

Video Clip 2 - Tutor Resource

Administering the Progress Assessment

The purpose of Administering the Progress Assessment

The results of this assessment show the learners' progress in reading, writing and/or numeracy since the initial assessment. A gain report can be generated after the completion of Progress Assessments. The results can contribute to the exit plans of students who are moving on to further training, education and/or employment.

Teaching Points

- Recap profile charts so learners are aware of their current skill sets
- Remind learners how to get onto the Assessment Tool
- Remind learners how to use the Assessment Tool
- Discuss the benefits the reports will be to inform their ongoing learning journey

Resources

- Learner Login codes
- Profiles charts

Reasons for the Progress Assessment

- Tracks progress in reading, writing and numeracy since the initial assessment
- Helps to show gains in literacy and numeracy for the learner

Important to tell learners before Progress Assessment

- Take it seriously
- Give it your best shot
- Has no bearing on course results

Outline the benefits of the Progress Assessment

- Provides a fuller picture of learners' strengths
- Can be a useful passport to the next learning destination
- Can be a part of the 'Exit Plan' the institution provides for learners
- Employers, ITOs could be interested in the 'Progress Reports'

Follow Up Information

The following are helpful video clip links from professionals in the sector who are involved in their organisations implementation and administration of the Assessment Tool.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Bronny-Flint>

Bronny discusses helpful tips for tutors toward administering the Assessment Tool with learners. Bronny also talks about the ways in which this information helps the learners with their personal learning goals and how it informs tutors about the guidance the Assessment Tool reports offer.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Lee-Agnew>

Lee discusses how an Industry Training Organisation ITO administers and uses information from the Assessment Tool reports to inform their employer relationships.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Sue-Brookes>

Sue explains the positive effects the Assessment Tool has had upon learners and tutors within the Community Colleges NZ. In particular Sue notes that the Assessment Tool gives permission to learners and tutors to talk about literacy and numeracy issues and concerns. It also guides tutors about decision making toward the focus of their teaching and learning preparation.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Tony-Smith>

Tony talks about how the Assessment Tool results assist the scaffolding process of teaching and learning. He also mentions the benefits of the use of the Assessment Tool and the direct influence to literacy and numeracy gain that tutors can have on their learners.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Willfred-Greyling>

Willfred explains the importance of the Assessment Tool information when informing skills development and the links to aligning reports with 'deliberate acts of teaching'. He also talks about how learners can define their own learning targets after using the Assessment Tool and receiving their initial report.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Annette-Aubrey>

Annette discusses the positive benefits the Assessment Tool has had upon the embedding of literacy and numeracy process within the Institute of Technology ITP and how it has reignited tutors passion to teach.