

A stylized illustration of a tree with a light beige trunk and branches. Two large, vibrant red leaves are prominently displayed in the foreground, one larger than the other. The background features a dark brown, rounded rectangular shape that serves as a backdrop for the title text.

# An Aboriginal Essential Skills Journey

Planting the Seeds for Growth

PARTICIPANT WORKBOOK

Canada 



**Douglas College**

Copyright 2017  
Douglas College  
All rights reserved

These workshop materials have been produced anticipating the needs of educators, workplace trainers and facilitators who may want to photocopy documents that are useful in their own contexts. This material may be reproduced or used for individual educational purposes only provided that each page used is reproduced in its entirety without modification, with all legal notices maintained. No part of this material may be reproduced or used for any commercial purpose or sold by any person.

**Canada**

This project was made possible with funding support from the Government of Canada's Office of Literacy and Essential Skills.


## Acknowledgements

Douglas College gratefully acknowledges the contributions of the following people and organizations to the development of these materials:

### Advisory Committee:

Francesca de Bastiani, Aboriginal Partnerships Unit, Service Canada (ESGT Member)  
Norma Claggett Aboriginal Labour Force Alliance (ESGT Member)  
Wendy Gallic, North Island Nuu-chah-nulth Tribal Council Aboriginal Mgmt. Society (ESGT Member)  
Marlin Ratch, Metis Nation BC (ESGT Member)  
Marlene Rice, Coast Salish Employment & Training Society (ESGT Member)  
Sherry Simms, North Vancouver Island Aboriginal Training Society  
Brandon Stiles, First Nations Employment Society (ESGT Member)  
Cori Thunderchild, ACCESS (ESGT Member)  
Colleen Yamamoto, Yellow Cedar Learning Centre (ESGT Member)

### Consulting and Support:

AHRDA Essential Skills Guiding Team (ESGT)   
Julie Flett: Julie Flett Illustration & Design  
Melissa Gardner: MGG Consulting  
Stacey Huget: Huget Consulting  
Mercedes Morin: Office of Literacy and Essential Skills, HRSDC  
Stephanie Morin: Office of Literacy and Essential Skills, HRSDC  
Sandra Ryan: SERVAN Consulting  
Pat Salt: PLS Consulting

### Host Pilot Sites:

Aboriginal Labour Force Alliance, Norma Claggett, Cindy Hannah  
Central Interior Partners in AHRDA, Martha Matthew  
Ententes et Partenariats, Direction des programmes du marché du travail et de développement social,  
Service Canada, Région du Québec, Stéphanie Valentin  
Nuu-chah-nulth Tribal Council, Victoria Watts  
Prince George Nechako Aboriginal Training Association, Samantha Moise  
Stó:lō Nation Human Resources Department, Gloria Hobbs, Colleen Yamamoto

### Project Team:

Francesca de Bastiani, Project Support/French Pilot Facilitator, Aboriginal Partnerships Unit,  
Service Canada (ESGT Member)  
Janice Rempel, Project Assistant, Douglas College  
Pam Tetarenko, Team Lead, Douglas College  
Cori Thunderchild, Pilot Facilitator, ACCESS (ESGT Member)

**Documents Re-Printed with Permission:**

SkillPlan - BC Construction Industry Skills Improvement Council -MeasureUp Activity Sets  
Coast Salish Employment & Training Society - 9 Essential Skills (English and Hul'Q'umi'num)



**Douglas College**

Douglas College,  
The Training Group  
A1410-1250 Pinetree Way  
Coquitlam, BC V3B 7X3  
e-mail: [essentialskills@douglascollege.ca](mailto:essentialskills@douglascollege.ca)  
<http://www.douglas.bc.ca/training-community-education/essentialskills>

# ACTIVITIES AND INFORMATION PAGES

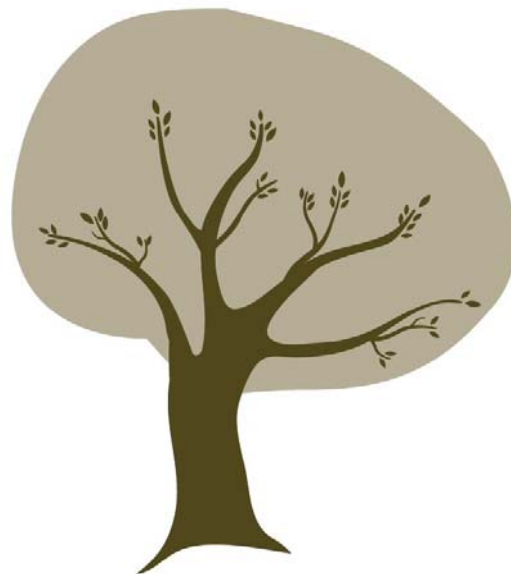


<b>Opening the Workshop</b> .....	<b>01</b>
Workshop Content .....	03
Workshop Introduction and Outcomes .....	05
Anticipation Guide .....	06
Essential Skills Check List .....	07
Aboriginal Perspectives.....	09
<b>The What's and Why's of Essential Skills</b> .....	<b>15</b>
What Are Essential Skills? .....	17
Essential, Technical and Workplace-Specific Skills .....	20
9 Essential Skills (English and Hul'q'umi'num) .....	21
<b>Essential Skills Stories</b> .....	<b>23</b>
The Essential Skills Story.....	25
Canada Responds.....	27
Spirit Lake: Knowing Myself .....	29
Learning Styles Inventory.....	30
ES Path Finder: Understanding Learning Styles.....	32
A Gathering at Spirit Lake Debriefing.....	33
Essential Skills Scenarios.....	34
Scenario 1: Single Mom's Shopping Trip .....	34
Scenario 2: Trades Helper .....	35
Scenario 3: Band Office Administrative Assistant .....	36
Scenario 4: Band Counsellor.....	37
Scenario 5: Elder With Trap Lines .....	38
Scenario 6: Casino Worker .....	39
Scenario 7: Environmental Review Panel .....	40
Scenario 8: Auto Parts Dealership.....	41
Leave a Leaf .....	43
<b>Essential Skills Resources</b> .....	<b>45</b>
A Skilled Aboriginal Workforce .....	47
Community-Based Essential Skills Responses .....	48
Essential Skills Profile Structure .....	50
Hunting Through an Essential Skills Profile.....	51
Trappers and Hunters profile .....	53

<b>Assessing Essential Skills</b> .....	<b>67</b>
A Word About Essential Skills Assessment .....	69
Essential Skills and Literacy Assessment Tools .....	71
Essential Skills Assessment - How Do Your Skills Measure Up? .....	81
Measure Up Activity Answer Keys .....	87
Creating an Aboriginal Essential Skills Model .....	97

### **Abbreviations and Acronyms Used**

ES	Essential Skills
HRSDC	Human Resources and Skills Development Canada
IALS	International Adult Literacy Survey
IALSS	International Adult Literacy and Skills Survey
OECD	Organization for Economic Cooperation and Development
TOWES	Test of Workplace Essential Skills
UNESCO	United Nations Educational Scientific and Cultural Organization





# Opening the Workshop

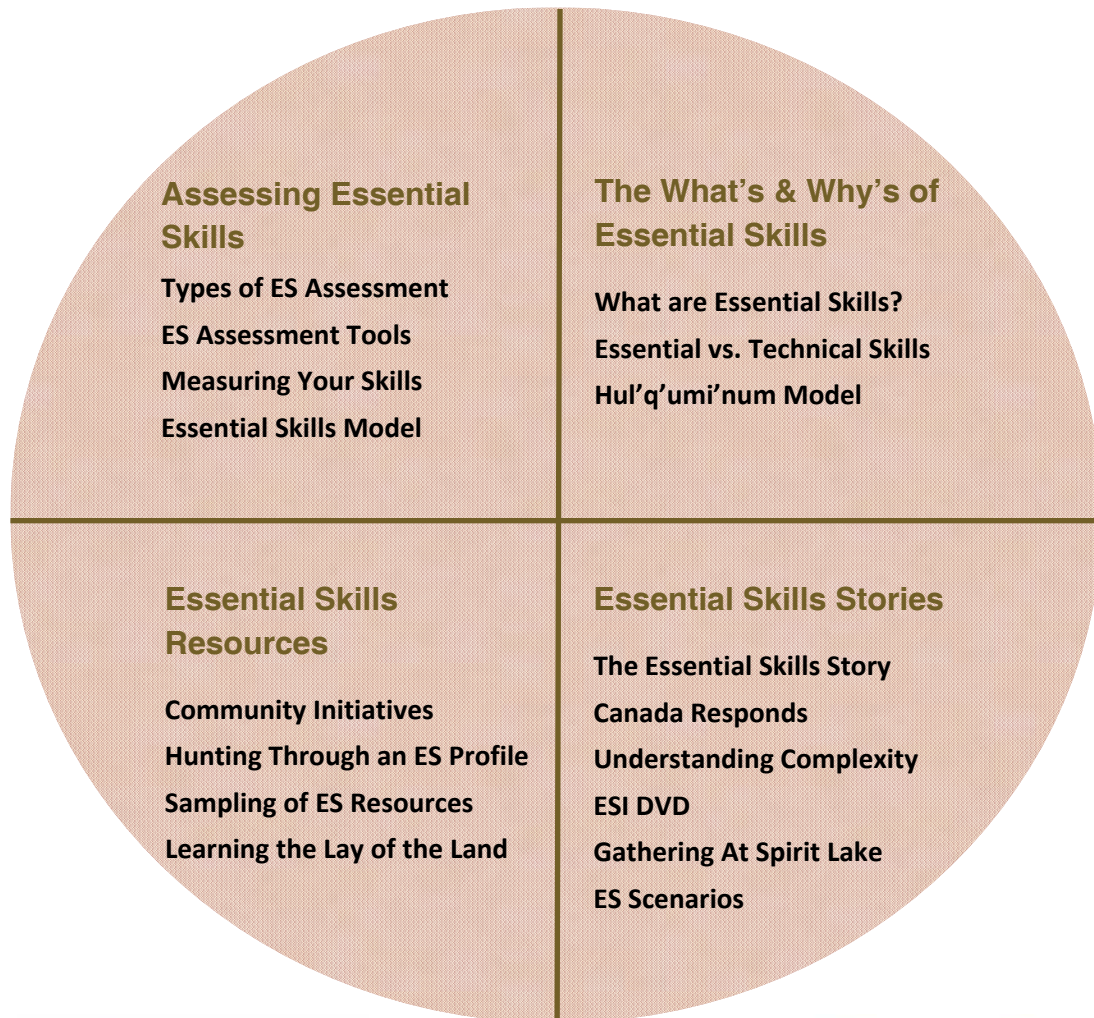




# WORKSHOP CONTENT

## Opening the Workshop

Welcome ● Opening Prayer ● Facilitator and Participant Introductions ● Group Norms ● Group Sort ● Workbook Overview ● Workshop Content ● Workshop Outcomes ● Certification Requirements ● Participant Expectations ● Anticipation Guide ● Essential Skills Check List ● Essential Skills - Aboriginal Perspectives ● Essential Skills Aboriginal Perspectives Wheel



## Closing the Workshop

Anticipation Guide Re-visited ● Outcomes Review ● ES Check List Completion ● Participant Expectations Review ● Workshop Evaluation (Optional) ● ES Common Language Review ● Certificates (Optional) ● Closing Prayer





## Workshop Introduction and Outcomes

---

### About this Workshop Package

*An Aboriginal Essential Skills Journey...Planting the Seeds for Growth* has been designed and developed to present Essential Skills information and knowledge that can be integrated into the work of educators, trainers, counsellors, policy makers, and those persons in a position to influence and enhance the skills of community members.

Specifically, the workshop is intended to provide Aboriginal participants with:

- a detailed overview of Essential Skills
- a brief history of Essential Skills
- a basic understanding of Essential Skills assessment
- an awareness of available Essential Skills tools and resources
- some ideas for practical applications of Essential Skills in training
- an opportunity to practice Essential Skills in a hands-on way

### Why an Aboriginal-Specific Essential Skills Workshop?

It has been recognized that most Essential Skills familiarization packages use a "western" or "Euro-centric" approach. *An Aboriginal Essential Skills Journey...Planting the Seeds for Growth* is an attempt to make Essential Skills more relevant to Aboriginal Peoples by incorporating an Aboriginal world view (Aboriginal themes, learning styles, contexts and experiences). Hopefully, this workshop will be a way to make Essential Skills more accessible and meaningful to Aboriginal communities, and encourage Aboriginal organizations to create their own ways to "grow these skills".

### Workshop Outcomes

It is hoped that participants will leave the workshop with:

1. Increased awareness and knowledge of Essential Skills.
2. Increased awareness of Essential Skills Complexity Levels.
3. Increased ability to use the common language of Essential Skills.
4. Familiarity with a range of Essential Skills tools and resources and knowledge of where to find more.
5. Awareness of Essential Skills assessment tools and approaches.
6. Awareness of current Essential Skills programs and best practices in Aboriginal communities.
7. Specific ideas for next steps applications.

## ANTICIPATION GUIDE


*Place a T beside all TRUE statements and an F beside all FALSE statements.*

- \_\_\_ 1. According to the Government of Canada, there are 8 Essential Skills.
- \_\_\_ 2. People who can read are able to use documents properly.
- \_\_\_ 3. The Essential Skills IALS rating scale has 5 levels.
- \_\_\_ 4. Creativity is not considered one of the "official" Essential Skills.
- \_\_\_ 5. Essential Skills often work together.
- \_\_\_ 6. An Essential Skills profile shows what school grades are needed for certain jobs.
- \_\_\_ 7. Measure-Up is a website that sells tape measures.
- \_\_\_ 8. Essential Skills assessment can be formal or informal.
- \_\_\_ 9. Aboriginal groups in Canada are developing their own Essential Skills projects.
- \_\_\_ 10. The Essential Skills field has its own vocabulary.

### NOTES:



**AN ABORIGINAL ESSENTIAL SKILLS JOURNEY ...  
PLANTING THE SEEDS OF GROWTH: Essential Skills Check List**

<p style="text-align: center;"><b>ACTIVITY</b></p> 	READING TEXT	DOCUMENT USE	WRITING	NUMERACY	ORAL COMMUNICATION	WORKING WITH OTHERS	THINKING SKILLS	COMPUTER USE	CONTINUOUS LEARNING
<p>What are Essential Skills?</p>									
<p>Knowing Myself</p>									
<p>Bringing Supplies</p>									
<p>Buying Food</p>									
<p>Inviting Friends</p>									
<p>Scheduling Events</p>									
<p>Planning the Gathering</p>									
<p>Studying Nature</p>									
<p>Getting to Spirit Lake</p>									
<p>Spirit Lake Activity Debriefing</p>									
<p>Essential Skills Scenario</p>									
<p>Community-Based Essential Skills Responses</p>									
<p>Hunting through an Essential Skills Profile</p>									
<p>Learning the Lay of the Land</p>									
<p>ES Assessment - How Do Your Skills Measure Up?</p>									
<p>Creating an Essential Skills Model</p>									
<p>Essential Skills Common Language Review</p>									







## Essential Skills - Aboriginal Perspectives

---

### Why “An Aboriginal Essential Skills Journey” as a theme?

This workshop theme is based on the idea that it is only by “walking the Essential Skills circle” that one can develop the skills necessary for living, learning and working. Essential Skills, when approached in this integrated and holistic way, become a powerful means of enhancing spiritual, emotional, physical and mental well-being.

