

Video Clip 1 – Tutor Resource

Administering the Initial Assessment

The purpose of Administering the Initial Assessment

This process identifies skill sets of learners in reading, writing and numeracy and aligns with the learning progressions framework. Initial Learner Assessment Reports can be used to inform teaching and learning.

Teaching Points

- Explain what the Assessment Tool is and how the process works
- Show learners how to get onto the Assessment Tool
- Show learners how to use the Assessment Tool
- Discuss the benefits the reports will be to inform their ongoing learning journey

Resources

- Learner Login codes
- Profiles charts

Some things for tutors to consider

- Think carefully about the correct time to administer the Assessment Tool
- Ensure learners know they can take a break and log back into the tool to continue
- Check that permission has been given by learners to share reports with tutors and organisation

Key teaching messages

Important to tell learners before initial assessment

- Identifies skill sets in reading, writing and numeracy
- Reports are confidential between learners, tutors and sometimes learning support staff
- There is no pass or fail. This exercise is to identify learner skill sets aligned to the learning progressions framework

Outline the benefits of the initial assessment

- Enhances tutor / learner relationship to increase learning experience
- If learners present at steps 1 and 2 then study support can be organised early in the course
- Employers and ITOs could be interested in the 'Progress Reports'

Follow Up Information

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

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

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

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

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

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

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

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

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

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

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

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

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