique in that it focuses on feedback regarding assessment results and what strategies and learning need to take place to progress. The tool is a series of tests that learners and practitioners can use to assess changes in reading over time. It is based on IALS so it fits great with the OALCF. It can be ordered for \$59.95 + Shipping and GST. Web-based orientation and videos for this resource are also available as well as a user’s guide and USB flash drive that includes the tests. The tool can be used with learners working on level 1 tasks.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•	•		•
Low					
Ongoing					
High	•	•	•		•
Low					
Exit					
High					
Low					

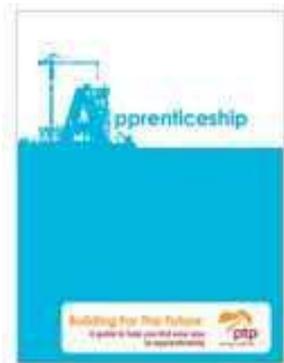


Tasks



Tool: Building for the Future: Think about Skills Self-Assessment

www.ptp.ca/publications/apprenticeship/



What is Assessed: Tasks

Uniqueness and Description of the Tool: This tool is geared towards learners in the apprenticeship goal path. Is a task-based assessment that focuses on reading and writing.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•			
Low					
Ongoing					
High	•	•			
Low					
Exit					
High					
Low					

Tool: Construction Sector Council: Essential Skills Self-Assessment

www.csc-ca.org/en/products/step-build-your-talents-construction-supervisor-first-level-essential-skills-%E2%80%93-self-assessment



What is Assessed: Tasks

Uniqueness and Description of the Tool: This tool is geared towards learners in the apprenticeship goal path and is a FREE download. This self-assessment is for learners interested in careers as supervisors in the construction trade and who want to find out if they are ready and have the Essential Skills necessary for being a supervisor. It has an accompanying workbook.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•			
Low					
Ongoing					
High	•	•			
Low					
Exit					
High					
Low					

Tool: Essential Skills Indicator

www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/online_indicator.shtml



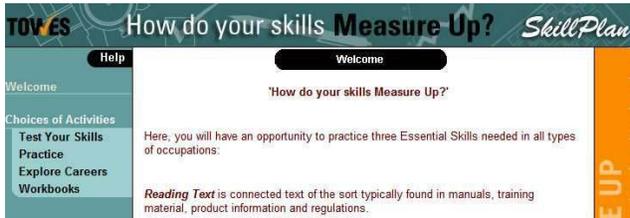
What is Assessed: Tasks

Uniqueness and Description of the Tool: This online tool has a series of task-based quizzes in reading, document use, and numeracy. It is a tool that can be used to prepare learners to take similar tests such as PDQ or TOWES.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•				•
Low					
Ongoing					
High	•				•
Low					
Exit					
High					
Low					

Tool: Measure Up

www.skillplan.ca/measureup/english/index.asp



What is Assessed: Tasks

Uniqueness and Description of the Tool: This is an easy-to-use website where learners can either work online or on print-based Essential Skills-type tests. The website has detailed explanations about the answers for each task. The practice activities are based on the National Occupation Classification (NOC) System so are good for learners involved in the employment goal path and searching career possibilities. Additionally, these assessments can be used to prepare learners to take similar tests such as PDQ or TOWES.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•			
Low					
Ongoing					
High	•	•			
Low					
Exit					
High					
Low					

Tool: Ontario Skills Passport: Check Up Tool Self-Assessment

<http://Skills.edu.gov.on.ca/ESCTWeb/jsp/en/home.jsp>; then choose 1

The Ontario Skills Passport (OSP) provides clear descriptions of the [Essential Skills](#) and [work habits](#) important for [work, learning and life](#). Essential Skills are used in virtually all [occupations](#) and are transferable from school to work, job to job and sector to sector.

The OSP offers high school students, adult learners, job seekers, workers, employers, teachers, trainers, practitioners, job developers and counsellors a common language, resources and tools that help build competence, confidence and connections.

Click the OSP resource or tool that you want to use.