### Why “Planting the Seeds for Growth” as a Theme?

This workshop theme refers to the earth and the Aboriginal belief in the importance of connecting all knowledge and learning to the natural world. The plant motif is a reminder that it is only with nurturing, respect, patience and care that Essential Skills can grow and develop.

### Making An Aboriginal Perspectives Wheel

The following activity is intended to give you the opportunity to view the 9 Essential Skills from Aboriginal perspectives.

#### Directions:

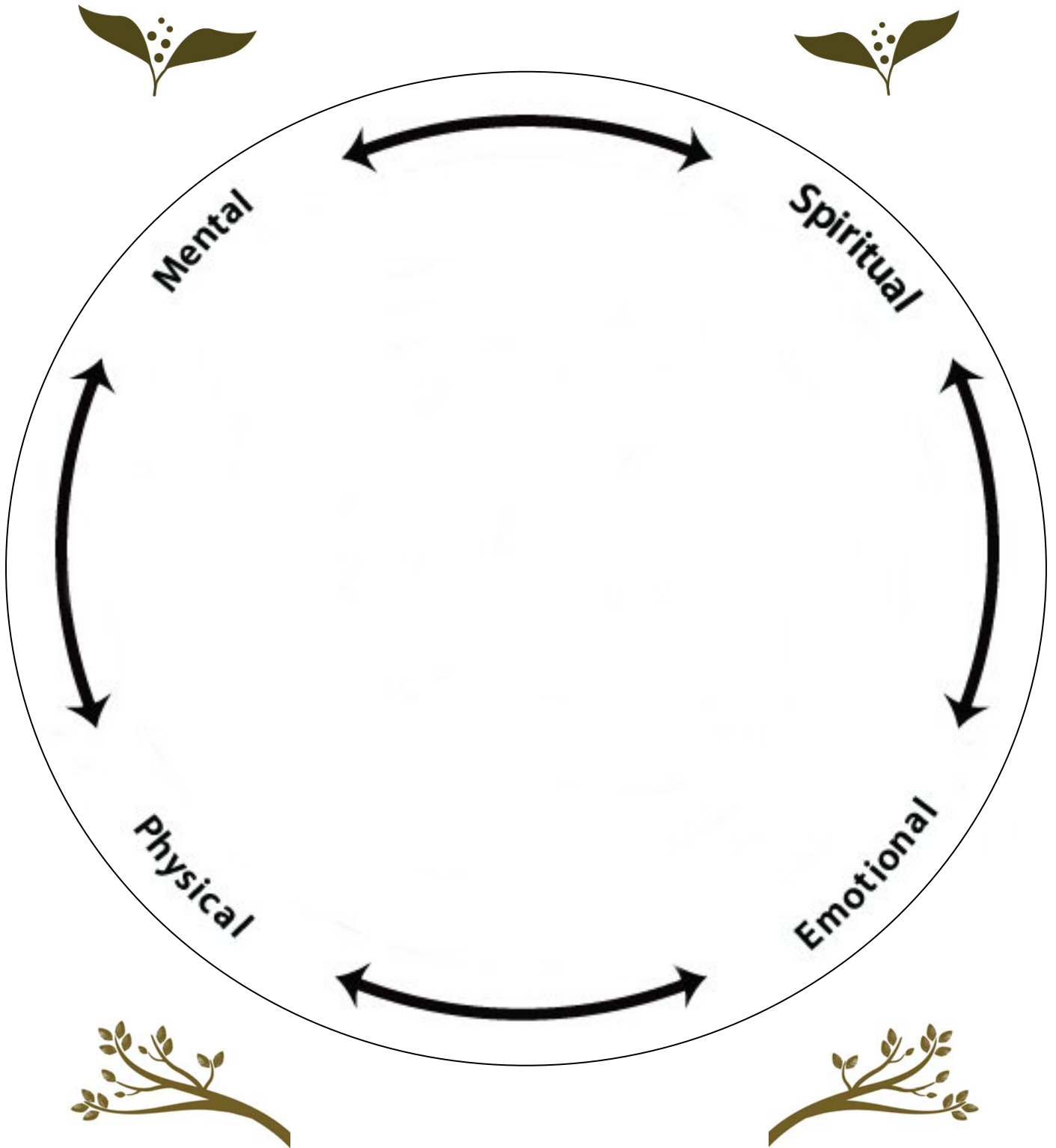
1. There are three wheels on the next few pages. Cut out the smallest wheel. It has the nine *Essential Skills* written on it.
2. Cut out the next largest wheel. It has the words *Aboriginal Perspectives* written four times on it.
3. Position the *Aboriginal Perspectives* wheel on the largest wheel. The largest wheel has *Mental, Spiritual, Emotional and Physical* written on it.
4. Position the *Essential Skills* wheel on top of the *Aboriginal Perspectives* wheel.
5. Attach the three wheels together by using a brad clip. This is done by inserting the brad clip in the center of the Essential Skills wheel and pushing it through the three paper layers.
6. Optional: If you wish, you may cut out the large wheel so that your spinning wheel is no longer attached to the page.

*We now wish you an exciting and informative experience as you undertake your Essential Skills journey.*

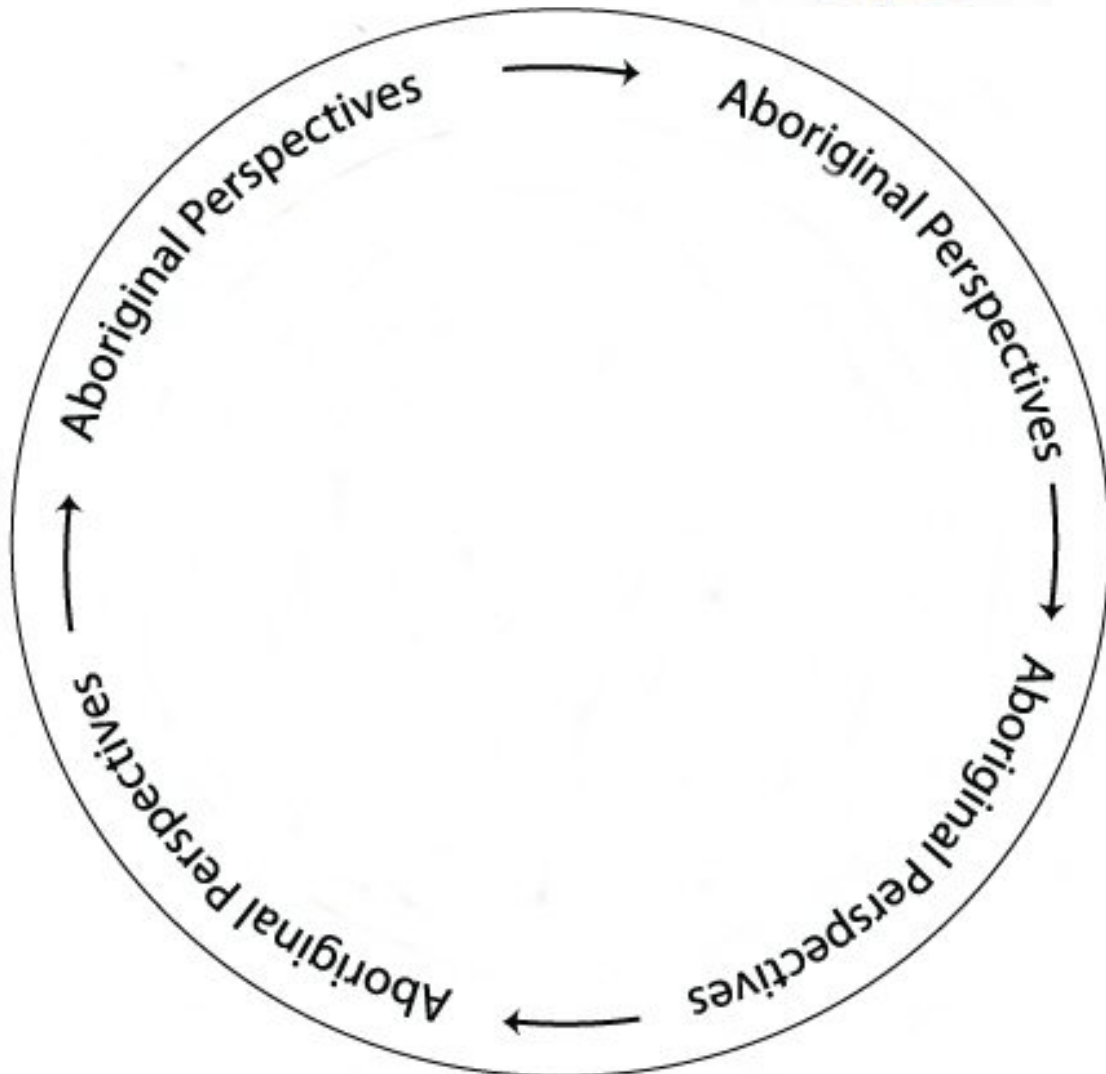




**ESSENTIAL SKILLS  
ABORIGINAL PERSPECTIVES WHEEL**











# Part 1 : The What's and Why's of Essential Skills



## What Are Essential Skills?

*Essential Skills are the skills needed for work, learning and life.  
They provide the foundation for learning all other skills.*

The following are Canada's 9 Essential Skills and their definitions. Each Essential Skill has an icon (small picture) to help you understand the skill. Choose ONE of the skill labels below for each definition. Write the skill label in the correct blank.

**Working with Others**

**Oral Communication**

**Continuous Learning**

**Thinking Skills**

**Document Use**

**Writing**

**Computer Use**

**Numeracy**

**Reading Text**

\_\_\_\_\_:

Understanding visual images such as graphs, lists, tables, drawings, symbols, signs, maps, labels, forms, x-rays.

The visual display or arrangement gives meaning to the content.

Includes reading, entering information into, and creating documents.



\_\_\_\_\_:

Reading sentences or paragraphs.

For example: notes, letters, emails, magazines, manuals, regulations, books, reports, product labels, legal agreements.

Includes words on paper and words on a screen.



\_\_\_\_\_:

Using your brain to:

- solve problems
- make decisions
- think critically
- plan and organize tasks
- remember
- find information



\_\_\_\_\_:

Speaking and listening to share thoughts or information.

For example: greeting, telling stories, giving advice, sharing ideas, facilitating, coordinating tasks, explaining, discussing.

Can be face-to-face, by cell phone or telephone, by computer (Skype)





\_\_\_\_\_:

Interacting with family, friends, community members, students and co-workers to accomplish tasks together.

\_\_\_\_\_:

Using technology.

For example: computers, cell phones, GPS, digital cameras, Ipods and MP3s, gaming devices, computerized cash registers, Blackberries, iPhones.

Includes using the Internet and email.



\_\_\_\_\_:

Using numbers and being able to think in terms of "amounts".

For example:

- money math
- scheduling or budgeting/ accounting math
- measurement / calculation math
- data analysis math
- estimation

May require solving problems by using numbers.



\_\_\_\_\_:

Gaining skills and knowledge throughout life.

Includes:

- learning how to learn
- understanding your learning style
- knowing how to find resources and learning opportunities



\_\_\_\_\_:

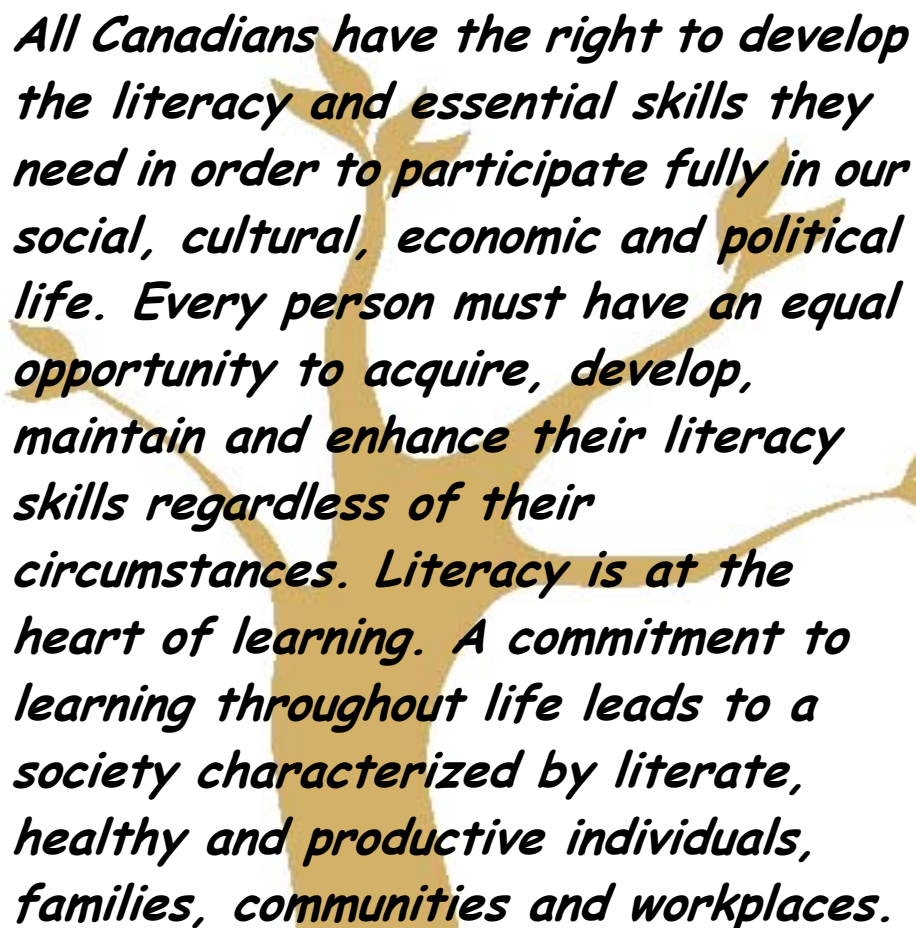
Writing words to share ideas.

For example: writing notes, emails, letters, reports, orders, logbook entries, text messages.

Includes "pen and paper" writing and keyboarding.







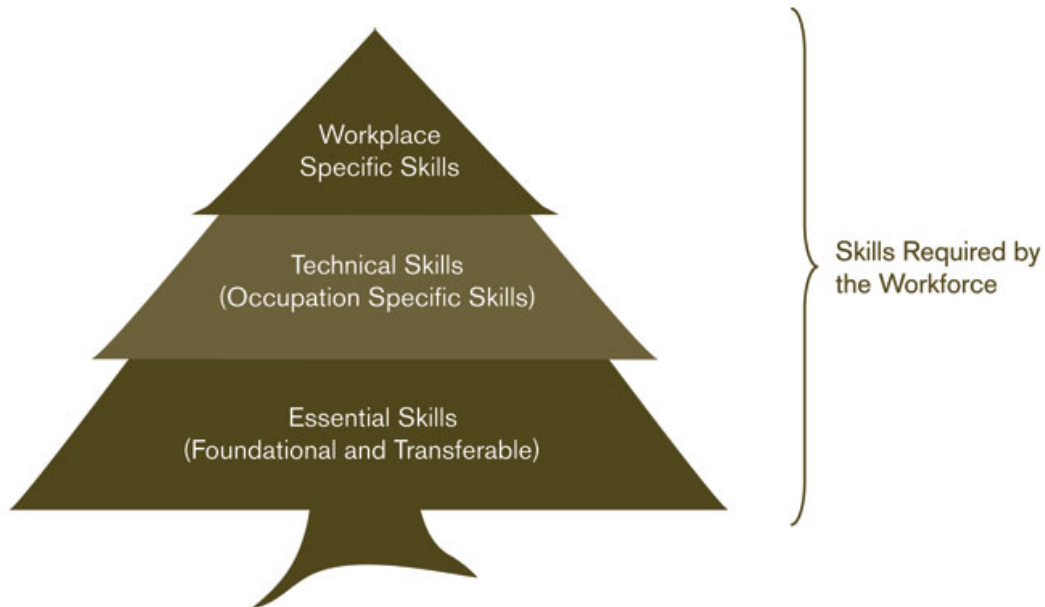
*All Canadians have the right to develop the literacy and essential skills they need in order to participate fully in our social, cultural, economic and political life. Every person must have an equal opportunity to acquire, develop, maintain and enhance their literacy skills regardless of their circumstances. Literacy is at the heart of learning. A commitment to learning throughout life leads to a society characterized by literate, healthy and productive individuals, families, communities and workplaces.*

*Advisory Committee on Literacy and Essential Skills*



## Essential, Technical and Workplace-Specific Skills

---



To understand the 3 different kinds of skills required at the worksite, think about fishing.

