



Competency-Based Progress Assessment

Skills for Life-Long Learning

NOTE: These are preliminary templates to be assessed by literacy practitioners in **year one and two** of the Bridging the Gap project.

INTRODUCTION TO THE PROGRESS ASSESSMENT:

The competencies and skills described in this document are those which any individual needs in order to be autonomous in life. The successful acquisition of these skills signals that a learner is on the path of life-long learning. This means that they will have attained the necessary tools to adapt to and function within a variety of situations in life, at work, and in learning.

REMEMBER:

- Training materials should be designed for the development of competencies.
- The learner will demonstrate competence through performance.
- The learner's needs and goals should dictate which competencies you work on.
- These grids should be shared with the learner; learners should be aware of which skills they have already achieved, which ones they are working on, and which ones they will develop in the future.
- The learner should progress at their own pace.
- Learners should be aware of what will be assessed and under which conditions assessment will take place.

ORDER OF ASSESSMENT CHARTS:

1. Lifelong Learning (purple)

- a. Setting Goals
- b. Time Management & Organizational Strategies
- c. Study Skills

2. Reading (yellow)

- a. Strategies for Reading
- b. Spelling, Grammar, and Punctuation
- c. Everyday Print (magazines, newspapers, prescriptions, etc.)
- d. Academic Texts (literal and critical reading)

3. Writing (green)

- a. Strategies for Writing
- b. Spelling, Grammar, and Punctuation
- c. Everyday Writing (notes, letters, messages, personal information, etc.)
- d. Academic Writing (proper paragraph, three paragraph essay, etc.)

4. Communication (blue)

- a. Speaking
- b. Listening
- c. Professional

5. Numeracy (pink)

- a. Basic Numbers
- b. Adding and Subtracting
- c. Multiplying, Dividing, & Basic Fractions
- d. Math for Everyday Life (reading maps, shopping, paying bills, etc.)

