

Common Assessment for the Ontario Adult Literacy Curriculum Framework Goal Path Project (CA-OALCF-GP)

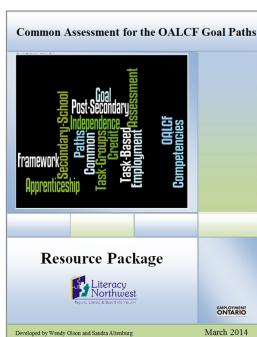
Goal Path Bulletin for Practitioners

Welcome

For learners to be fully engaged in Literacy and Basic Skills (LBS) it is important that they have an understanding about the link between

- assessment
- learner plan
- goal path attainment

This bulletin will highlight tools that practitioners can use to introduce task-based assessment to learners and resources for learners plan development and success.



Inside the CA-OALCF-GP Resource Package

You will find a variety of tools that are specifically designed to be practical, clear and easy to use.

This resource is based on the Ontario Adult Literacy Curriculum Framework (OALCF)

- selected Assessment Tools
- best practices
- tools currently used in the field

You will find sample activities and links that can be used for initial, ongoing and exit assessment.

Check out the **Index of Activities** for a full description.

Check out these useful tools found in the CA-OALCF-GP Resource Package

Common Assessment Strategy

Key Development Skills

Checklists

Task-based Assessment, Milestone and Culminating task Tracking Sheets

Goal Path Activity Indexes

Blank Task-based Activity Cover Pages

Defining the Five Goal Paths

What is an Independence Goal?



An Independence Goal is chosen by a learner who wishes to gain independence in the areas of

- managing basic needs
- health
- personal issues and relationships
- community participation

For a full description of the Independence Goal Path, click on the following link

http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf



What is an Employment Goal?

An Employment Goal is chosen by a learner who wishes to

- get a job
- keep a job
- get a better job

Activities could also include, volunteering, internships and community placements.

For a full description of the Employment Goal Path, click on the following link

http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Employment_Oct_11.pdf



What is a Secondary School Credit Goal?

A Secondary School Credit Goal is chosen by a learner who wishes to prepare for secondary school credit courses to get their Ontario Secondary School Diploma or equivalency.

For a full description of the Secondary School Credit Goal Path, click on the following link,

http://www.tcu.gov.on.ca/eng/eopg/publicationsOALCF_GPD_Secondary_School_Credit_Oct_11.pdf

Defining the Five Goal Paths

What is a Post-Secondary Goal?



A Postsecondary Goal is chosen by a learner seeking to obtain a diploma and/or degree. Learners will receive help to

- examine the process, benefits and opportunities in pursuing a postsecondary goal
- gain the necessary literacy and basic skills to transition effectively

For a full description of the Post-Secondary Goal Path, click on the following link
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Postsecondary_Oct_11.pdf

What is an Apprenticeship Goal?



An Apprenticeship Goal is chosen by a learner wishing to enter into a skilled trade or a specific skills training or occupation. Learners will receive help to

- examine the process, benefits and opportunities in pursuing a postsecondary goal
- gain the necessary literacy and basic skills to transition effectively

For a full description of the Apprenticeship Goal Path, click on the following link
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Apprenticeship_Oct_11.pdf

Check out

The OALCF Common Assessment Strategy

Located in the Introduction section of the resource package!



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**EMPLOYMENT
ONTARIO**



Why do we do Assessment?

Assessing allows us to

- determine learners' present knowledge and skills at intake
- identify gaps with goal requirements
- inform the development of the learner plan
- provide client focused training
- measure learner progress during the program
- ensure the learner is ready to transition to their next step

When assessing

- use tools and resources that are appropriate and specifically related to the learner goal
- include a range of activities that are tasked-based and/or skill based
- inform learners as to why you are assessing them and how this will support them in reaching their goals
- explain clearly and simply what the milestones and culminating tasks are used for

For more information on assessment click on the links below.

<http://www.oalcf-repository.ca/node/1>

http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Task-Based_Prog_Mar_11.pdf

http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Foundations_of_Assessment_March_2011.pdf

For more information, please contact:

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