Some of the *Essential Skills* required:

using a map to find the river, reading a brochure about your new fishing rod, estimating the amount of time available before the sun sets, asking others how the catches have been

Some of the *technical skills* required:

assembling a fishing rod, tying lures and weights onto the line, casting, knowing how much play to give a hooked fish, landing a fish

Some of the *"worksite"-specific skills* required:

finding where the fish like to hide in this specific stretch of river, selecting the right bait for the kinds of fish in the river, accommodating the special currents in this particular river



**Coast Salish**  
Employment & Training Society

## 9 ESSENTIAL SKILLS (ENGLISH AND HUL'Q'UMI'NUM)

<b>Oral Communication</b>	<b>Qwal Ihe'</b>	<i>Speak</i>
<b>Writing</b>	<b>Xulut'</b>	<i>to write</i>
<b>Document Use</b>	<b>Sxul'um</b>	<i>what is written/drawn</i>
<b>Computer Use</b>	<b>Hakwush tu' kamp-yootu</b>	
<b>Numeracy</b>	<b>Kw'shem</b>	<i>count</i>
<b>Thinking Skills</b>	<b>Shqwa'luwan</b>	<i>thoughts/feelings</i>
<b>Working With Others</b>	<b>Nustsa'mawt/ Shqwa'luwan</b>	
<b>Continuous Learning</b>	<b>Tat-tulut:</b>	<i>learning</i>
<b>Reading Text</b>	-----	







## Part 2: Essential Skills Stories





## The Essential Skills Story

### INTERNATIONAL ADULT LITERACY SURVEY (IALS) 1994-1998

- First multi-country / multi language assessment of adult literacy.
- 20 countries reported results (some in more than one language).
- Sponsored by the National Literacy Secretariat and HRSDC.
- Managed by Statistics Canada in collaboration with the OECD, Eurostat, and UNESCO.
- Measured prose literacy, document literacy, numeracy
- Used a scale of 0-500 to measure task difficulty.
- No Territories participated.

#### KEY IALS AND IALSS FINDINGS:

A skills deficit results in:

##### **For the individual...**

- ▶ greater frequency & lengthier periods of unemployment
- ▶ lower earnings / wages
- ▶ limited access to education and community participation
- ▶ greater probability of health and safety issues
- ▶ difficulty adapting to new situations
- ▶ limited life choices

##### **For the Workplace...**

- ▶ decreased productivity
- ▶ greater probability of accidents
- ▶ increased error rates
- ▶ lowered capacity to recruit and retain workers
- ▶ lowered ability to respond to change
- ▶ difficulty competing

##### **For Society...**

- ▶ lowered Gross Domestic Product
- ▶ decreased ability to compete in a Global Economy
- ▶ higher poverty rates

*-ideas courtesy of T. Scott Murray, 2005*

### INTERNATIONAL ADULT LITERACY & SKILLS SURVEY (IALSS) 2003

- Follow-up to IALS
- 14 countries have participated but so far only 7 have been written up
- Developed and Managed by Statistics Canada and Education Testing Services in collaboration with the National Center for Education Statistics , OECD, Regional Office for Latin America, and UNESCO
- Measured:
  - Prose Literacy
  - Document Literacy
  - Numeracy (revised from IALS)
  - Problem solving
  - Familiarization with information technologies
- Used the IALS 500 point scale
- All provinces and Territories participated.

#### ACCORDING TO IALS AND IALSS:

- 42% of working age Canadians had literacy skills below the minimum level (Level 3) required to deal with life and work in today's society.
- The lower the literacy demands at home and at work, the faster literacy skills are lost.
- The higher the literacy rates of parents, the higher the literacy rates of their children.

## IALS 500 POINT RATING SCALE (READING TEXT / PROSE)

### Level 1 (0-225)

- Limited reading skills.
- May not be able to read and understand correct dosages on a medicine bottle.
- Know they have literacy challenges.

### Level 2 (226-275)

- Can deal with simple text, clearly laid out.
- Find new materials frustrating.
- May not recognize they have literacy challenges.

### Level 3 (276-325)

- Minimum level needed to cope with life in the 21st century.
- Have sufficient skills to cope with most everyday literacy demands.
- Able to learn new skills and adapt to new situations.

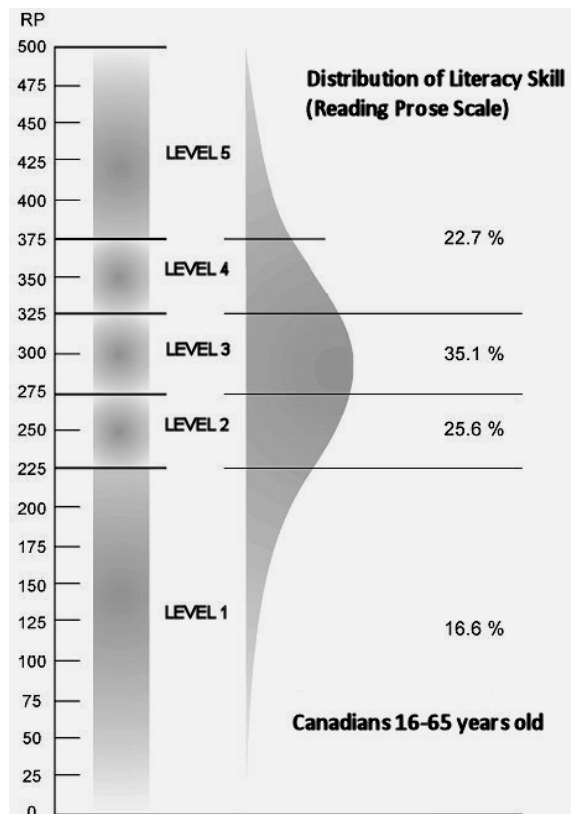
### Level 4 (326-375)

- Have higher literacy skills.
- Can integrate information from several sources and solve more complex problems.

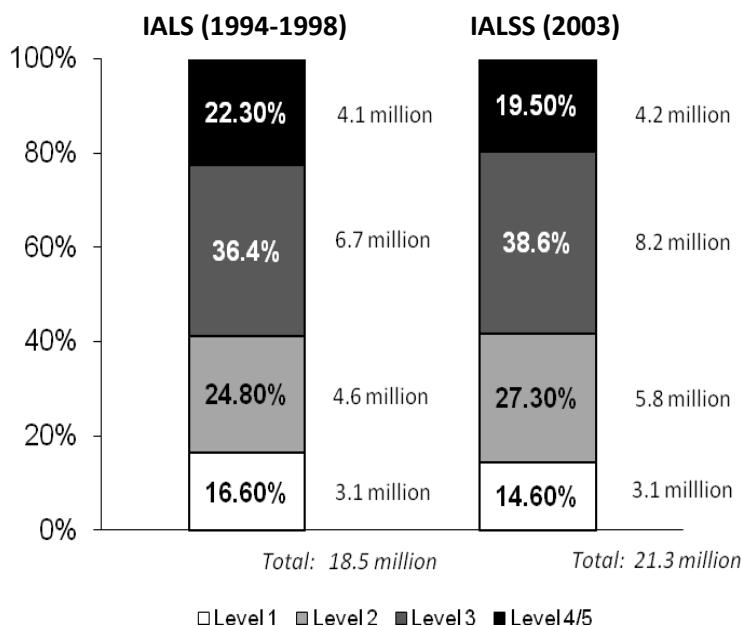
### Level 5 (376-500)

- Have higher literacy skills.
- Can integrate information from several sources, generate ideas and solve complex problems.

## IALS LEVELS LINE GRAPH



The above line graph shows what percentage of Canadians are at each Level in terms of their reading text skills. 16.6% are at Level 1, 25.6% are at Level 2, 35.1% are at Level 3, 22.7% are at Level 4/5. (Levels 4 and 5 are combined on the graph.) The graph shows that 42.2% of Canadians are below Level 3, the minimum level required to cope with today's world.



## COMPARING CANADIAN IALS AND IALSS RESULTS

The number of persons (16-65) with low literacy rose from 8 million in 1994 to 9 million in 2003 though the percentage (42%) did not change.

Differences at each level between IALS and IALSS are not statistically significant.





## Canada Responds

---

Essential Skills  
Research Project  
(1994)



Essential Skills and  
Workplace Literacy  
Initiative (2003)



Ministerial Advisory  
Committee on Literacy  
and ES (2005)



Office of Literacy  
and ES (OLES)  
(2007)

### *Essential Skills Research Project (1994-2003)*

- Identified and validated 9 Essential Skills.
- Created ES occupational profiles for over 200 occupations requiring a secondary school diploma or less and on-the-job training.
- Collected and provided access to Authentic Workplace Materials.

### *Essential Skills and Workplace Literacy Initiative (2003-present)*

- Builds on existing research.
- Enhances the Essential Skills of Canadians entering or already in the workplace.
- Increases awareness and understanding of Essential Skills.
- Supports development of Essential Skills tools and applications.
- Works with other Government of Canada programs to address Essential Skills.

### *Appointment of Ministerial Advisory Committee on Literacy and Essential Skills (2005)*

- Offered advice to the Minister of State on a national literacy / Essential Skills strategy.
- Determined that "All Canadians have the right to develop the literacy and Essential Skills they need in order to participate fully in our social, cultural, economic and political life."

### *Establishment of the Office of Literacy and Essential Skills (OLES) (2007)*

- Influences policy development.
- Funds literacy and Essential Skills initiatives across the country.
- Provides practical tools that support the needs of employers, practitioners and learners in integrating literacy/ Essential Skills into programs.
- Building a national Essential Skills knowledge base (models, applied research, best practices).
- Strengthening partnerships and networks.



# SPIRIT LAKE: KNOWING MYSELF

## The Story

When you go to Spirit Lake, there will be many things to do. These activities will appeal to different kinds of learners (those who learn best by listening, those who learn best by seeing, and those who learn best by doing). What kind of learner are you?

## What to do

- Read each question in the first column on the inventory sheet.
- Answer by circling one item from the same row which is most like you.
- Read the Path Finder: *Understanding Learning Styles*
- Find your learning style and choose the Spirit Lake activity which suits you best.

## What you need

- Essential Skills Path Finder: *Understanding Learning Styles*
- Handout: *Learning Styles Inventory*
- A pen or pencil and eraser

## LEARNING STYLES INVENTORY

**Part A:** Finish each statement by circling the one item from each row that best describes you.

Statement	Seeing	Hearing	Doing
1- When learning something new, I like to...	read the instructions	listen to an explanation	try it out and learn by doing
2- When I have free time I like to...	watch TV or read	talk to friends	do activities or make things
3- When I teach someone else, I...	write instructions	explain in words	demonstrate first then let my "learner" try it out
4- When I learn a new skill, I like to...	watch what the instructor is doing	talk it through with the instructor	actually do it and work it out as I go along
5- I remember things best when I...	have notes or printed details	repeat things out loud or in my head	do, make or practice something
6- When I spell, I...	try to see the word in my head	sound out the word	write the word down
7- I am most easily distracted by...	clutter or movement	sounds and noises	action around me
8- When I go shopping, I like to...	look around before I decide	talk to the salesperson or a friend before I decide	try things on, touch things or test them before I decide
9- When I listen to music, I...	sing along with the words	listen to the words and the beat	dance or move to the music
10- When I am concentrating, I...	focus on the words or pictures	talk about the problem in my head	move around a lot and fidget
11- When I am worried, I...	imagine the worst thing that can happen	talk about my problem	always move around or pace
12- The first thing I notice about people is how they...	look	talk	move
13- Easiest for me to remember are...	faces	names	things I've done
14- When I present to others, I...	write a report	give a speech	make a model
15- I like the instructor to use...	charts and diagrams	group work and discussion	hands-on activities

## Part B

When you have completed the inventory in part A, count the total number of circled items you have for each column (Seeing, Hearing, Doing). Record these numbers in the table below.

Learning Style	Total Number of Circles From Part A
Seeing	
Hearing	
Doing	

The learning style with the largest number of circled items is the way you likely learn best.

Write your learning style here: \_\_\_\_\_

Read the Path Finder: *Understanding Learning Styles* to find out more about how you learn best.

Does the information about your learning style match what you know about yourself?

Yes  No

Is there something else you would say about how you learn best?

\_\_\_\_\_  
\_\_\_\_\_

## ES Path Finder: Understanding Learning Styles

Knowing your learning style will help you to choose activities, type of instruction, and ways of doing that suit how you learn best.

There are many models for this, but the three main learning styles are:

### Learning by Seeing (Visual Learners)

These learners like:

- Pictures rather than words
- Being shown an example
- Using tables, charts, graphs and photographs
- Writing down what is needed to learn
- Drawing or doodling while listening

### Learning by Hearing (Auditory Learners)

These learners like:

- Oral instructions and talking circles
- Listening to stories and CDs
- Giving oral reports
- Participating in discussions
- Talking through problems and solutions

### Learning by Doing (Kinesthetic Learners)

These learners like:

- Hands-on activities
- Moving while learning
- Using materials
- Acting out stories and events
- Writing on the computer instead of by hand

The above learning styles relate to A.J. More's work in Aboriginal learning (UBC):

Aboriginal Learning Style	Learns Best By:	Relates to:
<b>Global</b>	understands best when overall concept presented first; needs a meaningful context; benefits from whole language (vs. phonics) teaching_	Learning by Hearing/Seeing
<b>Imaginal</b>	learns best from images (symbols, diagrams, metaphor); has difficulty explaining images, but can make them and use them for learning	Learning by Seeing
<b>Concrete</b>	learns best with support from materials that can be seen, touched, heard; needs examples and hands-on approach	Learning by Doing
<b>Watch-Then-Do</b>	reflective; needs time to think through answer or solution	Learning by Seeing/Doing

## A GATHERING AT SPIRIT LAKE DEBRIEFING

### Directions:

1. In the space below, write the name of the activity your group has been asked to analyse.
2. As a small group, decide which Essential Skills were required for your group to complete the activity. Check off (✓) these skills in the checkboxes provided below.
3. As a small group, decide which 3 Essential Skills were most important in completing the activity. Circle these skills.
4. Check off (✓) the 3 skills you chose on the wall chart your facilitator has made for data collection.
5. As a large group, analyse the wall chart results. Discuss how the information can be used by Aboriginal groups and communities.