6. Information Technology (orange)

- a. Basic Computer
- b. Internet
- c. Word Processing
- d. Media Literacy

7. Personal (gold)

- a. Self-reliance
- b. Attitude
- c. Health

8. Citizenship (aqua)

- a. Citizenship Awareness
- b. Environmental Awareness
- c. Community Awareness

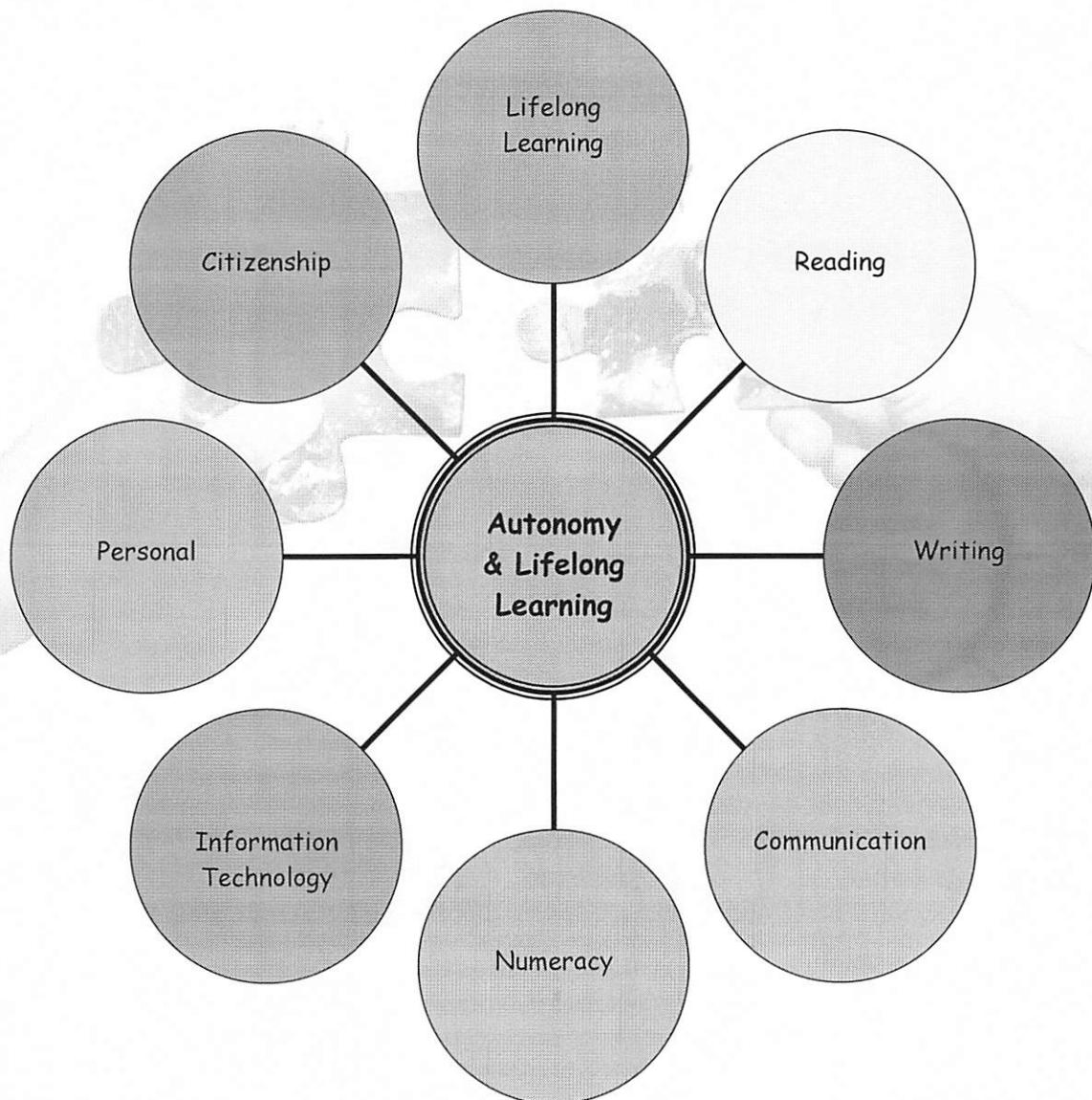
EMERGING COMPETENCIES

The following measure of performance is included on each chart so that tutors may recognize the emergence of competencies:

WELL-ESTABLISHED:	The learner has successfully performed the competency. The skills and knowledge required for performance are clearly attained. The learner will be able to employ this competency in other learning or life situations.
ON-TRACK:	The learner has successfully performed most of the steps for this competency. Their skills, knowledge, and approach for performance are generally good, but they are not able to fully carry out the competency. The learner may not be able to employ this competency in other learning or life situations.
EMERGING:	The learner has performed some steps for this competency. Some skills, knowledge, and/or approach for performance are in place, but they need more work. The learner would not yet be able to employ this competency in other learning or life situations.
OFF-TRACK:	The learner is not drawing upon the correct skills or knowledge for performance. Attitude and approach needs work. There is a need for revision and/or greater focus in this area.

Bridging the Gap in Adult Literacy Education

Guiding learners to autonomy and lifelong learning



STUDENT PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

1.A. Lifelong Learning: Setting Goals

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain what a goal is.					
2. explain reasons for setting goals.					
3. identify personal reasons for setting goals.					
4. identify the difference between short-term and long-term goals.					
5. make a list of competencies (or skills) they wish to acquire through learning.					
6. set realistic short-term goals for learning.					
7. set realistic long-term goals for learning.					
8. think of ways to achieve their goals.					
9. find information on how to accomplish their goals.					
10. describe what they will get in return for learning (better job, more qualifications, stronger skills, etc.).					
11. make a plan to achieve their goals.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
12. take steps to accomplish their goals.					
13. anticipate obstacles in achieving their goals.					
14. think of ways to overcome possible obstacles in reaching their goals.					
15. revise their goals for learning when necessary.					
16. revise their plan for learning when necessary.					
17. follow their plan to achieve their goals.					
18. identify the accomplishment of a goal.					
19. keep track of the achievement of their goals in a journal or log.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

1.B. Lifelong Learning: Time Management & Organizational Strategies

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain what “time management” is.					
2. explain what “organization” is.					
3. explain the benefits of good time management.					
4. explain the benefits of organizational skills.					
5. make a daily to-do list.					
6. make a weekly to-do list.					
7. make a monthly to-do list.					
8. keep track of tasks on their to-do lists.					
9. prepare a timeline to do tasks.					
10. keep track of events, activities, and due dates on a calendar.					
11. respect set timeline.					
12. record assignments as soon as they are assigned.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. prioritize tasks (i.e. do most important tasks first).					
14. schedule necessary time to study.					
15. schedule necessary time to review knowledge and/or learning.					
16. set aside realistic amount of time to do tasks.					
17. study when planned.					
18. break up long-term assignments into reasonable units.					
19. use time wisely.					
20. determine best time of day to study.					
21. keep study material organized.					
22. keep study area organized.					
23. find the right time to take a break from studying.					
24. keep study notes together in a folder or a binder.					
25. save time by using overall good time management.					
26. save time by using good organizational strategies.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

1.C. Lifelong Learning: Study Skills

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain what a study skill is.					
2. explain the value of good study skills.					
3. explain what a learning style is.					
4. explain the value of knowing their learning style.					
5. engage in self-assessment to find their learning style.					
6. describe ways in which they learn best.					
7. explain what their learning style is.					
8. adapt study habits to their learning style.					
9. apply how they learn best to new learning situations.					
10. identify the best place to study					
11. draw upon their previous knowledge (or prior learning to help studying).					
12. take notes to save information.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. highlight or underline important points in print material.					
14. relocate highlighted or underlined sections in print material.					
15. refer to highlighted or underlined sections to review important points.					
16. review study material when necessary.					
17. make notes on study material.					
18. review study notes for better memory.					
19. read study material out loud for better understanding.					
20. summarize what has been studied.					
21. review directions before starting an assignment.					
22. clarify directions before starting an assignment.					
23. follow directions when doing an assignment.					
24. take on new challenges with a positive attitude.					
25. categorize information in logical ways.					
26. anticipate obstacles in studying.					
27. brainstorm ways to overcome obstacles in studying.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

2.A. Reading: Strategies for Reading

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. read as often as possible to develop reading competence.					
2. preview written material before reading.					
3. skim written text to predict message.					
4. skim for general impression.					
5. scan written text for familiar words or expressions.					
6. scan for specific facts (like place, time, dates, etc.).					
7. make predictions during reading.					
8. highlight key words and ideas.					
9. review what they have read.					
10. use context clues to guess the meaning of new words.					
11. highlight new or difficult words.					
12. use a dictionary to assist reading.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. highlight difficult sections for later review.					
14. use title, subtitles, and pictures to predict message.					
15. ask questions to clarify understanding after reading.					
16. apply reading strategies appropriate for the reading material.					
17. relate new information in reading material to prior learning					
18. read out loud to clarify understanding.					
19. use letter-sound correspondence to read new words out loud.					
20. self-correct when reading out loud.					
21. take notes on what they have read.					



PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

2.B. Reading: Spelling, Grammar, and Punctuation

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. identify the difference between upper and lower case letters.					
2. identify vowels and consonants.					
3. recognize common short-vowel sounds (e.g. cat, bat, hot, but, etc.).					
4. recognize common long-vowel sounds. (e.g. kite, mate, faite, etc.).					
5. identify the meaning of individual words.					
6. identify meaning of multiple words in context.					
7. read common irregularly spelled words (e.g. have, said, two, etc.).					
8. explain rules and find examples of plurals.					
9. define and find examples of possessives.					
10. define and find examples of contractions.					
11. define and find examples of compound words.					
12. define and find examples of prefixes.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. define and find examples of suffixes.					
14. identify the parts of speech.					
15. locate a paragraph.					
16. find the topic sentence and supporting details in a paragraph.					
17. identify and explain the use of periods and commas.					
18. identify and explain use of colons and semi-colons.					
19. follow punctuation rules when reading out loud.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

2.C. Reading: Everyday Print

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. identify different types of common everyday print (newspapers, ads, cereal boxes, etc.).					
2. anticipate type of message through nature of print material.					
3. distinguish between formal and informal texts.					
4. use appropriate reading strategies to handle different forms of everyday print material.					
5. read a variety of everyday short texts (telephone messages, notes, greeting cards, warning labels, etc.)					
6. read a variety of everyday extended texts (newspaper, magazine articles, letters, etc.).					
7. read a food label.					
8. read a menu.					
9. read store flyers.					
10. locate specials in store flyers.					
	V E I	O Z	E Z S	O F S	

THE LEARNER CAN...					COMMENTS
11. read basic instructional manual (for work).					
12. read safety instructions.					
13. read a calendar.					
14. read street signs.					
15. identify parts of a map.					
16. read a basic road map.					
17. locate mountains, rivers, lakes, etc. on a geographical map.					
18. locate Quebec on a map of Canada.					
19. locate their community or town on a map of Quebec.					
20. identify the sections of a telephone book.					
21. find a phone number in a telephone book.					
22. read basic forms (like job application, bank application, etc.).					
23. follow direction on a on everyday print (e.g. cooking instructions, prescription details, etc.).					
24. read to children (i.e. read a children's book).					
25. read for personal pleasure.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

2.D. Reading: Academic

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. describe what they have read.					
2. summarize what they have read.					
3. interpret the meaning of what they have read.					
4. distinguish between fiction and non-fiction.					
5. distinguish between subjective and objective writing.					
6. identify the main idea in a paragraph (or selected passage).					
7. identify the main idea in newspaper articles or short essays.					
8. predict storylines.					
9. identify author's purpose.					
10. identify author's tone.					
11. justify predictions made about reading material (prior to reading).					
12. distinguish between statement of fact and statement of opinion.					
	V E D U	O Z	E Z S	O F S	

THE LEARNER CAN...					COMMENTS
13. read a short story.					
14. identify and describe the plot, setting, and characters in a short story.					
15. detect similarities in characters and events.					
16. answer how, what, why, and what-if questions.					
17. identify the author's thesis (central message).					
18. share opinions on what they have read.					
19. identify synonyms and antonyms.					
20. compare and contrast like texts.					
21. identify similes.					
22. identify metaphors.					
23. identify personification.					
24. detect bias.					
25. detect propaganda.					
26. read parts of a standard text book.					
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THE LEARNER CAN...					COMMENTS
27. use the table of contents to locate information in a textbook.					
28. use the index to locate information in a textbook.					



PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

3.A. Writing: Strategies for Writing

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. use the correct tools for type of writing (e.g. pencil eraser, paper).					
2. free write (without stopping) to develop writing competence.					
3. use prior learning to guide writing.					
4. keep track of new words in a word log.					
5. refer to word log to assist writing.					
6. use a dictionary to find spelling of new words.					
7. use a dictionary to confirm spelling of words.					
8. use a thesaurus to find synonyms and antonyms.					
9. use syllabication to spell difficult or new words.					
10. review writing to check for errors in spelling.					
11. review writing to check for errors in grammar.					
	W E L L	O N - T	E M E	O FF	

THE LEARNER CAN...					COMMENTS
12. review writing to check for errors in word choice.					
13. revise writing according to spelling, grammar, and word choice review.					
14. check writing for clarity and logic					
15. re-organize details in writing for logic and clarity.					
16. ask for writing assistance when needed.					
17. brainstorm ideas before writing.					
18. write a first draft.					
19. edit first draft independently.					
20. have a friend or tutor review a draft of their writing.					
21. make appropriate changes to writing based on editing feedback.					
22. set appropriate amount of time aside to complete writing tasks.					
23. prepare a writing outline.					
24. identify targeted audience for writing.					
25. write appropriately for audience.					
26. write legibly.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

