

Assessing Literacy and Numeracy
at NQF Levels 4-6 in ETBs:
Toolkit
2021





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Resources contained in the Toolkit are samples. They are provided to illustrate an approach to developing materials and tools which can be tailored to meet the requirements of Further Education and Training programmes at NFQ Levels 4, 5 and 6.

Toolkit Introduction

When assessing literacy and numeracy competence for programmes delivered at Levels 4, 5 and 6: there is a strong rationale for assessing literacy and numeracy skills up to QQI level 3 in the first instance and, subsequently, any advanced language, communication and mathematical content that is embedded in the programme at level 4, 5 or 6. What can be usefully assessed is summarised as follows:

- **Basic level skills** traditionally associated with literacy and numeracy programmes, such as spelling, grammar, basic number operations.
- **Advanced literacy and numeracy skills** associated with higher levels of FET study and programmes, such as report writing, use of mathematical formulae etc.
- **Wider dimensions** that describe competence and application, including independence, fluency, ability to apply skills in different settings.

It may also be useful to view the range and scope of literacy and numeracy content in FET programmes as points along a continuum of language and mathematical competence, rather than defining a cut-off point that excludes more complex skills.

The sample resources that follow in this toolkit provide an insight into the continuum of literacy and numeracy skills that are required by learners to flourish in their programmes of study. These resources are simply samples of what exists already in ETBs. ETBs are encouraged to continue to develop and share their own useful resources and to access any existing resources via the ETBI Digital Library, <https://library.etbi.ie/home>.

Toolkit 1: Literacy and Numeracy Audit (sample)

Component Specification NFQ Level 6 Domestic Appliance Electrical Skills 6N5826

QQI 6N826 Domestic Appliance Electrical Skills	Embedded literacy and numeracy
<ol style="list-style-type: none"> 1. Summarise the key terms and concepts associated with electrical theory and specify their International System of Units (SI) symbols and SI units of measurement. 2. Categorise electrical components, as found in domestic appliances, according to their function and application. 3. Interpret electrical circuit diagrams of domestic appliances based on the SI symbols for the electrical components involved. 4. Compare the electrical operation of motors used in domestic appliances to include assessing the speed control techniques for each for application within domestic appliances. 5. Perform a range of basic electrical calculations, given certain input values, to predict output values for various electrical circuit scenarios. 6. Demonstrate the correct and safe use of electrical test equipment on electrical components and circuits as found in domestic appliances and document the findings. 7. Analyse electrical readings to include demonstrating a logical approach to electrical fault-finding on a domestic appliance. 8. Replace an electrical or electromechanical component of a large domestic appliance taking all required steps including observing safe practice, fault analysis, component identification and replacement, confirmation of repair and completion of associated paperwork. 	<p>Recognition</p> <p>Scanning</p> <p>Comparative analysis</p> <p>Reading for understanding</p> <p>Reading: terminology, tables/ diagrams</p> <p>Writing: sequencing, summarising spelling</p> <p>Writing: diagrams</p> <p>Terminology, new sight</p> <p>Vocabulary, read charts, diagrams, flow-charts</p> <p>Read from plans</p> <p>Read Safety Statements</p> <p>Basic calculation</p> <p>Prediction</p> <p>Documenting and logically sequencing rationale for decision</p>
Teaching Materials/Methods	
<ul style="list-style-type: none"> • PowerPoint presentations • Hand-outs • Code of Practice • Health and Safety Statements • Quizzes/problems • Diagrams/templates • Video • Podcast 	<p>Read summarised material, bullet points</p> <p>Read continuous prose</p> <p>Skimming for general gist</p> <p>Scanning to locate information</p> <p>Calculation</p> <p>Navigate TOC and index</p> <p>Note-taking</p> <p>Summarising</p>

Assessment	
<p><i>An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge. The assessor will devise a theory based examination based on learning outcomes 1 - 4.</i></p>	<p>Write continuous prose (paragraphs)</p> <p>Sequencing; Structure; grammar & spelling</p> <p>Express own thoughts</p> <p>Engage in critical analysis</p>
<p><i>Skills Demonstration: A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills. The assessor will devise skills demonstrations based on learning outcomes 5-8.</i></p>	<p>Symbolic interpretation</p> <p>Sequencing of task</p> <p>Critical analysis</p>

Toolkit 2: Literacy and Numeracy Audit (sample)

