

# User's Guide

## **Introduction**

Literacy Link Eastern Ontario (LLEO) has aligned LLEO's Assessment Tools with the Ontario Adult Literacy Curriculum Framework to assist practitioners when using the OALCF. The project involved articulating the Common Assessment of Basic Skills (CABS) demonstrations, CABS Online and Workplace Essential Skills Assessment to the competencies of the OALCF. For each assessment a template has been developed to align the two systems.

## **CABS and CABS Online Template**

The CABS manual is divided into five sections representing the five LBS Levels. Each page of the CAES template articulates one LBS level of the CABS manual. OALCF competencies are indicated by the appearance of a competency and level.

The Demonstrations are listed in the first column of the template and the OALCF competency is listed across the top of the template.

Colours are used to mirror the colours in the OALCF framework.

## **WESA Template**

This workplace assessment tool has been developed to provide task-based assessments to agencies. They are based on the National Occupational Classifications. This tool was created in specific skill sets of the Essential Skills. For example, 6661, Light Duty Cleaners have 2 Reading Text, 1 Document Use, and 1 Numeracy assessment for this occupation, for a total of 4 assessment tasks.

See examples which follow.

## Using the Template

When you are using any one of the assessment tools, the OALCF template shows the presence of competencies embedded in the activity and identifies all OALCF levels in the activity.

### Example #1

The following table identifies the skills for the Level 1 Demonstration, page 62, entitled *Personal Information*. This table illustrates the evolution of skills from **Literacy and Basic Skills (LBS)** to the **Essential Skills** and then to the current **Ontario Adult Literacy Curriculum Framework (OALCF)**.

<b>LBS Skills</b>	<b>Essential Skills</b>	<b>OALCF Competencies</b>
Write clearly to express ideas Level 1	Document Use Level 1 Writing Decision Making	Interpret documents A1.1 Write continuous text B2.1 Complete and create documents B3.1 Manage learning E1

The template below is an example of the layout of the OALCF competencies for each demonstration within CABS.

	Level 1	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology			Manage Learning	Engage with Others	Goal Paths
Page	Demonstration Name	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	E	F	
58	Bulletin Board Notice	A1.1			B1.1	B2.1			<input type="checkbox"/>	<input type="checkbox"/>								Emp. Ind.
60	Garage Sale		A2.1		B1.1				C1.1	<input type="checkbox"/>								Ind.
62	Personal Information	A1.1				B2.1	B3.1									E1		Emp. Ind.
64	Birthday Ad	A1.1	A2.1			B2.1	B3.1											Ind.

## Example #2

The following table identifies the skills for the Level 3 Online Demonstration, entitled *Application for Pro Painters Ltd.* This table illustrates the evolution of skills from **Literacy and Basic Skills (LBS)** to the **Essential Skills** and then to the current **Ontario Adult Literacy Curriculum Framework (OALCF)**.

<b>LBS Skills</b>	<b>Essential Skills</b>	<b>OALCF Competencies</b>
Read with Understanding for Various Purposes, Level 3 Write Clearly to Express Ideas, Level 3 Use Data Management Techniques: Level 1,3 & 4 Use the Internet Level 2 & 3	Document Use Level 3 Writing Critical Thinking Finding Information	Write continuous text B2.2 Complete and create documents B3.2 Use digital technology D1

Level 3	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology			Manage Learning	Engage with Others	Goal Paths
	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	E	F	
Grocery Sale Flyer		A2.2				B3.1		C1.1		<input type="checkbox"/>		D1					Ind. S.S.
Using Fractions		A2.1				B3.1				C3.1		D1					Ind.
Buying a Car	A1.1	A2.2				B3.1		C1.1				D1		<input type="checkbox"/>			Ind. S.S.
Common Units of Measurement		A2.1				B3.1			<input type="checkbox"/>	C3.2		D1		<input type="checkbox"/>			Ind.
How Does New Technology Make YOU Feel?	A1.3				B2.2				<input type="checkbox"/>			D1					S.S. P.S.
Application for Pro Painters Summer Job					B2.2	B3.2			<input type="checkbox"/>			D1		<input type="checkbox"/>			Emp.

### Example #3

The following table identifies the skills for the Workplace Essential Skills Assessment task 6661 Light Duty Cleaner Document Use entitled *New Leaf Cleaning Brochure*. This table illustrates the evolution of skills from the **Essential Skills** and then to the current **Ontario Adult Literacy Curriculum Framework (OALCF)**. This tool did not include any articulation to **LBS**.

<b>LBS Skills</b>	<b>Essential Skills</b>	<b>OALCF Competencies</b>
Not applicable	Document Use Level 1 and 2 Numeracy Finding Information	Read continuous text A1.1 Interpret documents A2.1 Write continuous text B2.2 Complete and create documents B3.1 and B3.2 Manage money C1.1

		Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology			Manage Learning	Engage with Others	Goal Paths
NOC	Demonstration Name	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	E	F	
6471 - Visiting Homemakers	Note to Caregiver (RT)	A1.2				B2.3	B3.1 B3.2											Emp. S.S. P.S.
	Account of Monies Received (DU)		A2.2				B3.2		C1.1									Emp. S.S. P.S.
6661 - Light Duty Cleaner	Mrs Clean's Employee Manual (RT)	A1.1				B2.1 B2.3	B3.1											Emp.
	Mrs Clean's Ten Great Rules (RT2)	A1.2	A2.1			B2.1 B2.2	B3.1											Emp.
	New Leaf Cleaning Brochure (DU)	A1.1	A2.2			B2.2	B3.1 B3.2		C1.1									Emp.
	Cleaning Calculations (N)	A1.2	A2.1				B3.1				C3.2							Emp.

## **Additional Information**

In order to increase the flexibility of the CABS manual the writers provided optional ways of administering the demonstrations. For example, some demonstrations include reading instructions to the student or allowing the student to read the instructions on their own. In other places, students could answer the questions in writing or orally. In the case where this activity is conducted orally, then the competency of **B1, Interact with Others** would likely apply. When using this type of demonstration, please review how you administered it to accurately reflect the skills demonstrated.