3.B. Writing: Spelling, Grammar, and Punctuation

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. print all letters of the alphabet in the upper and lower case.					
2. leave spaces between words.					
3. spell previously studied words correctly.					
4. spell most common one-syllable words correctly.					
5. spell most common two-syllable words correctly					
6. spell many common multi-syllable words correctly (i.e. computer, communication, etc.).					
7. write a sentence correctly (i.e. with a capital letter at the beginning and period at the end).					
8. identify similarities in spelling.					
9. distinguish the spelling of common homophones (i.e. two and to, there and their, ate and eight, etc.).					
10. make sure subjects and verbs agree.					
11. use verbs in the present correctly.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
12. use verbs in the past correctly.					
13. use verbs in the future correctly.					
14. check the spelling of irregular past verbs.					
15. replace nouns with pronouns correctly.					
16. use periods correctly.					
17. use a question mark correctly.					
18. use an exclamation point correctly.					
19. use quotation marks correctly.					
20. use commas correctly.					
21. use apostrophes correctly.					
22. capitalize words when necessary.					
23. form negative statements correctly.					
24. form interrogative statements correctly.					
25. combine rules of spelling, grammar, and punctuation to write a flawless simple sentence.					
	W E L I	O N T	E M E	O FF	

THE LEARNER CAN...					COMMENTS
26. combine rules of spelling, grammar, and punctuation to write a flawless compound sentence.					
27. combine rules of spelling, grammar, and punctuation to write a coherent paragraph.					



PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

3.C. Writing: Everyday Writing

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. write personal information in necessary documents (applications, bank records, etc.).					
2. write lists for different purposes (to-do lists, shopping lists, etc.).					
3. write short messages (note, postcard, telephone message, etc.)					
4. write a letter to a friend or family member.					
5. format a personal letter appropriately (i.e. contains date, opening, closing, etc.).					
6. write a professional letter.					
7. format a professional letter correctly.					
8. use language that is appropriate for the purpose of writing.					
9. use formal language when necessary.					
10. use the right material for writing (notepad, legal paper, etc.).					
11. maintain correct tone in everyday writing.					
	W E L L	O N T R A C K	E M E R G I N G	O F F	

THE LEARNER CAN...					COMMENTS
12. review and edit short written texts (messages, notes, etc.).					
13. review and edit extended written texts (letters, extended messages, etc.).					
14. ensure that message and purpose are clear in everyday writing.					
15. write a standard resume.					
16. write a standard cover letter.					
17. express purpose and tone correctly in personal letters					
18. express purpose and tone correctly in professional letters.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

3.D. Writing: Academic

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. apply new vocabulary in writing.					
2. stay on topic in writing.					
3. write appropriately for different writing tasks (out-of-class assignments & in-class assignments).					
4. choose appropriate language when writing.					
5. avoid using slang and informal expressions in writing.					
6. use a variety of prewriting activities to support writing. (e.g., brainstorming, listing, free writing, clustering).					
7. produce written texts with appropriate message.					
8. produce written texts with appropriate tone.					
9. write a well-structured paragraph.					
10. write a paragraph summary on a short text.					
11. ask for clarification on writing tasks when necessary.					
	W E L I	O N T	E M E	O FF	

THE LEARNER CAN...					COMMENTS
12. use transition words to join ideas in writing.					
13. write a well-structured three-paragraph essay (introduction, body, & conclusion).					
14. justify an opinion in writing.					
15. write appropriately for the assigned task.					
16. write a series of sentences connected to one image or idea.					
17. write the logical steps for a process (i.e. <i>How to...</i>).					
18. use revision and editing process to prepare a final draft of writing.					
19. explain what plagiarism is.					
20. explain why students are not allowed to plagiarize.					
21. credit authors for ideas or excerpts of writing.					
22. follow basic rules for citing authors.					
23. write subjectively.					
24. write objectively.					
25. use some words for persuasive impact.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

4.A. Communication: Speaking

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. identify different types of spoken communication.					
2. make small talk.					
3. explain the value of speaking well.					
4. participate as a speaker in face-to-face conversations.					
5. participate as a speaker in extended conversations.					
6. recount personal experience.					
7. take part in informal group discussion.					
8. express agreement and disagreement.					
9. use words that are appropriate to the topic of conversation.					
10. use words that are appropriate for the audience.					
11. use words that are appropriate for the purpose of conversation.					
12. use words that are appropriate for context.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. employ correct word choice to express ideas clearly.					
14. ask questions to engage a listener in a conversation.					
15. use transition words effectively to join ideas.					
16. use a rhythm that is suitable to the message, occasion, and receiver.					
17. employ language that promotes the receiver's understanding.					
18. use correct tone for the purpose of communication.					
19. use appropriate non-verbal language (eye-contact, posture, gesture, and facial expression) for the purpose of communication.					
20. speak on the telephone on a familial subject.					
21. speak on the telephone to clarify or request information.					
22. employ good telephone manners.					
23. use correct intonation for interrogative dialogue.					
24. enunciate well for clear message.					
25. speak at an appropriate rhythm.					
26. pay attention to grammar and vocabulary used in dialogue.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
27. verify that the listener understands the message.					
28. modify speech (enunciation, tone, rhythm, etc.) based on feedback.					



PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

4.B. Communication: Listening

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain the value of being a good listener.					
2. explain the role of the listener in communication.					
3. actively listen in informal dialogues.					
4. listen to group members in group discussion.					
5. listen carefully and follow directions.					
6. concentrate on an extended conversation or dialogue.					
7. listen to recorded messages for overall meaning or message.					
8. listen to recorded messages for details.					
9. be an active listener in telephone conversations.					
10. identify a speaker's purpose.					
11. use verbal and nonverbal responses to show willingness to listen.					
12. identify the order of ideas in a spoken message.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. distinguish between fact and opinion in a spoken message.					
14. identify instances of bias in a spoken message.					
15. specify how bias and prejudice may affect the impact of a spoken message.					
16. identify the intensity of a speaker's attitude.					
17. describe a speaker's tone.					
18. participate in a range of different scenarios as a listener.					
19. identify the main idea in spoken messages.					
20. identify supporting details in spoken messages.					
21. distinguish between ideas that support the main idea and those that do not in a spoken message.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

4.C. Communication: Professional

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. discuss reasons to communicate professionally.					
2. describe different situations for professional communication.					
3. explain how to communicate professionally.					
4. distinguish between professional and familial situations.					
5. define formal and informal language.					
6. determine correct times for formal and informal language.					
7. employ a variety of words to demonstrate courtesy and manners.					
8. determine correct time to use slang, idiomatic language, and regionalisms.					
9. adapt discourse to time constraints.					
10. select words that avoid sexism, racism, and other forms of prejudice.					
11. make eye contact and smile in professional communication.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
12. participate in an interview with a teacher.					
13. employ good communication strategies in a conversation with a teacher.					
14. participate in an interview with a potential employer.					
15. employ good communication strategies in a conversation with a potential employer.					
16. respond appropriately to questions.					
17. elaborate on responses in an interview.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