Analyse Literacy and Numeracy Module content

QQI 5N178: School Age Childcare Learning Outcomes	Embedded literacy and numeracy
<ol style="list-style-type: none"> 1. Outline the elements of an effective school age childcare programme. 2. Explain the importance of developing programme plans that are inclusive of children and young people. 3. Discuss strategies to ensure that a strong focus on play/recreation remains a core principle and a distinguishing characteristic of school age childcare settings. 4. Identify aspects of provision for enrichment/homework within a multi-age setting. 5. Evaluate environments, equipment and resources to suit stages of development and ages. 6. Use strategies for involving all service users in the planning, implementation and evaluation of the programme. 7. Evaluate a range of environments (indoor and outdoor) suitable for a school age childcare setting. 8. Implement a range of activities that address the developmental, recreational, interest and creative needs of children and young people. 9. Reflect on own role and responsibilities when engaging with children. 	<p>Reading for understanding</p> <p>Reading: terminology, tables/diagrams</p> <p>Writing: sequencing, summarising, spelling</p> <p>Writing: tables/diagrams, calendar, time 24h clock</p> <p>Terminology, new sight vocabulary, read charts, diagrams, flow-charts</p> <p>Read from plans</p> <p>Read Safety Statements</p> <p>Write short promo material</p> <p>Draw up questionnaire</p>
Teaching Materials/Methods	
<ul style="list-style-type: none"> • PowerPoint presentations • Hand-outs • Code of Practice • Books (titles) • Timetables • Budget templates • Video • Podcast 	<p>Read summarised material, bullet points</p> <p>Read continuous prose</p> <p>Skimming for general gist</p> <p>Scanning to locate information</p> <p>Navigate TOC and index</p> <p>Note-taking</p> <p>Summarising</p>
Assessment	
<p>Assignment: 20% x 2 = 40%</p> <p><i>An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.</i></p>	<p>Write continuous prose (paragraphs)</p> <p>Continuous prose (750 words)</p> <p>Sequencing; Structure; grammar & spelling</p> <p>Express own thoughts</p> <p>Engage in critical analysis</p>
<p>Learner Record: 60%</p> <p><i>A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.</i></p>	<p>Write bullet point summary</p> <p>Continuous prose (paragraphs)</p> <p>Sequencing</p> <p>Express own thoughts</p> <p>Engage in critical analysis</p>

Toolkit 3: Literacy and Numeracy Audit (blank)

Analyse Literacy and Numeracy Module content

QQI Model Learning Outcomes	Embedded literacy and numeracy
Teaching Materials/Methods	
Assessment	

Toolkit 4: FET Programme Learning Outcomes for Literacy & Numeracy (sample)

Summarise the Literacy and Numeracy content in the form of Learning Outcomes.

Summary School Age Childcare 5N178	
Module content	<ol style="list-style-type: none">1. Read with understanding module terminology on sight.2. Read with understanding continuous texts related to childcare e.g. hand-outs, articles, safety statements etc.3. Locate information contained in text.4. Locate information contained in plans, charts, diagrams and tables.5. Navigate Table of Contents and reference pages in a text.6. Use the 24-hour clock correctly.7. Write continuous prose c 1,000 words expressing own thoughts and ideas re Childcare topics.8. Draw up a questionnaire according to specifications.9. Summarise in writing, prose and bullet points, the main points of a text.10. Take written notes of presentation, video, pod-cast etc.11. Use correct grammar and spelling in written work.12. Structure written work according to requirements, using paragraphs, correct sequencing etc.

Toolkit 5: FET Programme Learning Outcomes for Literacy & Numeracy (blank)

Summarise the Literacy and Numeracy content in the form of Learning Outcomes.

Module Title	
Literacy	<ol style="list-style-type: none">1.2.3.4.5.6.7.89.10.
Numeracy	<ol style="list-style-type: none">1.2.3.4.5.6.7.89.10

Toolkit 6: Initial Assessment Interview, Discussion Prompts

These discussion prompt questions will give new learners the opportunity to convey a **general sense** of their previous experience of learning, and whether they have had difficulties with literacy or numeracy in the past. Interviewers may combine these prompts with the Initial Interview Checklist in Toolkit 6. There is no need to work through all questions from beginning to end. Use them as a guide to topics for a general discussion, selecting those which are most relevant for the learner.

General Topics

1. Can you tell us why you chose this course?
2. Does it connect with your general interests or is it separate from these?
3. What do you do in your spare time, your general interests? Sport, music etc?
4. How much do you know about the job this programme leads to?
5. What prompted your interest in it? Did you read or hear about it?