Getting Started
 OSP News
 OSP Partners
 Resource for Employment Ontario Programs

Essential Skills and Work Habits
 Occupations and Tasks
 Resources

Search the Database
 Create a Work/Training Plan
 Create a Transition Plan

Employer Tools
 Check-Up Tools
 Check-In Tool

Home | Essential Skills and Work Habits | Occupations and Tasks | Resources | Search the Database | Create a Work Plan/Training Plan | Create a Transition Plan | Employer Tools | Check-Up Tools | Check-In Tool | FAQs | Subscribe | Contact Us

What is Assessed: Tasks

Uniqueness and Description of the Tool: This tool can be used to prepare learners to take similar tests such as PDQ or TOWES. This online tool has a series of task-based quizzes in reading, document use, and numeracy that will give learners a chance to “test” their Essential Skills and work habits based on tasks they can do or think they can do.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•			•
Low					
Ongoing					
High	•	•			•
Low					
Exit					
High					
Low					

***Tool:** Ontario Skills Passport: Facilitated Check Up Tool

<http://Skills.edu.gov.on.ca/ESCTWeb/jsp/en/home.jsp>



What is Assessed: Tasks

Uniqueness and Description of the Tool: This online tool has real workplace activity sets that allow learners opportunities to demonstrate their Essential Skills. For learners that do not have good reading skills, they can choose to have the questions computer-read to them.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•			
Low					
Ongoing					
High	•	•			
Low					
Exit					
High					
Low					

***Tool:** Ontario Skills Passport: Check In Tool

<http://Skills.edu.gov.on.ca/ESCTWeb/jsp/en/home.jsp>

Ontario
Ministry of Education
Ministry of Training, Colleges and Universities

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Ontario Skills Passport Skills and Work Habits for the Workplace

The Ontario Skills Passport (OSP) provides clear descriptions of the [Essential Skills](#) and [work habits](#) important for [work, learning and life](#). Essential Skills are used in virtually all [occupations](#) and are transferable from school to work, job to job and sector to sector.

The OSP offers high school students, adult learners, job seekers, workers, employers, teachers, trainers, practitioners, job developers and counsellors a common language, resources and tools that help build competence, confidence and connections.

Click the OSP resource or tool that you want to use.

Getting Started
OSP News
OSP Partners
Resource for Employment Ontario Programs

Essential Skills and Work Habits
Occupations and Tasks
Resources

Search the Database
Create a Work/Training Plan
Create a Transition Plan

Employer Tools
Check-Up Tools
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Home | Essential Skills and Work Habits | Occupations and Tasks | Resources | Search the Database | Create a Work Plan /Training Plan | Create a Transfer Your Skills | Employer Tools | Check-Up Tools | Check-In Tool | FAQs | Contact Us

What is Assessed: Tasks

Uniqueness and Description of the Tool: It can be used during an intake interview with learners to informally assess their Essential Skills and work habits. The printable tool has information for practitioners to use in order to identify a learner’s next steps along the goal path. The learner can self-assess all Essential Skills and work habits or just one or two.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•		•		•
Low					
Ongoing					
High	•		•		•
Low					
Exit					
High					
Low					

***Tool:** Trades Exam Bank

<http://trades.exambank.com>

The screenshot shows the homepage of trades.exambank.com. At the top, there's a navigation bar with links for Home, Trades, How to get an account, Practice Tests, Account Administration, Promotional Materials, FAQs, and Contact Us. Below this is a vertical menu on the left with buttons for various trades: Auto Body Prepper, Auto Body Repairer, Auto Body Refinisher, Auto Body Technician, Automotive Service Technician, Cabinet Maker, Carpenter, Electrician, Heavy Duty Equipment Mechanic (Off Road), Heavy Equipment Technician, Machinist, Millwright, Plumber, Powerline Technician, Rig Technician, Steamfitter/Pipefitter, Transport-Trailer Mechanic, Truck & Transport Mechanic, Welder, Wire Process Operator, and All Other Trades. The main content area has a heading 'What is the Trade and Apprenticeship ExamBank?' followed by a paragraph explaining the service. To the right of the text is a photograph of a man in a blue shirt and yellow hard hat holding a large sheet of paper, likely blueprints.

What is Assessed: Tasks

Uniqueness and Description of the Tool: These online assessments provide learners with random practice exams for various trades. The marking scheme is computer-generated which will provide immediate feedback for each question. If learners want to write exams, the costs for trades are approximately \$20.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•			
Low					
Ongoing					
High	•	•			
Low					
Exit					
High					
Low					

***Tool:** C.A.M.E.R.A. (Communications and Math Employment Readiness Assessment)

www.ptp.ca/publications/camera/



What is Assessed: Tasks

Uniqueness and Description of the Tool: This standardized tool is unique in that it is a valid and reliable series of assessments that test the Essentials Skills of Document Use, Reading Text, Writing and Numeracy. Practitioners must be trained in order to administer the tests. \$935 + HST for the 3-day training