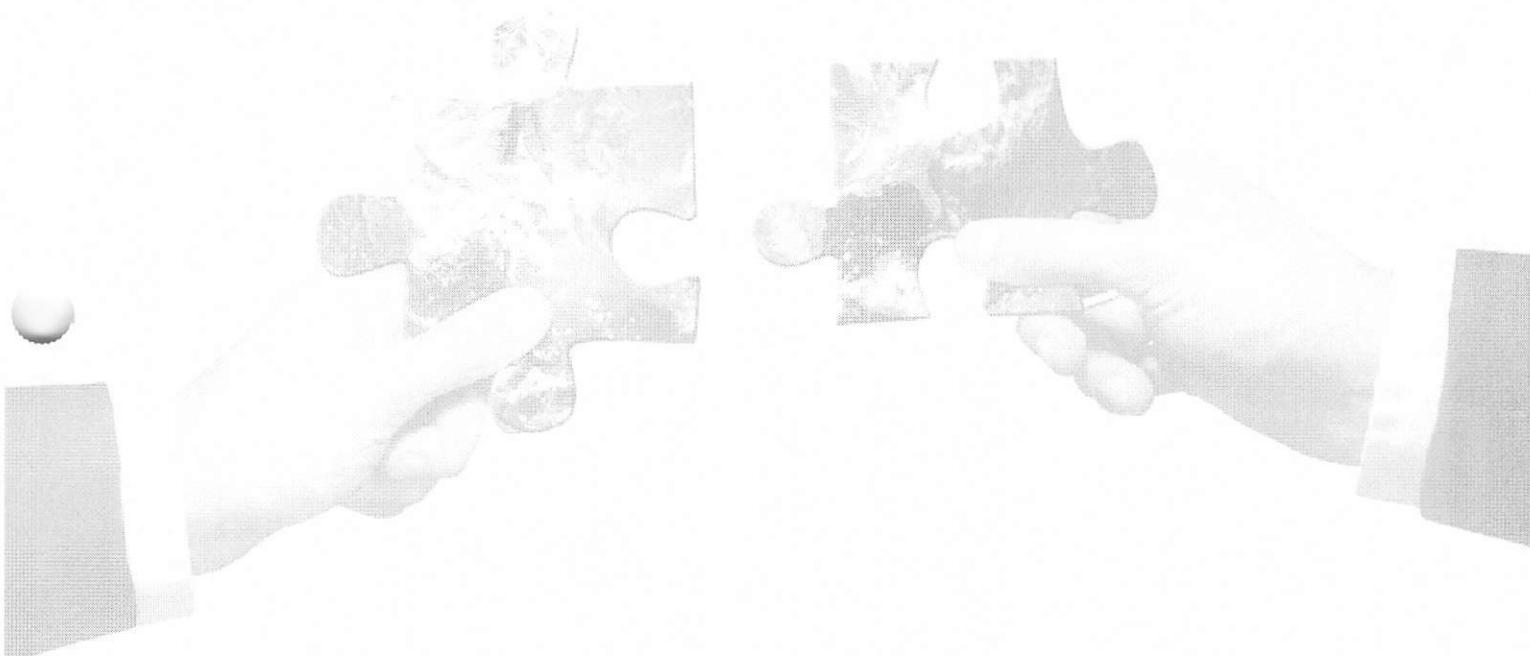
Tutor Name: _____ Place of Study: _____

5.A. Numeracy: Basic Numbers

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. identify Math symbols and vocabulary (=, -, x, etc.)					
2. use a simple calculator correctly.					
3. use a ruler correctly.					
4. say what a numeral is (a spelled-out number).					
5. write the numerals from one to a hundred.					
6. distinguish between odd and even numbers.					
7. form one-place numbers.					
8. form two-place numbers.					
9. form three-place numbers.					
10. form large numbers (in the thousands).					
11. read numbers in the thousands.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
12. read numbers in the ten thousands.					
13. read numbers in the hundred thousands.					
14. read numbers in the millions.					
15. identify lesser and greater values.					
16. estimate.					
17. explain when estimating is useful.					
18. explain what a rounded number is.					
19. explain when rounding numbers is useful.					
20. round numbers two-place numbers.					
21. round numbers three-place numbers.					
22. measure length, width, and height of objects.					
23. measure diameter, circumference, and perimeter of common geometrical shapes.					
24. read simple line or bar graphs.					
25. read simple pie charts.					
26. identify negative numbers.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
27. explain what a negative number is.					
28. identify percentages.					



PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

5.B. Numeracy: Adding & Subtracting

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain what adding is.					
2. explain what a sum is.					
3. add one-place numbers.					
4. add two-place numbers.					
5. add three-place numbers.					
6. add dollar amounts.					
7. add one-place negative numbers.					
8. add two-place negative numbers.					
9. add three-place negative numbers.					
10. subtract one-place numbers.					
11. subtract two-place numbers.					
12. subtract 3-place numbers.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. subtract dollar amounts.					
14. subtract one-place negative numbers.					
15. subtract two-place negative numbers.					
16. subtract three-place negative numbers.					
17. estimate sums.					
18. round numbers and then estimate sums.					
19. solve word problems with adding.					
20. solve word problems with subtracting.					
21. solve basic word problems with both adding and subtracting.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

5.C. Numeracy: Multiplying, Dividing, & Fractions

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain what multiplication is.					
2. give examples of when multiplication is used.					
3. multiply to one hundred.					
4. multiply two-place numbers with one-place numbers.					
5. multiply two-place numbers with two-place numbers.					
6. multiply dollar amounts with one-place numbers.					
7. multiply dollar amounts with two-place numbers.					
8. explain what division is.					
9. explain how to divide.					
10. explain what a fraction is.					
11. form fractions.					
12. locate a numerator in a fraction.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. locate a denominator in a fraction.					
14. find common dominators in basic fractions.					
15. add basic fractions.					
16. subtract basic fractions.					
17. identify simple powers (squared ² and cubic ³)					
18. calculate the average of a series of numbers (by adding and dividing).					
19. act logically to solve problems with multiplying or dividing.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

5.D. Numeracy: Math for Everyday Life

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. identify value of different Canadian money.					
2. compare money values (amounts).					
3. round dollar amounts.					
4. estimate change due back after payment.					
5. calculate tax on one item.					
6. calculate full cost of two items (with tax).					
7. calculate cost of discount items.					
8. tell time.					
9. estimate the time required to do a specific task.					
10. add and subtract time.					
11. read a recipe.					
12. double a recipe.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. divide a recipe in two.					
14. identify the difference between metric and imperial measurements.					
15. use a chart to convert metric and imperial measurements					
16. identify significance of temperatures in Celsius (i.e. how warm/how cold?).					
17. measure temperatures.					
18. interpret meaning of basic percentages in statistics.					
19. use a map to calculate distance between places.					
20. calculate distance between towns or cities in Quebec.					
21. using addition to calculate monthly expenses.					
22. use subtraction to determine monthly disposable income.					
23. calculate credit card interest.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

6.A. Information Technology: Basic Computer

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. identify the basic parts of a computer (monitor, keyboard, disk drive, etc.).					
2. turn on a computer.					
3. use a computer mouse.					
4. correctly shut down a computer.					
5. put a computer on stand-by.					
6. locate a file on hard drive, diskette, server, and/or USB key.					
7. save a file to a specific drive or folder.					
8. connect to an Internet Service Provider (ISP).					
9. navigate between two or more applications without closing and re-opening (multitasking).					
10. identify the basic parts of a computer (monitor, keyboard, disk drive, etc.).					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

6.B. Information Technology: Web Browsing

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain what the Internet is.					
2. explain how the Internet works.					
3. access the Internet.					
4. access various search engines (Google, MSN, Yahoo, etc.)					
5. go to a specific URL.					
6. print a web print a page.					
7. follow a hyperlink (hotlink).					
8. conduct a basic search using a search engine.					
9. re-trace a hyperlink path.					
10. refresh the browser.					
11. create a "bookmark" list.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
12. revisit useful websites.					
13. use the Internet to find information on a specific topic.					
14. "cut" and "paste" information from a website.					