Previous Learning: Education, Qualifications and Informal Learning

6. Tell us about your experience of education and learning in general: at school, college.
7. What age were you when you left school? Was that end of Junior Cycle? Senior Cycle?
8. Have you ever had an assessment for a learning difficulty? E.g. Dyslexia, difficulty with reading?
9. If so, what was the outcome? If you have been assessed as having a learning difficulty, this is useful information for us, as it means we can arrange for you to have the supports you are entitled to.
10. Did you get any support for learning when you were in school/college, or for exams?
11. Did you get any qualifications? If so, what were the subjects? Grades?
12. Have you been involved in any activities outside of formal education where you think you learned a lot, e.g. in sport, community groups etc.?

Reading and Numeracy

13. How much would you read, generally? Once a week, every day, hardly ever? What kind of things would you read?
14. Do you wear glasses for reading?
15. Do you ever have to work with numbers or maths in your daily life?
16. How do you manage the daily calculations we all use e.g. in working out budgets, organising travel times etc.?
17. What about more complicated calculations e.g. if you are measuring something, splitting the bill in a café, etc.? Are these things you would do?

Technology

18. How often do you use your phone to send texts or WhatsApp messages?
19. Do you ever use the voice-to-text feature on your phone?
20. Do you have access to a computer/laptop/tablet at home?
21. If so, do you use it much? For what purpose?

Attitude to Learning

22. How do you feel about starting this programme? Nervous, excited, don't know?
23. Have you had a lot of practice/experience in organising your learning e.g. drawing up a study plan, meeting deadlines, keeping track of what is and isn't going well – or is this something you'd hope to learn during the programme?
24. Are there any other areas where you think you might need help?
25. Do you have any questions?

Toolkit 7: Initial Assessment Interview, Checklist of Skills and Tasks

This checklist illustrates an approach to developing a tool to guide discussion and/or recording notes on what the learner says about their confidence in specific areas. It is not an exhaustive summary of all the reading, writing, numerical and technological tasks the student will carry out in their programme.

Add items relevant to each programme (or start a new checklist), using the Literacy/Numeracy Audit (Toolkit 1 & 2) to help. If an item generates discussion with the learner, give them concrete examples of what it means, if possible from the relevant programme area.

Reading Tasks: How confident am I in reading...	Not really	A bit	Mostly	No problem
Forms e.g. Driving Licence application form				
Advertisements, leaflets				
Food labels, care labels on clothes				
Articles in newspapers				
Articles about study/work				
Instructions e.g. directions, how to assemble an item				
Lists of rules and regulations				
Health and Safety policies				
Technical manuals				
Whole books				
Table of Contents in books				
Index in books				
Tables and charts				
Diagrams and drawings				

Writing Task: How confident am I in using writing to....	Not really	A bit	Mostly	No problem
Take/write messages				
Fill in forms				
Write out instructions e.g. directions, a recipe, how to do something				
Write about a paragraph of continuous text				
Write a full page of continuous text				
Write a poem or story				
Write several pages e.g. for an assignment				
Spell correctly				
Use punctuation correctly				
Write legibly				
Use correct grammar				
Sequence and structure a long piece of writing				
Take notes e.g. in a class				

Numerical Task: How confident am I in using numbers to....	Not really	A bit	Mostly	No problem
Read the 24-hour clock				
Handle money				
Work out real life problems e.g. adding shopping, splitting bill, using basic calculations: + - x ÷				
Work out real life problems using percentages and fractions				
Work out real life problems using ratio and scale				
Work out real life problems e.g. speed/distance/time using mathematical formulae				
Use the measuring instruments I need to use, to work on a real-life problem				
Use the units of measurement I need to use, to work on a real-life problem				
Know which calculations to do, to solve a real-life problem				
Know the correct order in which to do calculations				

Using Technology: How confident am I in using technology to...	Not really	A bit	Mostly	No problem
Send and receive text messages, WhatsApp messages				
Send and receive emails				
Do shopping e.g. using self-service touch screens in the supermarket or ordering groceries for home delivery online				
Get money e.g. ATMs				
Do an internet search e.g. to find out film times				
Get directions e.g. use Google Maps				
Use social media e.g. Instagram, Twitter, Facebook etc.				
Edit photos				
Use word-processing software				
Use spreadsheets such as Microsoft Excel				
Process data				