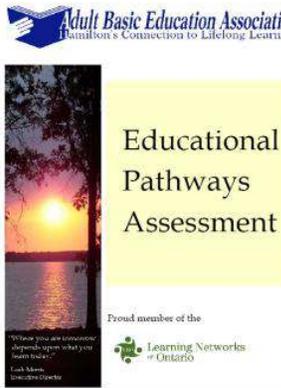
Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•			
Low					
Ongoing					
High	•	•			
Low					
Exit					
High	•	•			
Low					

***Tool:** Educational Pathways Assessment

www.abea.on.ca

director@abea.on.ca

905-527-2222



To use this tool you:

- must be currently employed by one of the Learning Networks of Ontario
- attend the 2 day training
- undertake mentoring process until fully certified to use the tool
- sign an agreement that outlines the authorized use of the tool

What is Assessed: Tasks

Uniqueness and Description of the Tool: This tool is unique in that it has been adapted to the OALCF using Essential Skills activities. The background interview mirrors what is asked in the learner plan; the activity packages are created based on the learner goal path (based on NOC codes when referring to employment goals). Essential Skill levels are mapped to the OALCF competencies and task groups. An action plan is created that outlines all steps required to reach the client’s goals, timelines and specific community referrals. The Action Plan provides learners and practitioners with a clear plan for accomplishing the learner goal based on the occupation chosen. Training per network is \$1000 for the 2 days of training plus \$200 per person for mentoring. Only ABEA has the authority to train new assessors.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•			
Low					
Ongoing					
High					
Low					
Exit					
High					
Low					

***Tool:** PDQ (Prose, Document, and Quantitative)

www.ets.org/literacy/about/content/pdq_profile_content/

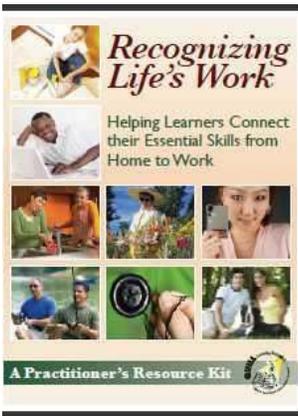
What is Assessed: Tasks

Uniqueness and Description of the Tool: This is an online standardized tool that takes about 90 minutes to complete after which a computer-generated score is given. It is an assessment that focuses on reading, writing, document use and numeracy skills and determines if and where there is a need to improve literacy skills. It costs \$12 per test.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•				•
Low					
Ongoing					
High					
Low					
Exit					
High					
Low					

Tool: Recognizing Life’s Work: Leisure and Home-Based Activity Identifier Tool

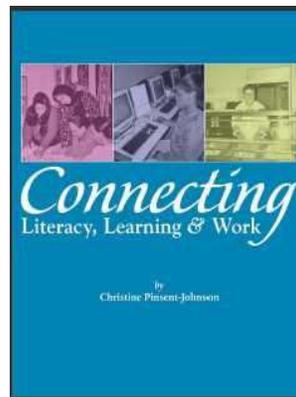
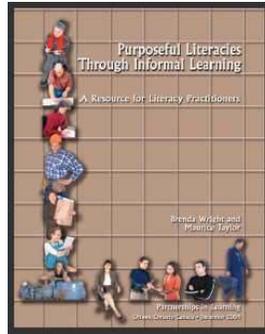
www.nald.ca/library/learning/recognizing/helping_learners/helping_learners.pdf



What is Assessed: Tasks

Uniqueness and Description of the Tool: This tool not only identifies hobbies and pastimes, but also includes household activities. The learner chooses the frequency of engagement in the activity. This tool often helps learners recognize skills that can be transferrable to a job which can build their confidence. The inventory can be found on pages 252 – 263.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					
Low					
Ongoing					
High	•				•
Low					
Exit					
High					
Low					



Practices

WILM Workplace Informal Learning Matrix MATRICES		CONTENTS
		Working with Others 3
		Oral Communication 5
		Problem Solving 8
		Decision-Making 11
		Leadership Skills 14
		Learning Skills 16
		Workplace Culture 19
		Accommodation to Diversity and Culture 22

Tool: Changing the Way We Teach Math

www.nald.ca/library/learning/mathman/mathman.pdf

Tool to evaluate teaching Strategies (Kate Nonesuch)

Name of strategy for learning math Circle the number you agree with. 1 is low, 5 is high.					
	1 Not at all	2	3 A little	4	5 A lot
This strategy is interesting	1	2	3	4	5
This strategy is easy to do	1	2	3	4	5
This strategy is fun	1	2	3	4	5
This strategy is useful	1	2	3	4	5
This strategy helps me understand math	1	2	3	4	5
This strategy helps me remember	1	2	3	4	5
This strategy helps me talk about math	1	2	3	4	5

This tool was taken out of the manual so that practitioners know the identified tool.