Spirit Lake Activity Name: \_\_\_\_\_

### Essential Skills Required:

- Reading Text
- Document Use
- Writing
- Numeracy
- Oral Communication
- Thinking Skills\*
- Working With Others
- Computer Use
- Continuous Learning



*\*Thinking can be problem solving, decision making, analysing, memorizing, planning, or finding information.*

Essential Skills Scenario #1 (Single Mom's Shopping Trip):

Cynthia is a young single mother who lives on a remote Métis community. Today she plans to go into town to shop for groceries. First, she asks her auntie who lives next door if she can babysit. Next, she calls the shuttle bus to see what the schedule is. She finds out that it leaves at 1:00 pm and returns home at 4:00 pm. This will give her enough time to shop. Before she catches the bus, she makes a list of items that she needs and estimates how much her order will cost. She then reads her list again to make sure she has not forgotten anything. Once in the city, she goes to the bank machine where she withdraws enough money for shopping. After using the machine, Cynthia buys her groceries being careful to stay within her budget.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.



	Essential Skills Boxes	Totals
Reading Text	<input type="text"/>	<input type="text"/>
Document Use	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Numeracy	<input type="text"/>	<input type="text"/>
Oral Communication	<input type="text"/>	<input type="text"/>
Thinking Skills	<input type="text"/>	<input type="text"/>
Working With Others	<input type="text"/>	<input type="text"/>
Computer Use	<input type="text"/>	<input type="text"/>
Continuous Learning	<input type="text"/>	<input type="text"/>



Essential Skills Scenario #2 (Trades Helper):

Joe is a trades helper. He assists the apprentices, builders and the site supervisor to renovate the community skating rink. When he arrives at work, he reports to the site supervisor who hands him a time card and a list of his duties for the day. Today, he must check in with the apprentices to see which tools and materials they are going to need. He then collects the tools and materials from the supply shed, and signs them out to the apprentices. Joe is expected to work with all of the crew throughout the day to make sure that they have everything they need to complete their tasks. He is also learning how to rebuild the rink and receives training from the builders. At the end of the day, Joe signs in the tools and calculates how many supplies were used. When he finishes, he adds up his hours and fills in his time card.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.



	Essential Skills Boxes	Totals
Reading Text	<input type="text"/>	<input type="text"/>
Document Use	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Numeracy	<input type="text"/>	<input type="text"/>
Oral Communication	<input type="text"/>	<input type="text"/>
Thinking Skills	<input type="text"/>	<input type="text"/>
Working With Others	<input type="text"/>	<input type="text"/>
Computer Use	<input type="text"/>	<input type="text"/>
Continuous Learning	<input type="text"/>	<input type="text"/>

Essential Skills Scenario #3 (Band Office Administrative Assistant):

Stacy is the administrative assistant for the Band Office. In the morning, she checks the Outlook program on her computer to see what events are scheduled for the day. After this, Stacy signs out files to 2 of the Band Councillors. She then re-schedules a talking circle the Chief was to have with community elders. Stacy must make this change because the Chief has been called to Ottawa for an emergency meeting with INAC. She researches flight times and costs for the trip, and makes the booking on-line. Next, Stacy spends an hour entering Band Council expenses into a spreadsheet. She also answers many telephone calls and decides if calls should be forwarded or messages taken. Stacy spends the afternoon reading the minutes from the Annual Assembly and making a "to do" list.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.



	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

Essential Skills Scenario #4 (Band Counsellor):

Linda is a Band Counsellor. Today she must decide if the proposed 10 kilometre Otter Fun Run should receive Band funding. She meets with the Recreation Coordinator to get more details. She then checks the annual budget to see if there is money available. Linda calculates how much the event will cost and compares the amount to similar activities from last year. To get more information, Linda reads through the notes the Recreation Coordinator has given her. She then decides to support the run. Now it is time to look at the quarterly report which will be sent out in a few days. Linda focuses on the amount of money being spent on road upgrading since she sits on the Capital Projects Committee. Linda thinks one of the numbers may be wrong. She writes an email to the Director asking her to check the numbers in the report. After, Linda visits the E-Learning Centre to hear about youth education success.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.



	Essential Skills Boxes	Totals
Reading Text	<input type="text"/>	<input type="text"/>
Document Use	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Numeracy	<input type="text"/>	<input type="text"/>
Oral Communication	<input type="text"/>	<input type="text"/>
Thinking Skills	<input type="text"/>	<input type="text"/>
Working With Others	<input type="text"/>	<input type="text"/>
Computer Use	<input type="text"/>	<input type="text"/>
Continuous Learning	<input type="text"/>	<input type="text"/>

Essential Skills Scenario #5 (Elder With Trap Lines):

Jim is an elder who runs trap lines. Today Jim has found one of his trap lines destroyed. He blames the company doing an industry project on First Nation traditional lands. Jim uses his satellite phone to contact the Band Council and explain what has happened. The Band Council reviews the Agreement they have with the industry company. They find the section that deals with *Harvester's Compensation*. They then check a map to confirm the trap line is on the company's leased land. The Band sends a letter via email to the site manager of the company. The letter explains where the trap line is located using GPS coordinates. The company calls to schedule a meeting to deal with the issue. Jim calculates the amount of money required to compensate him for his trap line and his lost income.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.



	Essential Skills Boxes	Totals
Reading Text	<input type="text"/>	<input type="text"/>
Document Use	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Numeracy	<input type="text"/>	<input type="text"/>
Oral Communication	<input type="text"/>	<input type="text"/>
Thinking Skills	<input type="text"/>	<input type="text"/>
Working With Others	<input type="text"/>	<input type="text"/>
Computer Use	<input type="text"/>	<input type="text"/>
Continuous Learning	<input type="text"/>	<input type="text"/>

Essential Skills Scenario #6 (Casino Worker):

Larry works in the Three Feathers Casino. When he gets to work, he reads the sign-in sheet to see where he is needed. Today he is in the pit. This means he counts out chips for the chip runners. He also calculates the total value of chips cashed in so he can provide the right amount of money. He constantly talks to customers and chip runners but he is not allowed to talk to dealers while they are working. When a customer argues with him about a payout, he decides to explain the process. The customer threatens to damage the casino and stomps out. Larry fills out a customer incident form to explain what has happened. Because it is a slow night, Larry is asked by his supervisor to help out at the tables. He records the money coming in at a table by using a device that works like a calculator. At the end of his shift, he fills in a closure sheet to see if his cash balances.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.



	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

Essential Skills Scenario #7 (Environmental Review Panel):

Amanda is a member of an Inuit community which is making a decision about a resource project on their lands. She is trying to decide if she will support the project or not. First, she goes on the Internet to research environmental issues. Then she reads information about the project given to the community by the company. Next, Amanda talks to elders to get their opinions. She also reads information about the economic benefits to her people and attends information nights to help her understand the legal issues. However, she still has questions for the environmental review panel. She reads the rules for the hearings, fills out a participation form and submits it. When the panel is in town, she attends and asks her questions. She listens carefully to the answers. Now she knows what her position will be.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.



	Essential Skills Boxes	Totals
Reading Text	<input type="text"/>	<input type="text"/>
Document Use	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Numeracy	<input type="text"/>	<input type="text"/>
Oral Communication	<input type="text"/>	<input type="text"/>
Thinking Skills	<input type="text"/>	<input type="text"/>
Working With Others	<input type="text"/>	<input type="text"/>
Computer Use	<input type="text"/>	<input type="text"/>
Continuous Learning	<input type="text"/>	<input type="text"/>

Essential Skills Scenario #8 (Auto Parts Dealership):

Nelson and Rebecca work at an auto parts dealership. When they arrive in the morning, they must first disengage the security alarm using a number code. After making the coffee, they review the outstanding orders that need to be filled. To do this, they refer to an "outstanding orders to be filled log book" and collect parts from the warehouse, using a numbered parts storage system. During the day, Nelson is responsible for telephone enquiries while Rebecca is responsible for walk-in customers. They must both use a variety of catalogues to look up parts for different car makes, models and years. Once a part is found in the catalogue, they research part availability using a computerized data base inventory system. Nelson and Rebecca are expected to deal with customers in a friendly and professional way, and to attend training once per year.

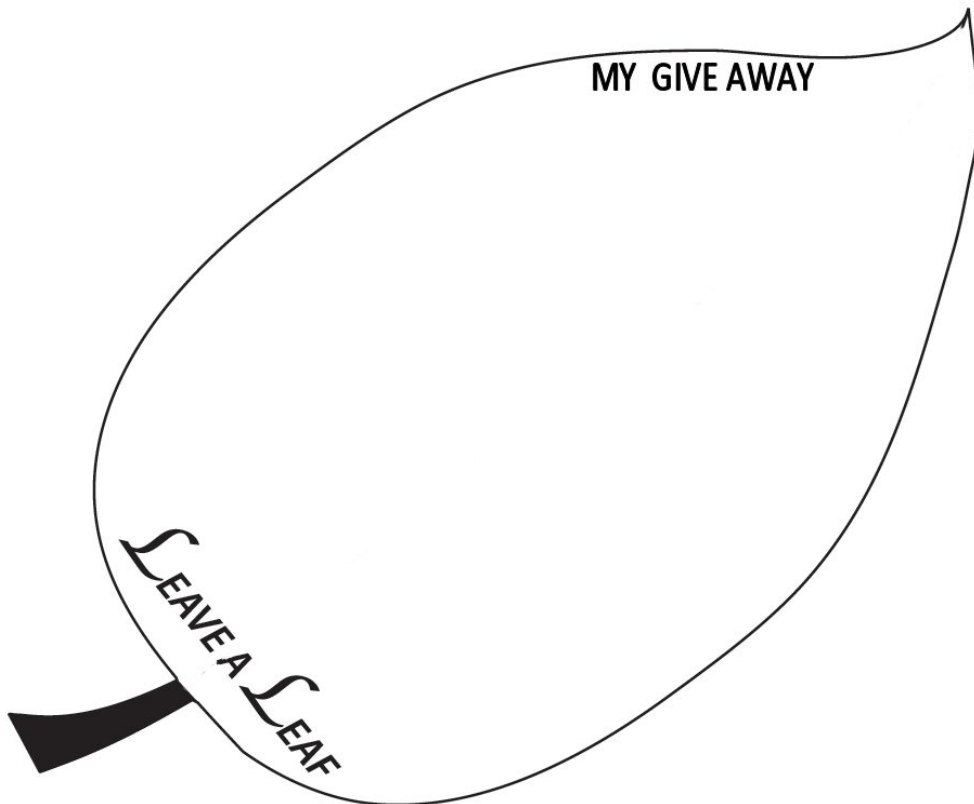
1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.



	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		







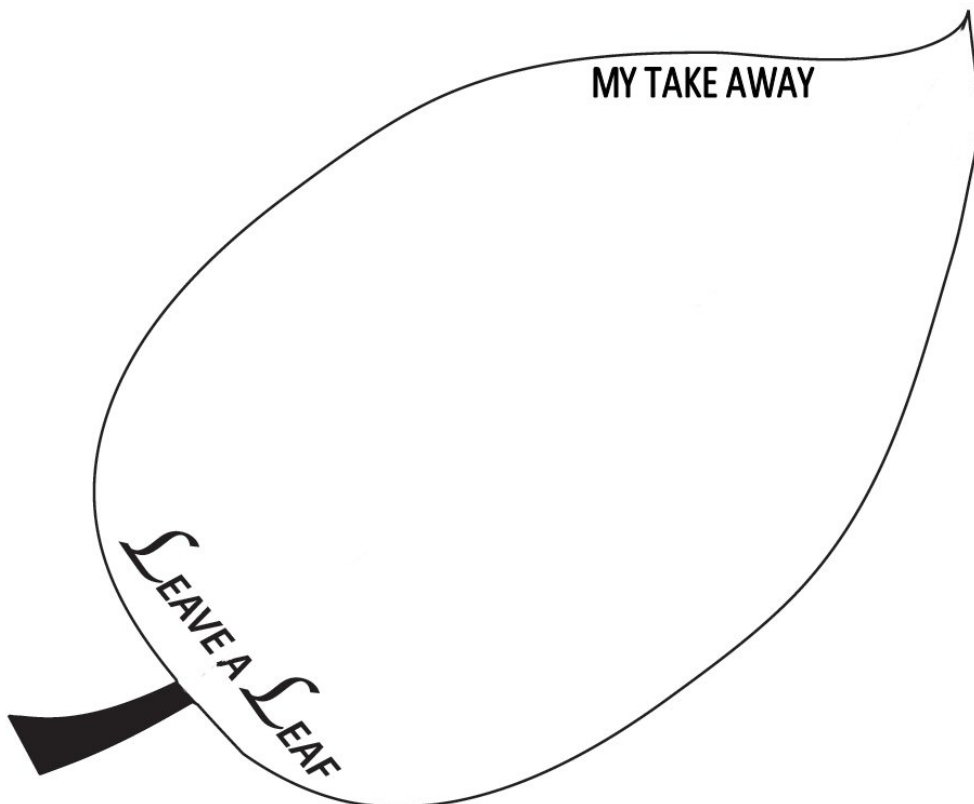
Directions



1. In the *My Give Away* leaf, answer this question:

What is one thing you learned today that you will share with someone else?

2. Cut out your leaf.
3. Attach it to the tree your facilitator has prepared.



Directions



1. In the *My Take Away* leaf, answer this question:

What is one message or idea you learned today that will help you?

2. Cut out your leaf.
3. Attach it to the tree your facilitator has prepared.





## Part 3: Essential Skills Resources



## A Skilled Aboriginal Workforce - An Important Canadian Resource!

In 25 years, Canada's population of seniors aged 65 and older could be more than double the number of children under 15. Beginning in 2011, baby boomers (one-third of the Canadian population) will be retiring at ever increasing rates AND accessing expensive social and medical services. Since the birth rate among non-Aboriginals is low, there is the potential for significant shortages of SKILLED workers in the Canadian workplace. This means that Canada's future prosperity could depend on how successful Canada is at facilitating Aboriginal employment and wealth creation.

Consider the following:

- The median age among the Inuit is 22 years old, First Nations 25 and Métis 30 - compared to a median age for the non-Aboriginal community of 40 years of age.
- One-third of the Aboriginal population is 14 or younger compared to 19% in the non-Aboriginal population.
- Between 1996 and 2006, the First Nations population increased 29%, the Métis 91% and the Inuit 26%.
- Aboriginal Peoples are the nation's youngest and fastest growing human resource. Canada's Aboriginal population has increased 45% over a decade, nearly six times faster than the 8% growth rate for the non-Aboriginal population over the same period.
- Over the next 10 years, the Aboriginal working-age population is expected to grow 3-5 times as fast as its non-Aboriginal counterpart.
- 8 in every 10 Aboriginals (just over 944,000 people) live in Ontario and the four western provinces.
- Nearly 30,000 businesses in Canada are owned by Aboriginal persons and half are in urban areas.
- Nearly 50% of Aboriginal Peoples live in urban areas.
- Aboriginal Peoples have land claims that affect at least 20% of the Canadian land mass - a figure that is expected to rise in the next 15 years.
- The unemployment rate among Aboriginal Peoples aged 25 to 54 is more than two times higher than the rate for non-Aboriginal Peoples the same age.