Toolkit 9: Performance Task (contextualised sample)

Using Essential Skills: On the Job with a Construction Electrician

The construction-electrician programme example from the Canadian Essential Skills Framework is available at http://en.copian.ca/library/learning/trade_essentials/construction_electrician/construction_electrician_esm.pdf

Context: the Canadian Essential Skills Framework³

This is a task contextualised to the job of Construction Electrician. It is part of a series of stories which depict 'a day in the life' of working in a range of jobs:

1. A story: a typical day in the life of a construction electrician, focusing on the range of Essential Skills used in the daily work.
2. An outline of the Essential Skills.
3. An assessment task, contextualised to the work of a construction electrician that probes the reader's ability to carry out specific elements of the Essential Skills involved in the job.

³ Government of Canada website section where Essential Skills are referenced. <https://www.canada.ca/en/employment-social-development/programs/essential-skills/definitions.html>

Toolkit 10: Extract from Sample Induction Programme, Including Initial Assessment

Context: Induction Programme, Youthreach Centre

This is an extract from an introductory programme built around an Induction Manual⁴ developed by the Manager and staff of Kildare Youthreach. The Induction Programme took place over two or three half days in one week with a group of the newest recruits. The manual contains several reading, writing and numeracy activities which learners carry out, some on their own and some in pairs and small groups. The literacy and numeracy content of the activities match the literacy and numeracy content of the programmes delivered. The Induction Activities refer to an Induction Handbook provided by the centre which gives details of the centre's policies and procedures.

Centre Policies: Substance Abuse

On your own, read the Policy on Substance Abuse on page 11 of the Induction booklet.

In pairs

- (a) Underline any words you don't know.
- (b) Look them up in the Induction Glossaries.
- (c) If they are not there, look them up in a dictionary.
- (d) If you can't find them, ask your tutor.

On your own, read through the KEY AREA OF THE CENTRE'S DRUG POLICY, which your tutor will give you. Then write your answers to these questions.

(a) Where in the centre are you allowed to smoke? _____

(b) Who in the centre is allowed to smoke? _____

(c) If I come into the centre with alcohol, three things will happen. What are they?

1. _____

2. _____

3. _____

(d) What is the centre's policy on drugs?

(e) Under what circumstances will the Gardaí be called in?

(f) What kind of help will the centre give to someone who might have a drug problem?

(g) Why is the centre's policy on drugs and alcohol so strict?

⁴ Kildare Youthreach (2003) Induction Activity Pack, p. 19.

Toolkit 11: Initial Assessment Session Plan

Purpose of Session

To identify Further Education and Training applicants who need support in handling the literacy/ numeracy demands of their programme.

Context

During the Further Education and Training programme enrolments. This may be used as part of an Open Day, group interview or one-to-one interview, depending on the enrolment process in individual ETBs.

Target Group

Applicants to all FET programmes.

Questions Addressed

Does the student have gaps or difficulties in literacy or numeracy that would make it difficult for them to engage with their chosen FET provision, e.g. following content, using materials and resources?

Outcomes and Actions

- No difficulty identified – proceed with enrolment on FET provision of choice.
- Significant gaps or difficulties identified – draw up support plan, to include contact with literacy service.
- Serious gaps or difficulties identified – refer to taster course or literacy service.

Initial pre-programme assessment is carried out in the context of an individual or group session. This may be:

- A single Induction Session.
- Part of a wider FET Induction Programme.

See Sample Session below.

Assessment Methods include:

- Observation of discussions in pairs and/or groups.
- Performance Tasks in reading, writing, numeracy and IT.

Performance Tasks may be:

- **Generic tasks** aligned to the QQI level of the learner's chosen programme.
- **Specific tasks** constructed around their particular programme.

Time Allocated Scale: Pre-programme session, 1.5 hours.

A session like this could fit into an Open Day, Induction Programme or Learning to Learn programme. See next page for Session Plan.

Pre-Entry Initial Assessment Session for FET Programmes Levels 4, 5 & 6.