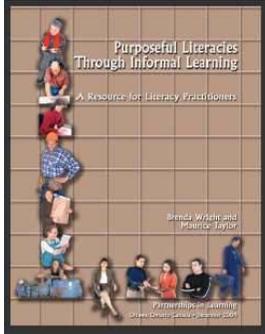
What is Assessed: Practices

Uniqueness and Description of the Tool: This informal tool can be used to evaluate teaching strategies which can help both the learner and practitioner. The learner will know what ways s/he learns best and enjoys learning whereas the practitioner can better adapt difficult topics with math to help the learner learn the material and concepts. Although this tool does not directly relate to the OALCF and math skills, it will provide information on how the learner learns math (and other topics) the best.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•			•
Low					
Ongoing					
High	•	•			•
Low					
Exit					
High					
Low					

Tool: Purposeful Literacies Through Informal Learning Information Inventory

www.nald.ca/library/research/mtaylor/purpose/purpose.pdf



What is Assessed: Practices

Uniqueness and Description of the Tool: This informal tool assesses learners’ engagement, feelings and values related to informal learning (learning that occurs outside the literacy program). Although this tool does not directly relate to the OALCF, it will provide valuable information on how the learner feels about literacy and learning and how important learning is in his/her life. The inventory can be found on pages 31-36

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					•
Low					
Ongoing					
High					
Low					
Exit					
High					
Low					

Tool: The Workplace Informal Learning Matrix (WILM)

<http://www.wilm.ca/en/index.html>



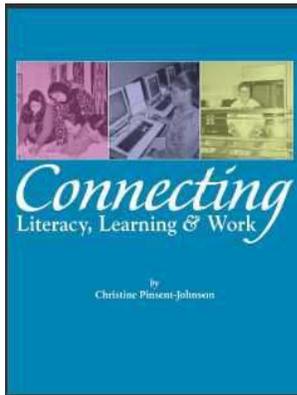
What is Assessed: Practices

Uniqueness and Description of the Tool: This self-assessment tool is unique in that it provides information to learners not only about the Essential Skills needed on the job but also about the level of informal learning and the socio-cultural complexities needed on-the-job. The pdf is easily downloadable and is free. It is highly related to the OALCF.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•	•	•	•
Low					
Ongoing					
High	•	•	•	•	•
Low					
Exit					
High	•	•	•	•	•
Low					

Tool: Connecting Literacy, Learning & Work: Learner Photostories

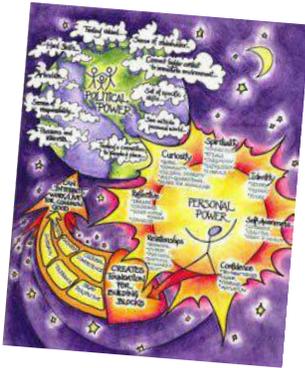
www.nald.ca/library/learning/christine/connecting/connecting.pdf



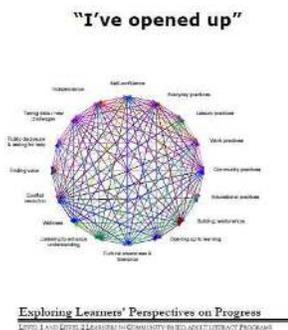
What is Assessed: Practices

Uniqueness and Description of the Tool: This self-assessment tool is unique in that it provides actual stories from learners and how employment learning was integrated with literacy learning. Every story is formed from one question: *What is important to learn about work?*

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•				
Low					
Ongoing					
High	•				
Low					
Exit					
High					
Low					



Changes in Learners' Lives



Tool: Catching Confidence

www.niace.org.uk/sites/default/files/documents/publications/catching-confidence-original-grid-en.pdf



What is Assessed: Changes in Learners’ Lives

Uniqueness and Description of the Tool: This self-assessment tool is unique because it captures the “soft skills” surrounding confidence which support learning in a direct way. Additionally, there is a tutor manual that provides many ways and strategies for how to use this tool.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					•
Low					
Ongoing					
High					
Low					
Exit					
High					•
Low					