*We can accept the status quo and do nothing, or we can seize the unprecedented opportunity for both Aboriginal youth and corporate Canada....it is now an economic imperative - businesses, unions and governments need to consider all sources of skilled workers and ensure the retention and development of human resources.*

*BC Chamber of Commerce Skills Shortage Initiative "Closing the Gap", April 2002, pg. 10*

*Aboriginal success in Canada's labour market is, or should be, of great interest to all Canadians. Our interest stems not only from the value we place on equitable treatment of all our residents, but it is also rooted in self-interest. Canada cannot have a high quality of life if there is a significant minority forming an impoverished underclass. Aboriginal entrants into the labour market will be absolutely vital in filling labour demand requirements.*

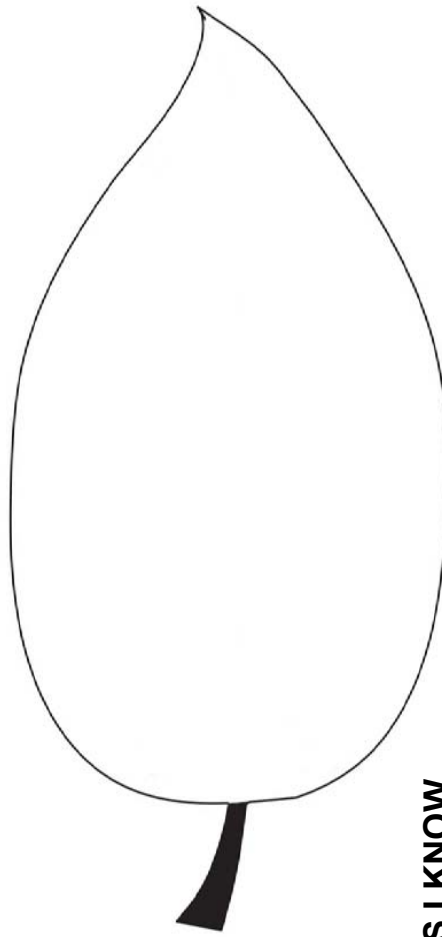
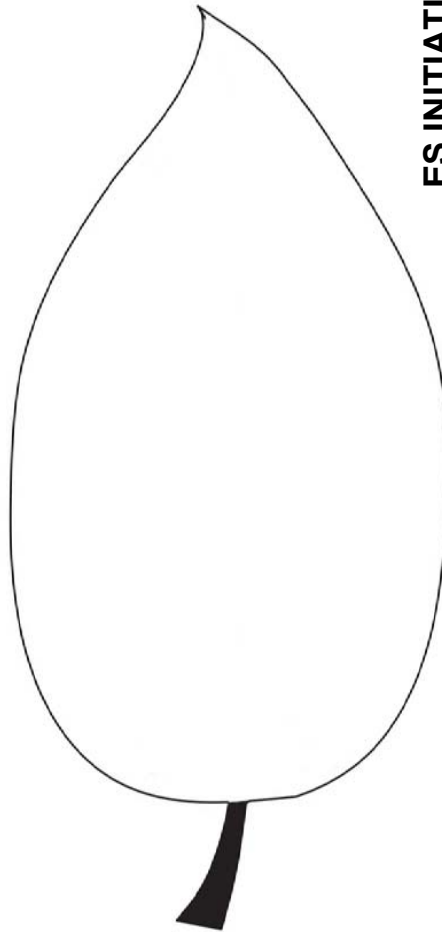
*Calvin Helin, Dances With Dependency, pg. 56*

If the gaps between Aboriginal and non-Aboriginal Canadians were closed in terms of education and employment, the country's gross domestic product would increase by \$160 billion by 2017. (*The Potential Contribution of Aboriginal Canadians to Labour Force, Employment, Productivity and Output Growth in Canada, 2001-2017, Centre for the Study of Living Standards, Nov. 2007*)

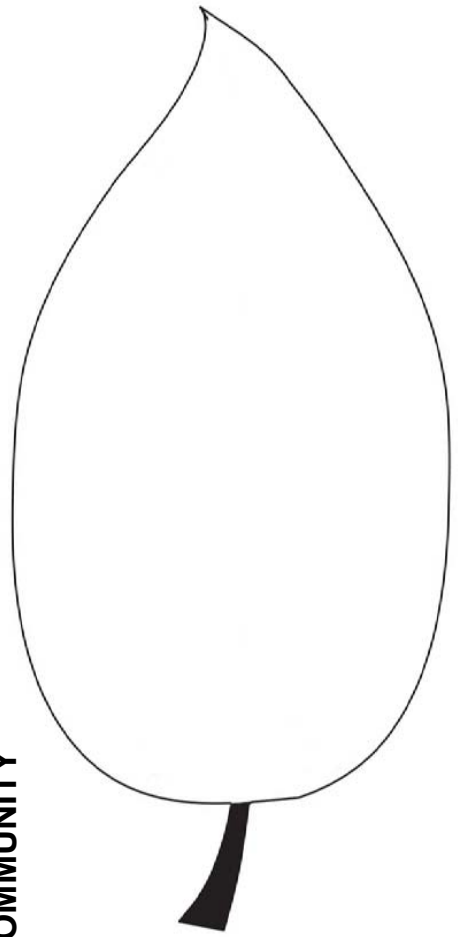
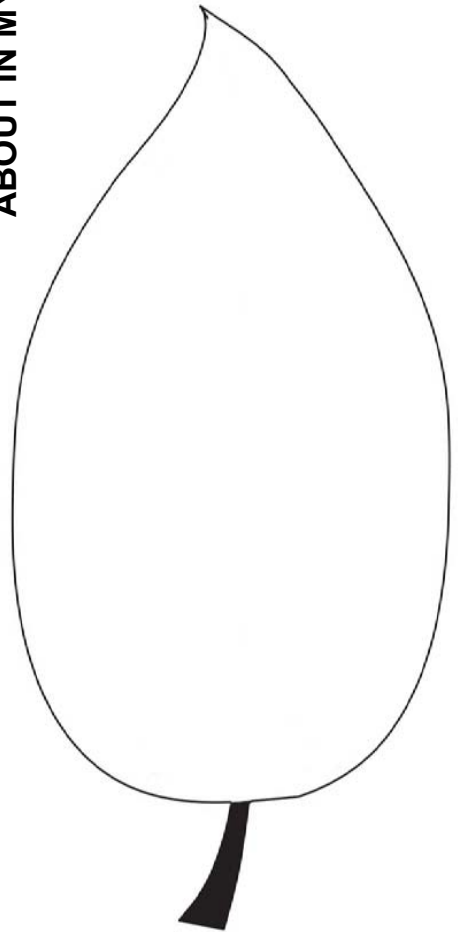
## Community-Based Essential Skills Responses

### Directions:

What Aboriginal literacy and Essential Skills initiatives (projects, policies, programs, strategies, etc.) do you know about in your community? These can be formal or informal, funded or volunteer. Write a short description of each in the leaves below.



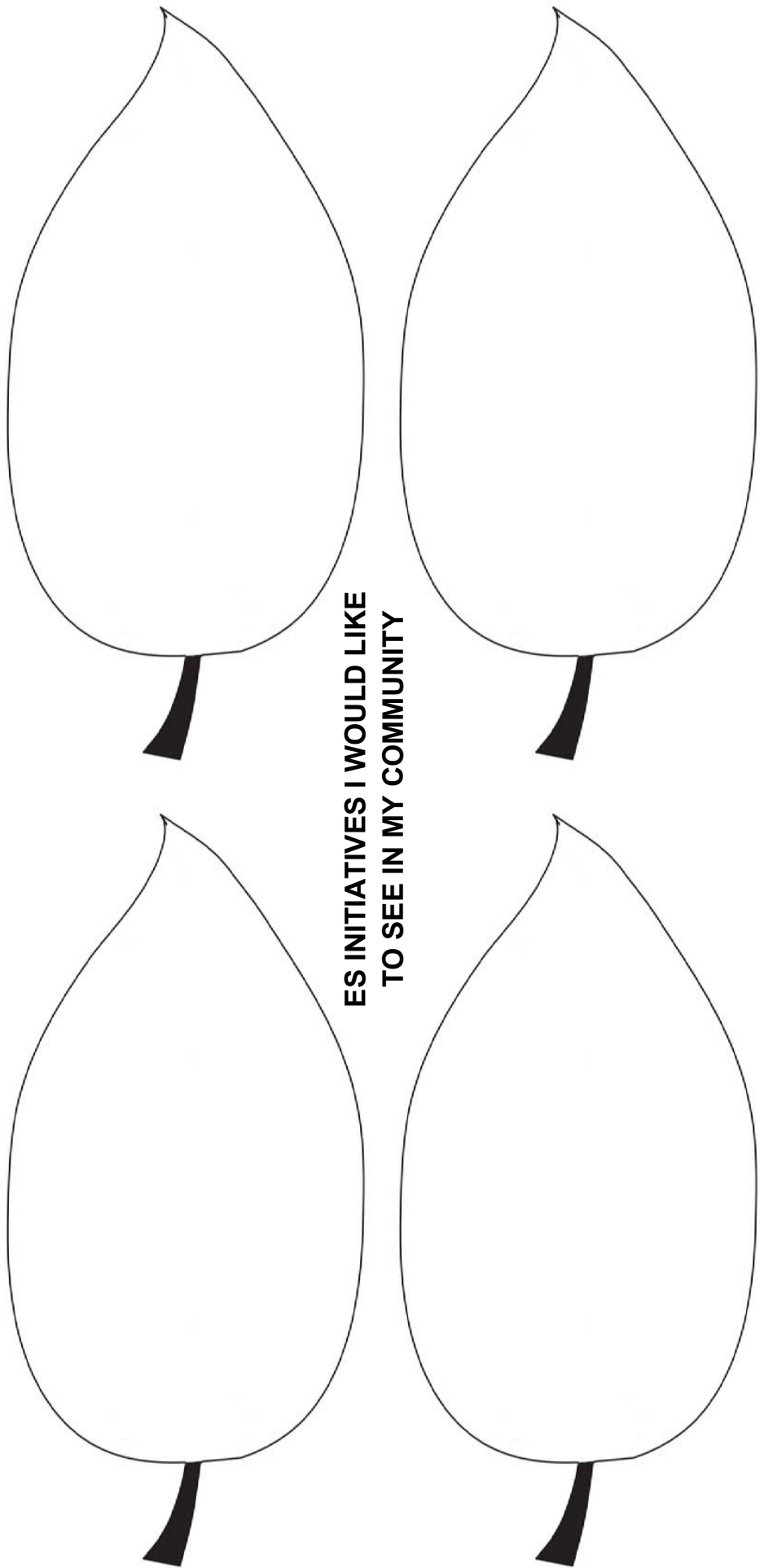
**ES INITIATIVES I KNOW  
ABOUT IN MY COMMUNITY**



## Community-Based Essential Skills Responses

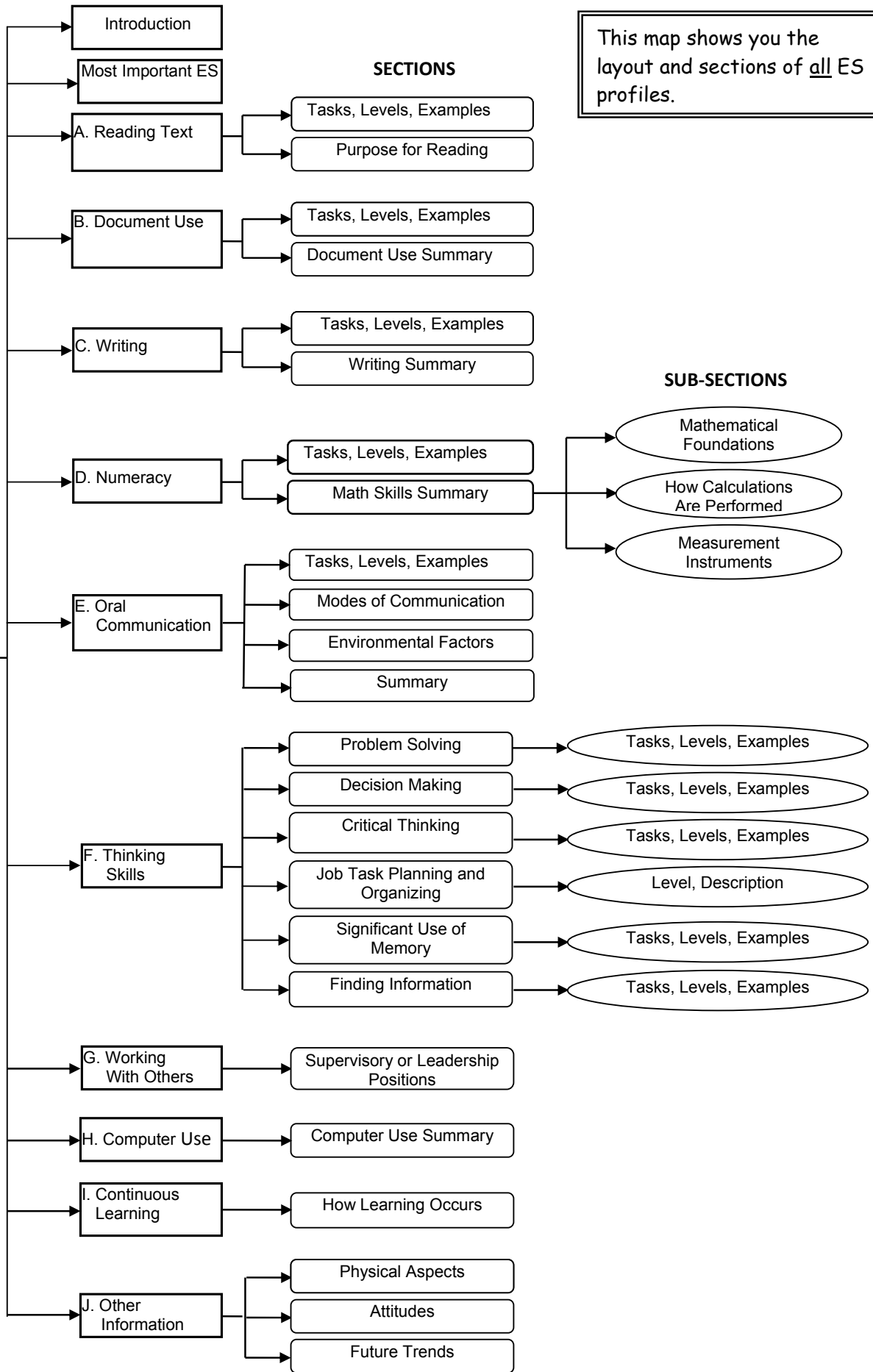
### Directions:

What Aboriginal literacy and Essential Skills initiatives (projects, policies, programs, strategies, etc.) would you like to see in your community? These can be formal or informal, funded or volunteer. Write a short description of each in the leaves below.



ES INITIATIVES I WOULD LIKE  
TO SEE IN MY COMMUNITY

# ESSENTIAL SKILLS PROFILE STRUCTURE





# Hunting Through an Essential Skills Profile

Directions: Locate the following information using the Trappers and Hunters profile.

1. What do Trappers/Hunters do?

---

2. Within the Trapper Hunter profile, which task has the highest level of complexity?  
What is the title of the sub section and what is the skill heading?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. List the sub sections under Thinking and identify what the highest level of complexity within each sub section?