1: Introductions	Time
1. Welcome and overview of purpose of this session(s): <ul style="list-style-type: none"> To introduce you to your ETB and the FET service; To assess your learning readiness and possible learning needs in order to determine support requirements and your suitability for the programme. 	10 mins
2. Paired Activity <ul style="list-style-type: none"> Which FET course do you expect to take up? Why did you choose this course? 	5 mins
3. Report Back: Each person takes 1 minute to report back on their partner's input.	10 mins
4. Presentation facilitator presents information about the FET/ETB system, programmes, supports and responsibilities.	10 mins

Total Introduction: 35 minutes

2: Individual Performance Tasks: select tasks to match learner's preference and level. See Toolkit 7, 8 & 9 for model tasks.	Time
1. Generic Option: Learner(s) carry out a generic Reading and Writing Task at Level 1, 2 or 3; and a Numeracy Task at Level 1, 2 or 3. (Toolkit 7)	10 mins
2. Specific Option: Learner(s) carry out a Reading and Writing Task at Level 1, 2 or 3 tailored to specific FET provision and/or Numeracy Task at Level 1, 2 or 3 tailored to specific FET provision. (Toolkit 8)	10 mins

Total Individual Performance Tasks: 20 minutes

3: Group Activities	Time
1. Paired activity: <ul style="list-style-type: none"> Identify one good learning experience you have had in your life, and one bad one. What made each experience good or bad? Please be specific. 	5 mins 5 mins
2. Group Activity: join with another pair. Draw up a list of the factors that contribute to (a) positive and (b) negative learning experiences.	10 mins

Total group activities: 20 minutes

4. Self-Assessment	Time
Using the supplied checklist (See Toolkit 6) identify the tasks you can carry out easily and with confidence.	10 mins

Total self-assessment: 10 minutes

5. Question and Answers	Time
Are there any more questions regarding your programme or how this ETB works with learners, in general? Facilitator answers questions and wraps up.	10 mins

Total 1 hour 35 minutes

Toolkit 12: Assessment Conversations

The following features of assessment conversations provide a guide to conscious use of informal formative assessment to monitor and give individual feedback to learners on their progress in literacy and numeracy on an ongoing basis.

- Revisit defined learning goals on a regular basis.
- Remind learners about the purpose of an activity.
- Question learners to elicit information.
- Use open rather than closed questions. (For example, who, what, why, where, when and how, as opposed to Do you... have you...)
- Invite learners to express their reasons for doing something in a particular way.
- Consider the nature of learner's questions and input and what they reveal.
- Acknowledge and affirm learners' contribution.
- Rephrase and clarify learners' understanding.
- Relate one learner's contribution to input from another learner.
- Invite learners to comment on the content or type/nature of an activity.
- Think aloud, by verbally 'walking through' the elements involved in a process or concept.

Toolkit 13: Individual Learner Plan (ILP) for Literacy/ Numeracy

Learner's Name			Programme			
1. Learning outcomes: I want to be able to:			I can do this now...			
			Not yet	A bit	Mostly	Yes
	1					
	2					
	3					
	4					
	5					
	6					
2. Initial assessment performance tasks: tasks I carried out to generate evidence for learning outcomes in Section 1						
<p>Task 1:</p> <p>Task 2:</p>						
3. Broader Dimensions: Independence, fluency, setting, other; insert learning outcomes as appropriate to learning goals:						
I want to be able to carry out literacy/numeracy tasks...						
Learning Outcome	Independence: without help		I can do this now...			
			Not yet	A bit	Mostly	Yes
	1					
	2					
Learning Outcome	Fluency: easily, with no hesitations		Not yet	A bit	Mostly	Yes
	1					
	2					
	3					

Learning Outcome	Setting: anywhere		Not yet	A bit	Mostly	Yes
	1					
	2					
	3					
Learning Outcome	Other: e.g. with learning awareness, confidence etc.		Not yet	A bit	Mostly	Yes
	1					
	2					
	3					