Tool: Monitoring Tools for Learning in a Group Setting: Rubrics and Spinners

<http://www.nald.ca/library/learning/groundup/mtlgs/final.pdf>



What is Assessed: Changes in Learners’ Lives

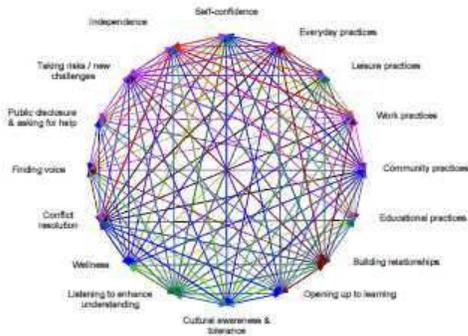
Uniqueness and Description of the Tool: This tool is unique because it is multi-sensory in that the learners can actually “spin” the paper circle (that has written statements on it) to assess reading, writing, numeracy, computer use, discussion skills, and group presentation skills. There is a corresponding rubric for each spinner. The intent of this tool is to monitor learning in context as well as with participation in a group setting. Few tools assess learning in a group setting.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					
Low					
Ongoing					
High			•		•
Low					
Exit					
High			•		•
Low					

Tool: I've Opened Up: Exploring Learners' Perspectives on Progress

<http://www.nald.ca/library/research/openup/openup.pdf>

"I've opened up"



Exploring Learners' Perspectives on Progress
LEVEL 1 AND LEVEL 2 LEARNERS IN COMMUNITY-BASED ADULT LITERACY PROGRAMS

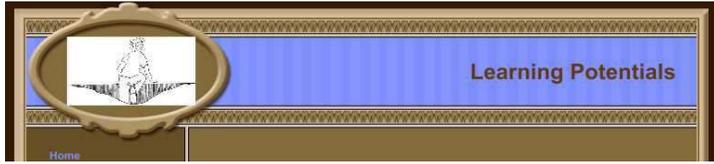
What is Assessed: Changes in Learners' Lives

Uniqueness and Description of the Tool: This tool is unique because it focuses on the skills necessary for learning to occur. It is multi-sensory in that the learners can actually draw and see where they feel they are learning at present. These results can be compared with the previous assessment results. The intent of this tool is to help learners pinpoint the gains in learning (progress in learning). This tool can be used with learners working on tasks at level 1.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High			•		•
Low					
Ongoing					
High			•		•
Low					
Exit					
High			•		•
Low					

Tool: Learning Profile Self-Assessment Tool (LPSAT)

www.learningpotentials.ca



What is Assessed: Learning Challenges, Changes in Learners’ Lives

Uniqueness and Description of the Tool: This tool is unique because it focuses on how learners learn. The results are to be used to help learners gain insights into their own learning ways. This assessment tool has both a visual and a data component so that learners can see visually where their strengths and weaknesses are. Then, with the practitioners help, strategies and tools can be used to improve learning outcomes. This tool was designed for learners with learning challenges, however the information can be valuable for all learners.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					•
Low					
Ongoing					
High					•
Low					
Exit					
High					
Low					

Tool: Personal Power Poster

adocherty@upperskeena.ca



What is Assessed: Changes in Learners' Lives

Uniqueness and Description of the Tool: This tool is unique because it is a visual tool that helps with goal setting and is designed for learners from various cultural and language backgrounds. The focus is on developing a sense of power so that learners can engage socially, politically, spiritually, etc.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					•
Low					
Ongoing					
High					•
Low					
Exit					
High					
Low					

Tool: Blueprint for Life/Work: Blueprint Quiz

<http://www.jobsetc.gc.ca/eng/>



What is Assessed: Changes in Learners’ Lives

Uniqueness and Description of the Tool: This tool is unique because it is an online tool that helps learners’ understand the socio-cultural values of the Canadian workplace. One drawback is that it requires a high level of reading skills and comprehension to complete.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					
Low					
Ongoing					
High	•				
Low					
Exit					
High					
Low					

Tool: FutureWorx: Employability Skills Assessment Tool (ESAT)

paulb@futureworx.ca



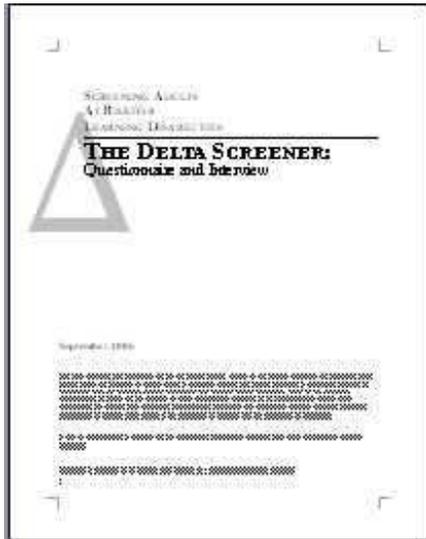
What is Assessed: Changes in Learners' Lives