- \_\_\_\_\_ Level \_\_\_\_\_
- \_\_\_\_\_ Level \_\_\_\_\_
- \_\_\_\_\_ Level \_\_\_\_\_
- \_\_\_\_\_ Level \_\_\_\_\_
- \_\_\_\_\_ Level \_\_\_\_\_
- \_\_\_\_\_ Level \_\_\_\_\_

4. What would the impact be on the Trapper Hunter if they only had a level (2) skill ability in Oral Communication?

- \_\_\_\_\_

5. How is the information that is given for Working with Others and Continuous Learning different from the 7 other Essential Skills?

- \_\_\_\_\_

6. In the Numeracy section, name the level 2 tasks and the title of the sub section (ss).

- Task: \_\_\_\_\_ ss: \_\_\_\_\_
- Task: \_\_\_\_\_ ss: \_\_\_\_\_
- Task: \_\_\_\_\_ ss: \_\_\_\_\_
- Task: \_\_\_\_\_ ss: \_\_\_\_\_

7. Give one example of a problem that Trappers/Hunters might need to solve.

- \_\_\_\_\_

---

## Hunting Through an Essential Skills Profile

8. Continuous Learning is an ongoing part of the Trapper/Hunter job. List 2 ways this learning may occur.

- \_\_\_\_\_
- \_\_\_\_\_

9. What are some ways you and your community can use the Essential Skills profiles?

Who?	How?
Example: Literacy Instructor	<ul style="list-style-type: none"><li>• Find real workplace tasks to use with learners</li><li>• Help learners set goals</li></ul>

# Hunting Through an Essential Skills Profile

## Trappers and Hunters

NOC 8442

Trappers and hunters trap and hunt wild animals for pelts or live sale. They are usually self-employed and may work on a seasonal basis.

### Reading

- Read advertisements of bounties being offered by the province for particular species of animals. (1)
- May read letters from provincial government staff about trapping issues. (2)
- Read reports from organizations concerned with hunting and trapping, such as the Fur Institute. (2)
- May read bear management forms which list the conditions to be observed when bear hunting. (2)
- Read government trapping regulations at the beginning of every trapping season. The regulations deal with how to set traps and outline the seasons allowed for trapping different kinds of animals. (3)
- Read licence renewal forms. Some major provisions of the laws applying to trappers are printed on the back of the form and are reviewed when applying for the licence. (3)

### Document Use

- Read lists, such as price lists and lists of species and hunting quotas for various areas. (1)
- Read labels on cans of dried food to be taken into the woods. (1)
- Read forms, such as dealer pelt purchase forms. (2)
- Read tables, such as lure use tables, which show lists of species and give rating codes for different types of traps. (2)
- Read line graphs showing the variation of fur quality in different months of the year. (2)
- Use maps to describe the boundaries of traplines and to indicate where traps have been set. (2)
- Read assembly drawings of traps. (2)
- Complete application forms, such as forms for trapline registration and licensing. (2)
- Recognize angles when taking compass bearings, reading angles from the compass. (3)

### Writing

- Write notes as reminders of where traps have been set and to record supply levels, weather conditions and catches. (1)

# Hunting Through an Essential Skills Profile

- Complete a number of forms to provide the government with statistical information about trapping. (2)
- May write letters, such as letters to timber companies to complain about the removal of animal habitat or letters to politicians about environmental issues. (2)
- Write sales reports for buyers and for their own records, showing species, grades and prices. (3)

## **Numeracy**

### **Money Math**

- Prepare invoices and receive payment for fur sales. (1)
- Calculate earnings by multiplying the number of pelts by the price per pelt and subtracting expenses. (2)
- Use rates to calculate prices for pelts of differing size. (2)

### **Scheduling, Budgeting & Accounting Math**

- Make schedules for trap setting, allocating time periods for setting traps and for travelling to the various locations. (2)
- Do cost/benefit analyses to determine whether the price which will be paid for a particular species is too low to make trapping cost effective. (3)
- Plan a season's trappings. They make adjustments to the plan during the season in response to factors such as species populations, prices and the weather. (4)

### **Measurement and Calculation Math**

- Measure the size of pelts after placing them on a stretcher board. Pricing is determined by the size of the pelts. (1)
- Measure the appropriate heights to set snares so that they will catch the kind of species being sought rather than another species. (1)
- Measure lengths of logs to be cut for a bridge and calculate the number of logs needed. (2)

### **Data Analysis Math**

- Compare the number of tracks and the number of adult females caught to standard numbers to know when to pull the traps to avoid depleting the stock of a species. (1)
- Compare populations of different animal species in various locales from year to year, using their own records and government reports. This information is used to determine the number and location of traps to set in the coming year. (3)

### **Numerical Estimation**

- Estimate how much stretching is required in order to maximize a pelt. (1)
- May estimate the time it will take to cross a swamp so that they will allow enough time to get to the other side before evening falls. (1)

# Hunting Through an Essential Skills Profile

- Estimate the number of traps and the amount of supplies needed for the hunting season, taking into account weather conditions and the probable number of animals in various areas. (3)

## Oral Communication

- Chat with loggers, fishermen or other members of the public met along the trapline to build a positive rapport with other users of forest areas. (1)
- Communicate with suppliers and repair personnel to arrange for purchases or for the repair of equipment. (1)
- Communicate with other trappers, either by telephone or at meetings, to discuss techniques and equipment. (2)
- May interact with inexperienced persons who wish to be trappers to provide advice on setting traps and dealing with buyers. (2)
- Talk to fish and wildlife officers to discuss quotas and to exchange information about animal populations. (2)
- May talk to hardware store sales associates or manufacturers' representatives to make suggestions to improve a trap's effectiveness. (2)
- Interact with fur buyers to discuss the quality of pelts and to negotiate prices. (3)

## Thinking

### Problem Solving

- May find that a bad snowstorm has completely covered traps. They go back to the trapline to relocate the traps. (1)
- May find that a certain trap malfunctions. They use their diagnostic and mechanical skills to identify the problem, such as a defective trigger, and repair it. (2)
- May meet recreational tobogganers, skiers and snowmobilers who are scaring animals away. They may speak to them about areas to stay away from or may relocate traps further away from popular recreational areas. (2)
- May fall through the ice while cutting holes in the ice to set beaver traps. They get to shore as quickly as possible and light a fire to warm themselves if shelter is far away. (3)

### Decision Making

- Decide how far apart to set snares and traps. (1)
- Decide whether weather conditions are suitable for checking the traplines. (1)
- Decide the most appropriate time to set traps for each species. They base the decision on information in books or other publications and past experience. If their decision is wrong, they risk catching fewer animals or using their time inefficiently. (2)

# Hunting Through an Essential Skills Profile

- Decide whether to sell pelts to independent buyers or to auctioneers. The decision is based on the prices for the season and the demand for the pelts. (3)

## Critical Thinking

Critical Thinking information was not collected for this profile.

## Job Task Planning and Organizing

Trappers and hunters make long-range plans for the management of traplines, taking into account the likely size of animal populations and the probable demand for their fur. Since most trappers work alone, they are responsible for setting their own priorities. They plan and organize their time and their provisioning carefully, since failure to plan effectively can result in the rotting of unattended pelts or running out of supplies or fuel while on the trail. Since they traverse large terrains to set snares and traps, they need to be well organized in order to locate all the traps again. (3)

## Significant Use of Memory

- Remember where all the traps, perhaps several hundreds in number, have been set.
- Remember locations where they saw animal tracks in the past.
- Remember aspects of the terrain, such as streams, log roads or other landmarks, in order to find their way in dense woods.

## Finding Information

- Contact government officials to get statistical information on the market for pelts or to get updates on hunting and trapping regulations. (1)
- Communicate with fishers, loggers or other inhabitants of an area to get information on what roads have been washed out. (2)
- Read journals and magazines for information on new equipment for hunters and trappers. (2)

## Digital Technology

This occupation does not use computers.

## Working with Others

Trappers and hunters mostly work alone. Some work with a partner. Because of the danger of travelling in dense woodlands, many hunters and trappers share their work schedule with hunters and trappers in adjoining areas so that assistance is available if they do not reappear at the appointed times.

## Continuous Learning

Trappers and hunters learn continuously through experience. They read professional magazines to keep up with new techniques and equipment. They may attend conventions of their peers to exchange ideas. In some provinces, short courses are required to obtain a trapper's licence.

[Source: [Literacy and Essential Skills - HRSDC](#)]



## Part 4: Assessing Essential Skills







## A Word About Essential Skills Assessment

---

### Types of ES Assessment

There are a number of Essential Skills Assessment tools currently available. In the document called *Essential Skills and Literacy Assessments Tools* (see next page), we've grouped these tools into three types:

- formal assessment
- informal assessment
- self-assessment

This classification system allows you to understand the value and benefits for specific target groups.

### Formal ES Assessments

Formal ES assessments use performance-based assessment tools that have been scientifically validated. What you will see on our matrix is that these tools include the TOWES (Test of Workplace Essential Skills), CLE (Canadian Learning Evaluation). These tools have all been validated using 'Item Response Theory' and align to the IALS 500 point scale. It is important to use formal assessment tools in *high stakes situations*. These may include:

- Screening applicants for work.
- Screening applicants for training.

Formal assessments require *formal testing environments* in which the test takers have proper space, lighting, and quiet. Formal assessment requires assessment administrators to make proper preparations. Formal assessment may also involve tests that must be completed within a specific time frame.

### Informal ES Assessments

Informal ES assessments are also performance-based. They require the learner to complete a task on HRSDC's 1-5 level scale. Informal assessments such as the Measure Up activity sets can be useful in situations where an indication of learner proficiency level is sought. However, informal assessment should not be used in a high stakes situation. This type of assessment is helpful to teachers, trainers, and practitioners in determining at what level individuals are functioning (in order to develop training plans).

Informal assessments do not have the same scientific rigour that has been applied to formal assessments. Given the performance-based nature of the assessment, attention should be paid to providing an appropriate testing environment. Preparation is key.

### Self-Assessment

Self-assessment refers to a number of assessment tools that require learners to introspectively rate their competency level(s). This type of assessment tool provides a great starting point for individuals who are:

- Exploring career options.
- Apprehensive about assessments.
- Wish to learn more about Essential Skills before they participate in performance-based assessments.

Self assessment tools do not require a formal testing environment. Many informal assessment tools can be used for self-assessment (e.g., Measure-Up activities).




### Tips for Using and Choosing Assessment Tools:

- Understand the purpose of the assessment, and use this information to determine what type of assessment tool to choose.
- Ensure your test takers understand the purpose of the assessment.
- Ensure you are familiar with and properly trained to use the assessment tool you choose.
- ALWAYS prepare your test taker for the assessment.
- Remember that ES assessment is simply 'one tool' in your toolbox.
- Keep in mind the purpose of the assessment when interpreting results and reviewing these with the test taker.

# Essential Skills & Literacy Assessment Tools



Compiled by: The Training Group

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools
<p><b>TOWES</b> Test of Workplace Essential Skills</p> <p>Bow Valley College <a href="http://www.towes.com">www.towes.com</a></p> 	<p>Measures:</p> <ul style="list-style-type: none"> <li>• Reading Text</li> <li>• Document Use</li> <li>• Numeracy</li> </ul> <p>Test taker completes items using authentic workplace documents</p> <p>Custom tests available for:</p> <ul style="list-style-type: none"> <li>• Manufacturing</li> <li>• Trucking</li> <li>• Office Administration</li> <li>• Healthcare</li> <li>• Entrance to Apprenticeship</li> <li>• Aerospace</li> </ul> <p>Bilingual</p>	<ul style="list-style-type: none"> <li>• Job Seekers</li> <li>• Employees</li> <li>• Employers</li> <li>• Students</li> <li>• Educators</li> <li>• Career Counsellors</li> <li>• Francophones</li> <li>• Immigrants</li> <li>• Adult Learners</li> <li>• Literacy Practitioners</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil &amp; paper</li> <li>• Uses constructed response</li> <li>• Estimate of 1.5 – 3 hours to complete</li> </ul> <p>Tests must be sent to Bow Valley College, Calgary Alberta for marking (processing takes up to 48 hours upon receipt of test)</p> <p>Results are delivered via secure internet site</p>	<p>Provides score for each domain based on the IALS 500 point scale</p> <p>TOWES has completed extensive field testing and a validation process to link to IALS</p> <p>Results are accurate to +/- 4% within the targeted range of the test</p>	<p>Completion of on-line certification program as of May, 2010 (Contact Bow Valley College for more information)</p>	<p>\$79.50 per test plus postage</p>	<ul style="list-style-type: none"> <li>• Prep Guide</li> <li>• Comprehensive Website</li> <li>• Guide to Interpreting TOWES Results</li> <li>• Variety of Training Programs</li> <li>• Customer Support</li> <li>• Applied Research Library</li> <li>• Custom test development and reporting</li> <li>• Curriculum: Essential Skills Online, Building Workplace Essential Skills, On target</li> <li>• Oral Communication and Writing test under development</li> </ul>

Score based on 500 point IALS Framework



## Essential Skills & Literacy Assessment Tools

Compiled by: The Training Group

<p><b>TOWES Focus</b></p>  <p><b>FOCUS</b></p>	<p>Formal assessment tool measures:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Document Use</li> <li>• Numeracy</li> <li>• Oral Fluency</li> </ul> <p>Consists of a suite of 3 web-based Literacy and Essential Skills assessments</p> <p>Bilingual</p>	<ul style="list-style-type: none"> <li>• Job Seekers</li> <li>• Employees</li> <li>• Employers</li> <li>• Students</li> <li>• Educators</li> <li>• Career</li> <li>• Counsellors</li> <li>• Immigrants</li> <li>• Adult Learners</li> <li>• Literacy Practitioners</li> <li>• Francophones</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive algorithm process that adapts question difficulty as learner answer questions</li> <li>• online tutorial</li> <li>• Questions are answered using a:             <ul style="list-style-type: none"> <li>• highlighting tool</li> <li>• online calculator</li> <li>• entering text</li> <li>• full or partial erasing tool</li> </ul> </li> <li>• Questions can be reviewed before final submission</li> <li>• @ 1-2 hours to complete</li> <li>• Test is done in web browser kiosk mode.</li> </ul>	<p>Scores are pegged to the IALSS scales, to the ES framework and profiles</p>	<p>Must participate in an instructional webinar/conference call prior to invigilating with learners</p>	<p>Please contact Bow Valley College</p>	<p>Versant – assessment of oral fluency and listening skills</p>	<p>Score based on 500 point IALS Framework</p>
<p>The Essential Skills Group</p>  <p><a href="http://en.careers.essentialskillsgroup.com/?p=assess">http://en.careers.essentialskillsgroup.com/?p=assess</a></p>	<p>Formal assessment tool for various occupations:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Document Use</li> <li>• Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Trades persons</li> <li>• Job Seekers</li> <li>• Adult Learners</li> <li>• Students</li> <li>• Career Counsellors</li> <li>• Immigrants</li> </ul>	<ul style="list-style-type: none"> <li>• Web based assessment</li> <li>• Users select from a list of 50 occupations</li> <li>• Users create username and password</li> <li>• Questions customized to occupation chosen</li> </ul>	<p>Immediate scoring based on IALS framework. Scoring system for Numeracy is based on the type of math used for an occupation.</p> <p>Results report provides a detailed list of tasks learner can do.</p> <p>Saves results from previous tests review</p>	<p>No formal requirements</p> <p>Downloadable instruction guide</p>	<p>Brief registration process to set up user name and password</p> <p>First login requires completion of a short survey used to customize results report.</p> <p>Free of charge</p>	<p>Generates learning plan upon completion of the assessment</p> <p>Provides a list of community resources that provide skill enhancement services</p>	<p>Score based on 500 point IALS Framework</p>