Toolkit 14: Individual Progress Tracking Form for Literacy/Numeracy

Name		Course											
Learning Outcomes I decided to work on: reading, writing, numeracy, other													
a) I want to be able to:	b) ILP: I can do this Date _____	c) Review 1: I can do this Date _____			d) Review 2: I can do this Date _____			e) Review 3: I can do this Date _____					
		Not yet	A bit	Mostly	Yes	Not yet	A bit	Mostly	Yes	Not yet	A bit	Mostly	Yes
	1												
2													
3													
Broader Dimensions: Independence, fluency, setting, other													
Independence: without help a) I want to be able to carry out this/ these literacy/numeracy tasks...	b) ILP: I can do this Date _____	c) Review 1: I can do this Date _____			d) Review 2: I can do this Date _____			e) Review 3: I can do this Date _____					
		Not yet	A bit	Mostly	Yes	Not yet	A bit	Mostly	Yes	Not yet	A bit	Mostly	Yes
Fluency: easily, with no hesitations a) I want to be able to carry out this/ these literacy/numeracy tasks...	b) ILP: I can do this Date _____	c) Review 1: I can do this Date _____			d) Review 2: I can do this Date _____			e) Review 3: I can do this Date _____					
		Not yet	A bit	Mostly	Yes	Not yet	A bit	Mostly	Yes	Not yet	A bit	Mostly	Yes
Setting: anywhere a) I want to be able to carry out this/ these literacy/numeracy tasks...	b) ILP: I can do this Date _____	c) Review 1: I can do this Date _____			d) Review 2: I can do this Date _____			e) Review 3: I can do this Date _____					
		Not yet	A bit	Mostly	Yes	Not yet	A bit	Mostly	Yes	Not yet	A bit	Mostly	Yes
Other: e.g. with Learning awareness, confidence, under specific conditions etc.	b) ILP: I can do this Date _____	c) Review 1: I can do this Date _____			d) Review 2: I can do this Date _____			e) Review 3: I can do this Date _____					
		Not yet	A bit	Mostly	Yes	Not yet	A bit	Mostly	Yes	Not yet	A bit	Mostly	Yes

Learning Outcome

Learning Outcome

Learning Outcome

Learning Outcome

Toolkit 15: Planning Roles for Literacy Assessment

Suggested tasks for planning and recording implementation are provided below:

Task	Who does this?	When?
Literacy & Numeracy Programme Audit		
Initial Assessment: Conduct Individual Interview		
Initial Assessment: Present performance tasks		
Individual Learner Plan: Record results of initial assessment		
Plan for action arising from initial assessment results		
Transfer initial assessment results to Individual Progress Tracking Form		
Pass information/Tracking form to class tutor		
Ongoing assessment: Conduct informal formative assessment		
Ongoing assessment: Conduct formal formative assessment		
Record outcomes of formal formative assessment		
Plan for action arising from formative assessment results		

Toolkit 16: Useful Resources

Australian Core Skills Framework Handbook

<https://www.employment.gov.au/australian-core-skills-framework>

Precision Consultancy, Australia, Assessment Tasks

http://www.precisionconsultancy.com.au/acs_framework

BBC. <https://www.bbc.co.uk/teach/skillswise>

BKSB: Generic literacy and numeracy tests

<https://www.bksb.co.uk/products/focus-functional-skills/>

Careerforce, New Zealand: Careerforce/te toi pukenga (nd) "Literacy and Numeracy Workplace Guide,"

<https://www.careerforce.org.nz/changes-to-literacy-and-numeracy-assessments/>

Dyslexia Association of Ireland: resources and training for dyslexia support

<https://www.dyslexia.ie/>

Kahoot.com: create and run learning games for formative assessment.

<https://kahoot.com/>

Jones, Alison (2016) "Study and Learning Handbook for Apprentices in Phase 2" Galway: Galway and Roscommon ETB.

Jones, Alison (2017) "Ideas for Integrating Literacy in Craft Apprenticeships" Galway: Galway and Roscommon ETB.

National Adult Literacy Agency Resources and Research for Assessment and Teaching

<https://www.nala.ie/>

Scottish Qualifications Authority (2014) Assessment Resource Pack, Level 3 Communication, Glasgow: SQA

<https://www.sqa.org.uk/sqa/37843.8811.html>

SOLAS (2018) "Initial and Ongoing Assessment of Adult Literacy and Numeracy at NFQ Levels 1, 2 and 3," Dublin: SOLAS.

<https://www.solas.ie/f/70398/x/5451e6dd60/initial-and-ongoing-assessment-of-adult.pdf>

Tertiary Education Commission (2008) "Learning Progressions for Adult Literacy" Government of Canada: Tools, Assessment and Training Support

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools.html>

US Department of Education Office of Career, Technical, and Adult Education Employability Skills checklist.

<https://cte.ed.gov/initiatives/employability-skills-framework>

US Department of Education Division of Adult Education and Literacy (Dec 2017) "Technical Assistance Guide for Performance Accountability Under the Workforce Innovation and Opportunity Act - National Reporting System for Adult Education, Appendix B-2."

US Department of Education Division of Adult Education and Literacy (Dec 2017) "Technical Assistance Guide for Performance Accountability Under the Workforce Innovation and Opportunity Act - National Reporting System for Adult Education, Appendix B-10-112."