Uniqueness and Description of the Tool: This tool is unique because it looks at employability skills from both learner and practitioner perspective. This tool has a visual and a questionnaire component that are done every 6 – 8 weeks by both learner and practitioner. This allows for learning progress to be tracked and learning strategies to be adapted as need emerges and provides more data since it is collected at various intervals.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					
Low					
Ongoing					
High	•	•		•	
Low					
Exit					
High					
Low					

Tool: Delta Screener

www.loyalistc.on.ca/services/ccdi/documents/DeltaScreenerandManualJan04.doc



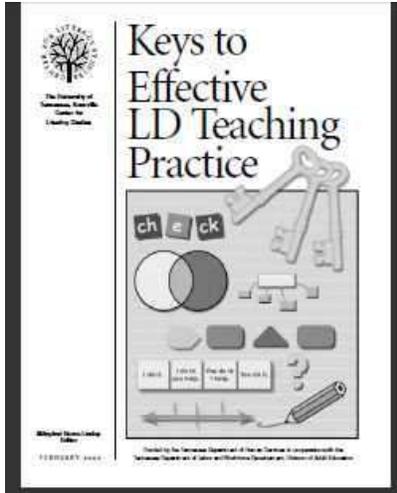
What is Assessed: Learning Challenges

Uniqueness and Description of the Tool: This tool is unique because it can be used by experienced LBS instructors who do not have to be experienced assessors. It is a screening tool that can alert practitioners to the possibility of learning disabilities. A drawback could be that it takes 1 ½ hours to administer so it may be difficult for some learners to sit for that long.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High				•	•
Low					
Ongoing					
High					
Low					
Exit					
High					
Low					

Tool: Keys to Effective Learning Disabilities Teaching Practice: Appendix A and Appendix B

www.cls.utk.edu/pdf/keys_ld/keys_ld.pdf



What is Assessed: Learning Challenges

Uniqueness and Description of the Tool: This tool is unique because it is a comprehensive manual that provides detailed information on understanding psycho-educational assessments as well as providing a screening tool for learning disabilities. The plethora of information included in the manual can provide practitioners with learning strategies to use with learners.

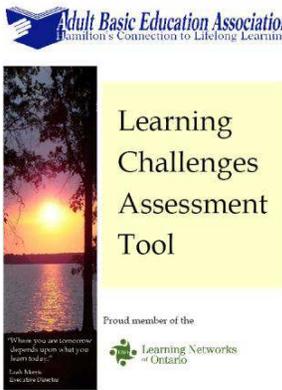
Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High					•
Low					
Ongoing					
High					
Low					
Exit					
High					
Low					

***Tool: Learning Challenges Assessment Tool (LCAT)**

www.abea.on.ca

director@abea.on.ca

905-527-2222



To use this tool you:

- must be currently employed by one of the Learning Networks of Ontario
- attend the 2 day training
- undertake mentoring process until fully certified to use the tool
- sign an agreement that outlines the authorized use of the tool

What is Assessed: Learning Challenges and Skills

Uniqueness and Description of the Tool: This tool has a pre-screen as well as an assessment that will identify any learning challenges the learner may have as well as provide strategies once the learning challenges have been identified. Training per network is \$1000 for the 2 days of training plus \$300 per person for mentoring. Only ABEA has the authority to train new assessors. For more information or to book a training session please email director@abea.on.ca or call 905-527-2222.

Goal Path:	Employment	Apprenticeship	Credit	Post-Secondary	Independence
Intake					
High	•	•	•	•	•
Low					
Ongoing					
High					
Low					
Exit					
High					
Low					

***Tool: Milestones**

There have been 60 Milestone Tasks developed (various ones within each of the 5 goal paths) that are standard progress indicators, all of which are aligned with the OALCF. These milestone tasks are goal-related assessment activities that will demonstrate learner achievement.

***Tool: Culminating Tasks**

There are 6 Culminating Tasks (one for each goal pathway + one for skills training). Culminating Tasks are more complex than milestone tasks but are also aligned with the OALCF. The successful completion of a culminating task will demonstrate that a learner can manage the kinds of tasks they will face once they transition beyond the LBS program.