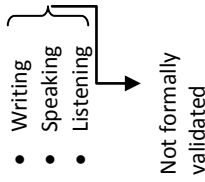
## Essential Skills & Literacy Assessment Tools

Compiled by: The Training Group

 <p>Industry Training Authority <a href="http://www.ita.essentialskillsgroup.com/index.php">http://www.ita.essentialskillsgroup.com/index.php</a></p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Document Use</li> <li>• Numeracy</li> </ul>	<p>60 Trades related occupations</p>	<ul style="list-style-type: none"> <li>• Web based multiple choice assessment tool @ 60-90 minutes to complete</li> <li>• Can be done in one sitting or in sections</li> <li>• Must create a user name and password</li> <li>• Requires user to select from a list of 50 trade occupations</li> <li>• Questions are customized to specific trade</li> </ul>	<p>Automatic scoring and results report based on IALS framework and ESDC's 1-5 levels. Includes a detailed list of tasks that test takers can perform at their assessed level.</p> <p>Numeracy lists the skill level results for types of math required in a trade</p>	<p>Online instructional videos on how to use the assessment tool, generate the results and report</p> <p>Downloadable user guide</p>	<p>Brief online registration to set up user name and password and initial participant survey at first login.</p> <p>Free of charge</p>	<p>Provides a customized learning plan focused on skills that need improvement upon completion of the assessment</p> <p>Generates a list of free online lessons hyperlinked from a variety of community organizations.</p>	<p>Score based on 500 point IALS Framework</p>
<p>WESA (Workplace Essential Skills Assessment)</p> <p><a href="http://douglas.essentialskillsgroup.com">http://douglas.essentialskillsgroup.com</a></p> 	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Document Use</li> <li>• Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• "general" college readiness</li> <li>• Health care</li> </ul>	<ul style="list-style-type: none"> <li>• Web based multiple choice assessment tool.</li> <li>• Short version (60 minutes to complete)</li> <li>• Long version (60-150 minutes to complete)</li> <li>• Can be done in one sitting or in sections</li> <li>• Must purchase organizational subscription which allows test administrator to assess unlimited numbers of test takers</li> </ul>	<p>Automatic scoring and results report based on IALS framework and ESDC's 1-5 levels. Includes a detailed list of tasks that test takers can perform at their assessed level.</p> <p>Numeracy lists the skill level results for types of math required.</p>	<p>Optional test administrator workshop offered by the Training Group, Douglas College;</p> <p>Downloadable user guides</p>	<p>Brief online registration required to set up user names and passwords; initial participant survey at first log in.</p> <p>Can set up pre- and post-assessment for users.</p>	<p>Provides a customized learning plan focused on skills that need improvement upon completion of the assessment</p> <p>Generates a list of free online lessons hyperlinked from a variety of community organizations.</p>	<p>Score based on 500 point IALS Framework</p>

## Essential Skills & Literacy Assessment Tools


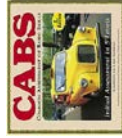
Compiled by: The Training Group

<p><b>Essential Skills for Ontario's Tradespeople (ESOT)</b> <a href="http://en.esot.essentialskillsgroup.com/">http://en.esot.essentialskillsgroup.com/</a></p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Document Use</li> <li>• Numeracy</li> </ul> <div style="margin-left: 20px;">  <p>Not formally validated</p> </div>	<p>53 Red Seal Trades</p>	<ul style="list-style-type: none"> <li>• Trainer provides test taker with user name and password to log into site.</li> <li>• Test taker must allow access for trainer to view results</li> <li>• Online multiple choice assessment tool @ 2 hours to complete in one sitting or in sections.</li> <li>• test questions are customized to specific occupation.</li> </ul>	<p>Automatic scoring results report based on IALS framework and ESDC's 1-5 levels. Includes a detailed list of tasks that test takers can perform at their assessed level</p> <p>Produces a separate report for each skill tested, Numeracy lists the skill level results for types of math required in a trade</p> <p>Uses authentic Ontario workplace materials</p>	<p>Downloadable user guide</p>	<p>Short survey must be complete at first login.</p> <p>Generates and immediate customized learning plan with a list of training organizations and free online resources to help with upskilling</p>	<p style="text-align: center;">Score based on 500 Point IALS Framework</p>
<p><b>Canadian Learning Evaluation (CLE)</b> Learning Policy Directorate (LPD)</p>	<p>Measures literacy in three domains:</p> <ul style="list-style-type: none"> <li>• Prose</li> <li>• Document</li> <li>• Quantitative</li> </ul> <p>Two versions; 'locator' test and longer version test that contains a variety of problem sets for each domain</p> <p>Bilingual</p>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Employees</li> <li>• Employers</li> <li>• Practitioners</li> <li>• Francophones</li> <li>• Immigrants</li> </ul>	<ul style="list-style-type: none"> <li>• Internet based</li> <li>• Test taker completes online tutorial</li> <li>• Uses real world literacy tasks</li> <li>• Tests can be completed at intervals (spanning a maximum of 30 days)</li> </ul>	<p>Scoring is automatic upon completion of test</p> <p>Locator version provides scores on 1-5 level scale related to ESDC's Essential Skills</p> <p>Longer version CLE provides score based on 500 point IALS framework.</p>	<p>No formal requirements</p> <p>On line instruction guide</p> <p>Contact: <a href="mailto:alice.reismartins@ESDC-rhdcc.gc.ca">alice.reismartins@ESDC-rhdcc.gc.ca</a></p>	<p>150,000 licenses of the CLE are available from ESDC free of charge for assessment projects.</p> <p>Ends March 2013</p> <p>Not Applicable</p>	<p style="text-align: center;">Score based on 500 Point IALS Framework</p>





# Essential Skills & Literacy Assessment Tools

Compiled by: The Training Group

<p><b>CAMERA</b> Communications &amp; Math Employment Readiness Assessment</p> <p><b>PTP</b> – Adult Learning &amp; Employment Programs Toronto <a href="http://www.ptp.ca/le-arning-programs/workforce-literacy-and-essential-skills/">http://www.ptp.ca/le-arning-programs/workforce-literacy-and-essential-skills/</a></p> 	<p>Uses authentic workplace documents to give a ‘snapshot’ of learners skills in:</p> <ul style="list-style-type: none"> <li>• Reading Text</li> <li>• Document use</li> <li>• Numeracy</li> <li>• Writing Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Adult Learners</li> <li>• Job Seekers</li> <li>• Literacy Practitioners</li> <li>• Assessors</li> <li>• Program Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pencil assessments (test booklet is reusable)</li> </ul> <p>Some components administered one to one with learners in very early stages of literacy acquisition</p>	<p>Indication of learners ability to complete tasks that follow between ES complexity levels 1 and 3 for the 4 skill domains</p>	<p>2 day training requirement (For information on training contact Aleksandra Popovic at <a href="mailto:aleks@ptp.ca">aleks@ptp.ca</a>.)</p>	<p>Initial cost per Test book is \$10 (they can be reused)</p>	<p>Variety of Workforce and Essential Skills Curriculum is available:</p> <ul style="list-style-type: none"> <li>• Curriculum guidelines (Signposts)</li> </ul> <p>Instructional Workbooks (Workwrite Series of 7 books)</p>	<p>Scoring based on ESDC 1-5 level Informal</p>
<p><b>CABS</b> Common Assessment of Basic Skills</p> <p>Literacy Link Eastern Ontario (LLEO)</p> 	<p>Practical assessment tool for basic literacy skills.</p> <p>Ontario Literacy and Basic Skills Framework &amp; ESDC’s Essential Skills framework measuring levels for:</p> <ul style="list-style-type: none"> <li>• Reading Text</li> <li>• Document Use</li> <li>• Numeracy</li> </ul>	<p>Adult Learners</p>	<ul style="list-style-type: none"> <li>• Online multiple choice response</li> <li>• Written response</li> </ul> <p>Audio questions</p>	<p>Scores are two tiered; a computerized score based on the Essential Skills 1-5 levels is generated for Reading Text, Document use and Numeracy , and further input from the assessor is required to analyze student responses and assign recommended levels of competency</p>	<p>No formal training required</p> <p>Assessor Guidelines are available on website</p> <p>Assessors must register on-line</p>	<p>Free to public</p>	<p><b>CABS</b> - Common Assessment of Basic Skills</p> <p>Provides additional resources to help with assessing student’s work</p>	<p>Scoring based on ESDC 1-5 level Informal</p>

## Essential Skills & Literacy Assessment Tools


Compiled by: The Training Group

<p><b>Measure Up Website</b> <a href="http://www.skillplan.ca/measure-up">http://www.skillplan.ca/measure-up</a></p> <p><b>SkillPlan</b>  <a href="https://www.skillplan.ca/">https://www.skillplan.ca/</a></p>	<p>Online resource that links ES to workplace "Test Your Skills" allows test takers to measure</p> <ul style="list-style-type: none"> <li>• Reading Text</li> <li>• Document Use</li> <li>• Numeracy</li> </ul> <p>Provides numerous activity sets based on real workplace tasks</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Practitioners</li> <li>• Adult Learners Counsellors</li> <li>• Employment Trainers</li> <li>• Workers</li> <li>• Employers</li> </ul>	<p>Download authentic workplace materials from 80 occupations</p> <p>Complete on paper</p> <p>Answer key provided</p>	<p>Each task has been placed on the scale used by ESDC's Essential Skills framework in reference to the 1-5 point levels</p> <p>Scoring sheet and directions are accessed through website.</p> <p>The Measure Up tool <b>estimates</b> levels. (Note ** differs from TOWES which provides validated IRT scores)</p>	<p>Public Use</p>	<p>Free, easily accessible activities</p>	<p><b>Measure Up Website provides an opportunity to practice three Essential Skills needed in all types of occupations:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text</b></li> <li>• <b>Document Use</b></li> <li>• <b>Numeracy</b></li> </ul> <p><b>Provides support materials for learners through answer keys</b></p>	<p>Scoring based on ESDC 1-5 level Informal</p>
<p><b>ITSESENTIAL</b> Canadian Language Benchmarks / Essential Skills in the Workplace</p> <p><a href="http://www.itssesential.ca/itssesential/display_page.asp">http://www.itssesential.ca/itssesential/display_page.asp</a></p> 	<p>Provides a comparative framework that relates Canadian Language Benchmark Levels to ESDC's Essential Skills 5 level scale for:</p> <ul style="list-style-type: none"> <li>• Reading Text</li> <li>• Writing</li> <li>• Document use</li> <li>• Oral Communication</li> </ul> <p>Bilingual</p>	<ul style="list-style-type: none"> <li>• ESL Practitioners</li> <li>• Immigrants</li> <li>• Newcomers</li> <li>• Teachers</li> <li>• Literacy Practitioners</li> <li>• Workplace Trainers</li> </ul>	<p>Comparative Framework is available on line for downloading</p>	<p>Cross referencing CLB levels to ESDC's Essential Skills Levels 1 - 5</p>	<p>N/A</p>	<p>Free, available to download on website</p>	<p><b>Variety of supporting curriculum available on website</b></p>	<p>Informal</p>




## Essential Skills & Literacy Assessment Tools

Compiled by: The Training Group

<p><b>Ontario Skills Passport</b></p> <p>Essential Skills Check Up Tool</p> <p><a href="http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml">http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml</a></p> 	<p>Self-Assessment of Essential Skills and Work Habits</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Document Use</li> <li>• Numeracy</li> <li>• Writing</li> <li>• Oral</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Computer Use</li> <li>• Work Habits</li> </ul> <p>Bilingual</p>	<p>Features occupation specific for everyday tasks</p> <ul style="list-style-type: none"> <li>• Secondary School Students</li> <li>• Job Seekers</li> <li>• Employees</li> <li>• Employers</li> <li>• Teachers</li> <li>• Literacy Practitioners</li> <li>• Trainers</li> <li>• Guidance, career and employment counsellors</li> </ul>	<p>Two online options available:</p> <p>'Test a few Essential Skills and Work Habits' OR complete a 'Full assessment of Essential Skills and Work Habits'</p> <p>Leads to workplace activity sets that help users practice and build their Essential Skills. Answer keys and steps are provided. Users have option to work online or pen and paper.</p>	<p>1-5 level scale consistent with the Complexity rating levels on the ESDC Essential Skills profiles</p> <p>1-4 level scale consistent with the complexity rating levels in the ESDC Essential Skills profiles and real workplace activity sets 1-3 level. Automatically produces a score card and allows comparison of results to occupation interests.</p>	<p>Public use</p> <p>Includes facilitator guide and tips</p>	<p>Free, easily accessible</p> <p>Assessment questions with an audio option</p>	<p><b>Offers a number of informal assessment tools, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Employer based assessment (OSP work plan tool</b></li> <li>• <b>Practitioner based assessment (OSP check-In Tool)</b></li> <li>• <b>Offers a number of awareness, learning and training resources and tools</b></li> </ul>	<p><b>Self Assessment Tools</b></p>
--	---	--	---	---	--	---	---	-------------------------------------



## Essential Skills & Literacy Assessment Tools

Compiled by: The Training Group

<p><b>ESPORT™</b> Essential Skills Portfolio Eskilon Learning Solutions Inc. <a href="http://esportfolio.com/">http://esportfolio.com/</a></p> 	<p>Self Assessment tool for specific occupation or generically to identify Essential Skills in:</p> <ul style="list-style-type: none"> <li>• Reading Text</li> <li>• Document Use</li> <li>• Numeracy</li> <li>• Oral Communication</li> <li>• Working with Others</li> <li>• Thinking Skills</li> <li>• Continuous Learning</li> <li>• Computer Use</li> </ul>	<ul style="list-style-type: none"> <li>• Job Clubs</li> <li>• Employers</li> <li>• Correctional services</li> <li>• Workplace re-tasking</li> <li>• Community and Aboriginal programs</li> <li>• Newcomer services</li> <li>• Co-op programs</li> <li>• School board adult programs</li> </ul>	<p>Internet or Intranet delivery</p> <p>Online Testing:</p> <ul style="list-style-type: none"> <li>• Document Use</li> <li>• Reading Text</li> <li>• Numeracy (Facilitation recommended)</li> </ul>	<p>For Indicator Assessment scores are automatic and reported on ESDC's 1-5 level</p> <p>Locator</p> <p>Raw scores recorded on Self-Assessment page, gap-analysis for 300+ occupations</p> <p><i>Custom reporting available: e.g. Correctional Services</i></p>	<p>Must register to use and negotiate cost</p> <p>Training Required 1-2 days</p>	<p>Fee based Contact ESPORT for specific cost</p>	<p>Contains a variety of additional tools such as interest inventory, values inventory, resume &amp; portfolio builder</p> <p>Provides Skills Gap-Analysis for 300+ occupations</p>	<p>Self Assessment Tools</p>
--	---	--	---	---	--	---	---	------------------------------