PROGRESS ASSESSMENT

Student Name: _____

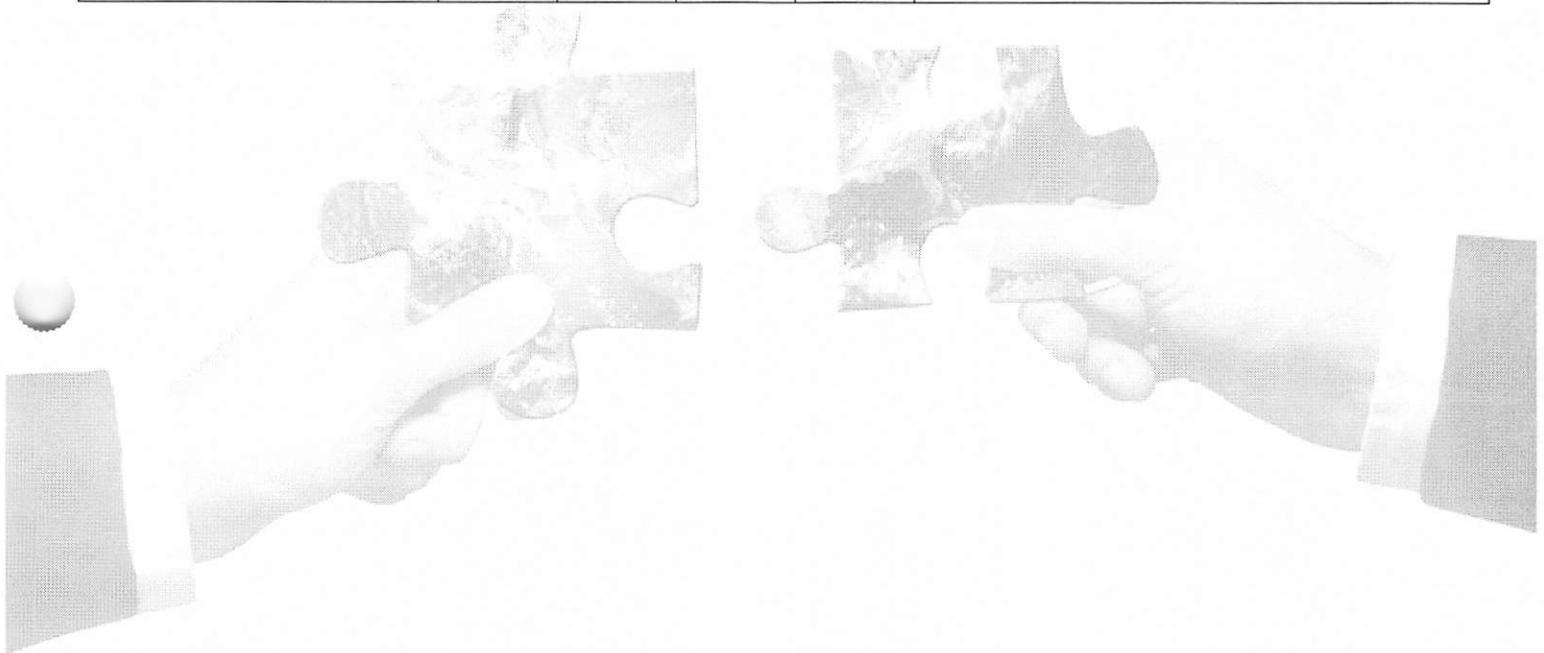
Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

6.C. Information Technology: Email

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain what email is.					
2. access free email service.					
3. open an email account.					
4. enter a message subject.					
5. reply to a message.					
6. send a message.					
7. open a message.					
8. forward a message.					
9. create a folder.					
10. save a message in a specific folder.					
11. delete file.					
12. add a name to the address book.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. retrieve a name from the address book.					
14. create and/or send an attachment					
15. open and/or save an attachment.					



PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

6.D. Information Technology: Word Processing

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. open a word processor (likely Microsoft Word).					
2. start a new document.					
3. open an existing file					
4. save a file					
5. rename an existing file or change file type.					
6. "cut" texts.					
7. "paste" texts.					
8. select font.					
9. bold or italicize font.					
10. add a bubble text.					
11. add clipart.					
12. add page numbers.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. use Spell Check.					
14. change line spacing.					
15. print a document.					
16. open word processor (likely Microsoft Word).					
17. start a new document.					



PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

6.D. Information Technology: Media Literacy

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. describe different types of media.					
2. define mass media.					
3. describe their relationship with television.					
4. describe their relationship with magazines.					
5. describe their relationship with computers.					
6. describe their relationship with other forms of mass media.					
7. identify different messages passed through the media.					
8. analyze an advertisement.					
9. determine the message of an advertisement.					
10. identify common media techniques used to attract attention.					
11. identify the target audience for an advertisement.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
12. identify the technologies used to create an advertisement.					
13. observe how gender is commonly represented in the media.					
14. analyze how gender is commonly represented in the media.					
15. observe how race and class are commonly represented in the media.					
16. analyze how observe how race and class are commonly represented in the media.					
17. consider how different people may interpret different media messages.					
18. draw conclusions on common media values.					
19. interpret how often media values reflect reality.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

7.A. Personal: Self-Reliance

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. describe their greatest successes.					
2. describe their talents.					
3. identify their skills, values, interests and other personal attributes					
4. recognize opportunities available to them.					
5. identify their values.					
6. explain how their values affect their goals.					
7. set personal goals for each day.					
8. set personal goals for each year.					
9. set personal goals for their life.					
10. monitor and evaluate progress against goals.					
11. take on new challenges.					

