

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Assessing and Evaluating Literacy Learning (Module 2)

CODE NO. : OEL818 / TA 238 SEMESTER:

PROGRAM: Teacher of Adults – Literacy Educator Certificate

AUTHOR: Sault College

DATE: March 05 PREVIOUS OUTLINE DATED: New

TOTAL CREDITS: 3

PREREQUISITE(S): None SUBSTITUTE:

HOURS/WEEK: 48

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I. COURSE DESCRIPTION:

This module is designed to help you explore and understand the role that assessment plays in the field of adult literacy. While we will take a look at the theory behind the practice, the focus of this module is really on practical application. Assessment, you will learn, is only part of the equation. Analyzing the results - evaluating the information you gather during the assessment—plays an equally important role, as does active participation by the adult being assessed.

Assessment, whether initial or ongoing, whether formal or informal, must be clearly centred on the individual adult learner. Specifically, you will explore:

- The cycle of assessment and the role of adult learner in the assessment and decision-making process
- How to establish which type of learning setting will best meet the needs of the adult
- The role of goal setting in an outcomes based, learner-centred assessment process
- The difference between initial and ongoing and formal and informal assessment tools and methods

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, you will demonstrate the ability to:

1. Identify the cycle of assessment and the role of adult literacy learners in the assessment process.

Elements of the Performance:

- Describe how the process of assessment sets the context for learning.
- Describe how assessment is incorporated throughout the adult's participation in literacy learning.
- Identify common assessment approaches and their benefits.
- Explain the role of the learner's goal in the assessment process.
- Use a Training Plan to communicate the results of an assessment.
- Describe the LBS Learning Outcomes as a common language of assessment in Ontario.

2. Gather information that helps individuals make informed decisions to access the learning situations that best meet their needs.

Elements of the Performance:

- Gather appropriate and relevant information.
- Use effective methods to facilitate the gathering and sharing of information.
- Help adults access the learning that meets their needs.
- Deliver literacy training based on the goal.
- Evaluate the adult learner's progress based on his/her goal.

3. Recognize, select and evaluate tools and methods that can be used to assess and evaluate learners' skills and knowledge.

Elements of the Performance:

- Identify commonly used initial assessment methods and tools.
- Choose assessment methods or tools based on the goals and needs of the learner.
- Analyze the information gathered during the assessment.
- Use a Training Plan to record and communicate the results of the assessment.

4. Use a participatory approach when gathering information to demonstrate progress.

Elements of the Performance:

- Describe the purpose of ongoing assessment.
- Use the individual's goal to measure progress.
- Use a participatory approach when gathering information that will demonstrate progress.
- Communicate assessment results to the learner and, together, make the indicated changes.

5. Work with learners to design assessment activities that reflect goals, integrate skills and measure progress

Elements of the Performance:

- Describe the use of demonstrations to assess learner progress.
- Create demonstrations related to learners' goals.
- Use appropriate tools to evaluate each learner's performance.
- Communicate the assessment results to the learner and to revise/update the Training Plan.

6. Facilitate learners' transition toward the achievement of long-term goals and to use feedback from learners to evaluate learning and identify changes to instruction and program delivery.

Elements of the Performance:

- Describe the purpose and role of the exit process.

- Facilitate the learner's transition towards the achievement of the long-term goal.
- Gather and analyze information from the learner about the literacy instruction and the program.
- Use input from learners to shape instruction and program delivery.

III. TOPICS:

1. An Overview Of Assessment
2. Intake, Placement and Referral
3. Initial Assessment
4. Ongoing Assessment and Evaluation
5. Demonstrating Learning
6. Exits and Transitions

IV. REQUIRED RESOURCES/TESTS/MATERIALS:

Assessing and Evaluating Literacy Learning (Module 2) Manual (OEL818/TA238) of the Adult Literacy Educator Certificate Program (available at each partner college, Algonquin, Conestoga, Sault)

V. EVALUATION PROCESS/GRADING SYSTEM:

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| 1. Participant Portfolios (6) | 15% |
| 2. Unit Assignments (6) | 40% |
| 3. Discussions (6 - Group and 12 - Individual) | 15% |
| 4. Module Demonstration (1) | 30% |

Individual marks for items 1-3 are averaged and become the indicated percentage of your final mark.

Passing grade at Sault College is 50%. Your registering college will convert the percentage grade to the letter grade.

VI. SPECIAL NOTES:

1. If you are a student with a disability please identify your needs to the tutor and/or the Centre for Students with Disabilities at your registering college.
2. Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.
3. Course outline amendments: The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.