# Essential Skills & Literacy Assessment Tools

Compiled by: The Training Group

<p><b>Employment &amp; Social Development Canada – Literacy and Essential Skills Website</b></p> <p><a href="https://www.canada.ca/en/employment-social-development/progrms/essential-skills.html">https://www.canada.ca/en/employment-social-development/progrms/essential-skills.html</a></p> <p> Government of Canada</p>	<p>Essential Skills Self Assessments:</p> <ul style="list-style-type: none"> <li>All <b>NINE</b> Essential Skills</li> </ul> <p>Workplace Essential Skills assessments for employers including an organizational needs assessment, workplace survey, workplace check-up and hiring checklist.</p>	<ul style="list-style-type: none"> <li>Employees</li> <li>Employers</li> <li>Learners</li> <li>Practitioners</li> <li>Community Groups</li> </ul>	<p>Paper based</p> <p>Five online tools – Reading, Document Use and Numeracy Indicators</p> <p>Working with Others Continuous Learning online indicator</p> <p>Download from website or order online</p>	<p>N/A</p>	<p>Public use</p>	<p>Free, easily accessible on website</p>	<p><b>Essential Skills Profiles</b></p> <p><b>Authentic Workplace Materials</b></p> <p><b>Essential Skills Toolkit Publications:</b></p> <ul style="list-style-type: none"> <li>Awareness</li> <li>Assessment</li> <li>Learning</li> <li>Training</li> </ul>	<p><b>Self Assessment Tools</b></p>
<p><b>Canadian Language Benchmarks CCLB</b></p> <p><a href="http://www.language.ca/">http://www.language.ca/</a></p> <p></p>	<p>Competency Based Assessment</p> <p>Provides measures of communicative ability in English and French as a Second Language in the areas of:</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Listening</li> </ul> <p>Speaking</p>	<ul style="list-style-type: none"> <li>ESL Learners</li> <li>FSL Learners</li> <li>New Immigrants</li> <li>ESL Practitioners</li> <li>Newcomers</li> <li>Employees</li> <li>Employers</li> </ul>	<p>Paper based and Oral/ Verbal Component</p>	<p>Results are provided according to three stages:</p> <ul style="list-style-type: none"> <li>Basic</li> <li>Intermediate</li> <li>Advanced</li> </ul> <p>As well as on 12 benchmarked levels</p>	<p>CLB assessment is conducted through the local CCLB Assessment Centre</p> <p>The Centre for CLB establishes and maintains standards to govern a comprehensive national CLB assessment system</p>	<p>Fee Based</p> <p>Contact Assessment Centre for Cost</p>	<p><b>Variety of Resources, Research and Publications available through website</b></p>	<p><b>Additional Literacy Assessments</b></p>

## Essential Skills & Literacy Assessment Tools

Compiled by: The Training Group

<p><b>Canadian Adult Achievement Test (CAAT)</b> <a href="https://www.pearsonline.ca">https://www.pearsonline.ca</a></p> <p>The Psychological Corporation, Harcourt Brace and Company, Toronto (now Pearson Canada Assessment)</p>	<p>Standardized competency based test measuring functional level in:</p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Reading</li> <li>• Language</li> </ul> <p>The test is available in four levels in English (A, B, C, D) and three in French (A, B, C).</p>	<ul style="list-style-type: none"> <li>• Adult Learners</li> </ul>	<p>If the entire battery is administered, Level A takes approximately 2 hrs, 10 min., Level B and D, approximately 3 hrs, 30 min. and Level C approximately 4 hrs and 30 min. Individual subtests of the CAAT can also be administered to shorten the total testing time.</p>	<p>CAAT provides grade equivalents: Level A - 1 to 3 years of formal education, Level B - 4 to 6 years of formal education, Level C - 7 to 10 years of formal education, Level D - 11 - 12+ years of formal education</p>	<p>The tests are hand scored using overlay stencil keys or by using the "List of Responses" stencils. Some training is required</p>	<p>Fee Based pending organization delivering service</p>	<p>N/A</p>
<p><b>Canadian Adult Reading Assessment</b> <a href="http://www.grassrootsbooks.net/ca/assessment/canadian-adult-reading-assessment-instructor-s-manual-and-cd-rom.html">http://www.grassrootsbooks.net/ca/assessment/canadian-adult-reading-assessment-instructor-s-manual-and-cd-rom.html</a></p> <p>Pat Campbell, Centre for Research, U of AB</p> <p>Grass Roots Press, Literacy Services of Canada, Ltd. P.O. Box 52192, Edmonton AB T6G 2T5, Tel. (780) 413-6491, Toll-free: 1-888-303-3213</p>	<p>Diagnostic reading assessment Graded word list and 9 levels of passages ranging in readability from grades 1 - 12</p>	<p>All Adult Learners Employees in Workplace Literacy Literacy Tutors Newcomers Immigrants</p>	<p>Paper Based CD Rom Version 20 – 60 minutes to complete</p>	<p>Informal Reading inventory that can determine a student's instructional reading level and specific strengths and weaknesses in word recognition and comprehension</p>	<p>Refer to Instructor's Manual Takes time to interpret test results</p>	<p>\$84.95 (Instructor's Manual &amp; CD-ROM)</p>	<p>N/A</p>

## ESSENTIAL SKILLS ASSESSMENT - HOW DO YOUR SKILLS MEASURE UP?

Attached is a sample of an Essential Skills informal assessment activity set. The activity set contains four tasks, two Document Use and two Numeracy tasks. The tasks always come before the document. This is because adults want to know what work they have to do so they can be purposeful in their document use. In school, learners often read first and then see the questions they must answer.

The tasks are not multiple choice. They are short answer or they may ask you to enter information into the actual document.

This activity set is reprinted with permission from SkillPlan - BC Construction Industry Skills Improvement Council (<http://www.skillplan.ca/measureup/>)

Directions: Review the Café Receipt and Check Activity Set and answer the questions below:

What steps did you follow to find the answer to TASK 1?

What steps did you follow to find the answer to TASK 2?

What steps did you follow to find the answer to TASK 3?

What steps did you follow to find the answer to TASK 4?

## Café Receipt and Check

Food and Beverage Servers take patrons' food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

**Task 1** What is the check number?  
*Document Use*

**Task 2** Servers must ensure that both receipt and checks show their name. Highlight, underline or circle 2 places where the server's name is shown.  
*Document Use*

**Task 3** The patron pays the server the following amount for the meal and the tip. How much is the server's tip?  
*Numeracy*



**Task 4** Servers must ensure the prices on the check are correct before giving it to the patron. The day's promotion is that if one coffee or tea is ordered with one order of waffles, the patron gets 10% off the item total. What is the correct item total on this check?  
*Numeracy*

**#103**

**Pacific Padre Café**  
 5387 Main Street  
 Vancouver, BC  
 Tel : 604.254.1199  
 GST# 191725546RT  
**Check #55841**

---

Cover : 1                      Date : 06/04/23  
 Time : 11:33:55    Open By : Monica

2	Canadiano	3.90
1	Tea	2.65
1	Day Omelette	10.00
1	Waffles	8.00
1	Salmon Benny	11.00
1	Pac-wich	11.00
	Item Total (\$):	46.55
	GST (\$):	3.26

---

**Total (\$):                      49.81**

---

No. of Print: 2  
 Print Time: 11:33:55

Thank you  
 Please Come Again

**Table: 103**

Cover: 1  
 10:09:23                      Monica  
           1                      Canadiano  
           1                      Tea  
           \*WC Wave



MEASURE UP ACTIVITY  
Answer Keys





**Answer Key**

**Skill Level**

<b>Task 1</b>	<b>55841</b>	<p>Located a single piece of information by matching information.</p> <p><i>🔗 to see one way to get this answer: .....</i></p>	<p><b>Document Use</b></p> <p><b>Level ①</b></p>
<b>Task 2</b>	See the Café Receipt and Check Task 2 answer page.	<p>Located multiple pieces of information using a repeated search.</p> <p><i>🔗 to see one way to get this answer: .....</i></p>	<p><b>Document Use</b></p> <p><b>Level ②</b></p>
<b>Task 3</b>	<b>\$7.19</b>	<p>Used Document skills to locate numbers needed for combination of operations for a financial transaction.</p> <p><i>🔗 to see one way to get this answer: .....</i></p>	<p><b>Numeracy</b></p> <p><b>Level ②</b></p>
<b>Task 4</b>	<b>\$41.89</b>	<p>Used Document skills to locate numbers needed for combination of operations for a financial transaction.</p> <p><i>🔗 to see one way to get this answer: .....</i></p>	<p><b>Numeracy</b></p> <p><b>Level ②</b></p>

**#103**

**Pacific Padre Café**  
 5387 Main Street  
 Vancouver, BC  
 Tel : 604.254.1199  
 GST# 191725546RT  
**Check #55841**

---

Cover : 1                      Date : 06/04/23  
 Time : 11:33:55    Open By : **Monica**

2	Canadiano	3.90
1	Tea	2.65
1	Day Omelette	10.00
1	Waffles	8.00
1	Salmon Benny	11.00
1	Pac-wich	11.00
	Item Total (\$):	46.55
	GST (\$):	3.26

---

**Total (\$):                      49.81**

---

No. of Print: 2  
 Print Time: 11:33:55

Thank you  
 Please Come Again

**Table: 103**

Cover: 1  
 10:09:23                      **Monica**  
    1                      Canadiano  
    1                      Tea  
    \*WC Wave

## Café Receipt and Check

Food and Beverage Servers take patrons' food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

**Task 1**     What is the check number?

**Answer**     55841

### One way to get this answer

1. Scan the page using the keywords *check number*.
2. Locate *Check #55841*.
3. Recognize that # means number.
4. Decide that 55841 is the check number.

**Level**     Document Use, Level 1  
**CLB**     3, 4 & 5 (estimated performance)

## Café Receipt and Check

Food and Beverage Servers take patrons' food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

**Task 2** Servers must ensure that both receipt and checks show their name. Highlight, underline or circle 2 places where the server's name is shown.

**Answer** See the Café Receipt and Check Task 2 answer page.

### One way to get this answer

1. Scan the page for words that could be a server's name.
2. Locate *Open By: Monica*.
3. Decide that *Open by* is an action done by a person and *Monica* is the name of a person.
4. Decide that *Monica* is the server's name.
5. Decide that *Open By: Monica* is where the server's name is shown.
6. Locate *Table: 103* on the right side of the page.
7. Locate the row *10:09:23 Monica*.
8. Decide that *Monica* is where the server's name is shown.

**Level** Document Use, Level 2  
**CLB** 5 & 6 (estimated performance)

**#103**

**Pacific Padre Café**  
 5387 Main Street  
 Vancouver, BC  
 Tel : 604.254.1199  
 GST# 191725546RT  
**Check #55841**

---

Cover : 1                      Date : 06/04/23  
 Time : 11:33:55    Open By : Monica

2	Canadiano	3.90
1	Tea	2.65
1	Day Omelette	10.00
1	Waffles	8.00
1	Salmon Benny	11.00
1	Pac-wich	11.00
	Item Total (\$):	46.55
	GST (\$):	3.26

---

**Total (\$):                      49.81**

---

No. of Print: 2  
 Print Time: 11:33:55

Thank you  
 Please Come Again

**Table: 103**

Cover: 1  
 10:09:23                      Monica  
    1                      Canadiano  
    1                      Tea  
    \*WC Wave

## Café Receipt and Check

Food and Beverage Servers take patrons' food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

### Task 3

The patron pays the server the following amount for the meal and the tip. How much is the server's tip?



**Answer** \$ 7.19

### One way to get this answer

1. Identify what is required: the amount of the server's tip.
2. Recognize that *tip* is the difference between the amount paid by the patron and the final total amount of the check.
3. Scan the check for the final total amount.
4. Locate *Total (\$): 49.81*.
5. Decide that \$49.81 is the final total amount.
6. Locate the amount paid by the patron from Task 3:



7. Set up the problem to calculate the total amount:  
amount + amount + amount + amount + amount = total
8. Calculate:  $20 + 20 + 10 + 5 + 2 = 57$



9. Decide the patron paid \$57.00.
10. Set up the problem to calculate the tip:  
amount paid by patron – final total amount of check = tip
11. Calculate:  $57.00 - 49.81 = 7.19$
12. Decide that the server's tip is \$7.19.

**Level** Numeracy, Level 2

## Café Receipt and Check

Food and Beverage Servers take patrons' food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

**Task 4** Servers must ensure the prices on the check are correct before giving it to the patron. The day's promotion is that if one coffee or tea is ordered with one order of waffles, the patron gets 10% off the item total. What is the correct item total on this check?

**Answer** \$41.89

### One way to get this answer

1. Scan the check using the keywords *coffee, tea, waffles*.
2. Locate *1 Tea* and *1 Waffles*.
3. Locate *if one coffee or tea is ordered with one order of waffles, the patron gets 10% off the item total* from Task 4.
4. Decide that *1 Tea* and *1 Waffles* means the patron gets 10% off the item total.
5. Identify what is required: the correct item total.
6. Locate *Item Total (\$): 46.55*.
7. Scan the check for 10% off the item total.
8. Decide that 10% was not taken off the item total.
9. Set up the problem to calculate 10% off the item total:  
item total – (item total × 10%) = correct item total

10. Convert 10% to a decimal: = .10

11. Calculate:  $46.55 - (46.55 \times .10) = 46.55 - 4.66 = 41.89$

12. Decide that the correct item total is \$41.89.

**Level** Numeracy, Level 2

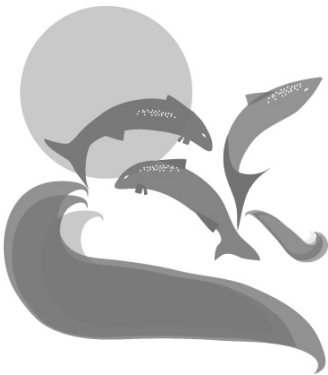


## CREATING AN ABORIGINAL ESSENTIAL SKILLS MODEL

One way to understand a complex idea is to turn it into an image and story that is easier to understand. For example, life can be described as a circle - the circle of life.

The idea of the 9 Essential Skills can also be turned into an image and a story. For example (thanks to Colleen Yamamoto for the idea):

The 9 Essential Skills are like a Haida canoe with 9 paddlers. Eight of the paddlers work together to move the canoe. The ninth paddler is the lead, directing the other paddlers from the bow of the canoe. The paddles are made from maple. They are 5 feet long with 18 inch blades that are 6 inches wide.

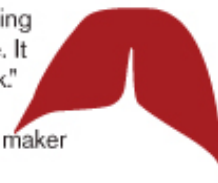


The 8 paddlers are like the 8 Essential Skills of reading, writing, document use, numeracy, oral communication, working with others, computer use and continuous learning. The lead paddler is like the thinking skills because this person must solve problems, make decisions, assign tasks, and analyse progress.

Sometimes a few of the paddlers work much harder than the others. Similarly, some tasks require only a few Essential Skills. In the end, Essential Skills move people through easy and difficult tasks just like paddlers move the canoe through calm and stormy waters. This is why having strong Essential Skills is important. In both cases, you must know where you want to go and how best to get there.

"You could get along without anything else on the coast except the canoe. It had to come first and it had to work."

~ Bill Reid, Haida artist and canoe maker



### Directions:

1. As a small group, create an image and story that you could use to explain Essential Skills to your family, clan, community or Nation. Be sure to use an image that works for your audience.
2. Turn the image into a labelled drawing using flipchart paper and marker pens.
3. Think about how the image explains Essential Skills.
4. Present your image and tell its Essential Skills story to the large group.