THE LEARNER CAN...	WELL-ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
12. think of ways to handle different stresses.					
13. handle different stresses.					
14. ask for help when necessary.					
15. balance work/home pressures.					
16. match opportunities to skills, knowledge, values, and interests.					
17. take risks.					
18. demonstrate a commitment to lifelong learning.					
19. draw upon a personal sense of self-worth					
20. work independently.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

7.B. Personal: Health

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain why good health is important.					
2. explain why it is better to prevent health problems than deal with them when occur.					
3. list ways to protect their health.					
4. think of ways to change their lifestyle to protect their health.					
5. explain the importance of personal hygiene.					
6. list personal health wishes.					
7. explain why dental health is important.					
8. explain how diet and nutrition affect health.					
9. identify good and bad items on a nutrition label.					
10. identify good and bad ingredients in a product.					
11. keep a nutritional log.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
12. reflect on their current health habits.					
13. explain how fitness affects health.					
14. brainstorm ways to keep/get fit.					
15. express likes and dislikes for diet and fitness.					
16. set health and fitness goals.					
17. make an action plan to reach health and fitness goals.					
18. consider ways to optimize their health.					
19. find the address and telephone number for the nearest health clinic (or CLSC).					
20. follow steps to make an appointment to see a doctor.					
21. explain what an organ donor is.					
22. explain how to be an organ donor in Quebec.					
23. apply for (or renew) a health card in Quebec.					
24. explain what Medicare is.					
25. read prescription labels.					
26. keep a record of their medical history.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

7.C. Personal: Academic

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. apply prior knowledge to adapt to new learning.					
2. tell the teacher if help is needed.					
3. risk making mistakes.					
4. move on from a mistake.					
5. learn from a mistake.					
6. take initiative for their own learning.					
7. work with a partner or in a team.					
8. work independently.					
9. exchange information and ideas.					
10. avoid putting things off.					
11. use different reference material to find information.					
12. submit work on time.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. avoid making excuses.					
14. identify their strengths and weaknesses in learning.					
15. come up with ways to overcome weaknesses.					
16. follow instructions with minimal one-on-one guidance.					



PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

8.A. Citizenship: Citizenship Awareness

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain what a citizen is.					
2. explain what a democracy is.					
3. give basic details on the birth of Canada.					
4. explain what a political party is.					
5. name the leaders of the political parties in Quebec.					
6. name the leaders of the political parties in Canada.					
7. explain what makes Canada a democracy.					
8. explain what “equality” means in democracy.					
9. explain their rights as a citizen.					
10. explain their responsibilities as a citizen.					
11. explain what the <i>Charter of Rights and Freedoms</i> is.					
12. identify important voting words (ballot, voting screen, etc.).					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. find out about a political candidate.					
14. identify a voter's ballot.					
15. use a voter's ballot.					
16. explain how to vote in Canada.					
17. Find out when and where to vote in their area.					
18. vote.					
19. Communicate their beliefs and/or judgements on a civic topic.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

8.B. Citizenship: Environmental Awareness

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. identify ways in which the environment is important.					
2. give examples of what a healthy environment would look like.					
3. decide whether our environment is healthy or not.					
4. back up opinions on the environment with facts.					
5. describe ways we pollute the planet.					
6. explain why the earth is getting warmer.					
7. explain what causes smog.					
8. explain how to save water (at home).					
9. find examples of how the environment has changed in Quebec.					
10. discover how to be more environmentally friendly with cars.					
11. define reducing, recycling and reusing.					
12. reduce.					

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
13. recycle.					
14. reuse.					
15. make a list of things to recycle.					
16. explain why we should act to help the planet.					
17. brainstorm ways to help the planet.					
18. explain what will happen if different species go extinct.					
19. anticipate what will happen if we don't act soon.					

PROGRESS ASSESSMENT

Student Name: _____

Date: ____ / ____ / ____

Tutor Name: _____ Place of Study: _____

8.C. Citizenship: Community Awareness

THE LEARNER CAN...	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. explain what a community is.					
2. find their community on a map.					
3. brainstorm different types of communities (i.e. English community, Aboriginal community, etc.)					
4. describe different types of communities.					
5. describe their community.					
6. explain why people need a sense of community.					
7. explain what a community service is.					
8. define the purpose of a community service.					
9. find out about services in their community.					
10. explain why community services are important.					
11. assess the impact that a community service can have on a community.					
	V E L L	O N	E M E R	O F F	

THE LEARNER CAN...					COMMENTS
12. find background information on the history of their community.					
13. list ways to make their community better.					
14. research a volunteer organization in their community.					
15. explain how volunteering can help a community.					
16. discuss ways to help their community.					
17. discuss ways to get involved in their community.					
18. get more involved in their community.					
19. use different sources to find out how members of their community have helped to shape its development.					