



Workbase
Supporting workforce literacy



A tutor's guide:
Setting literacy goals
and recording progress

Workbase: The New Zealand Centre for Workforce Literacy Development provides resources and professional development to support foundation learning for adults.

Written by: Susan Reid and Ginnie Denny

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Introduction

Setting realistic goals, planning teaching and learning and capturing learner achievement towards these goals are integral to effective literacy teaching. Research shows that setting challenging and achievable learning goals that inform the teaching and learning process and that are regularly reviewed and renegotiated underpins successful learning (Black and Wiliam 1998).

Recent New Zealand policy initiatives such as the draft Adult Literacy Quality Mark emphasise the centrality of goal-setting in quality literacy teaching provision. Within the draft Adult Literacy Quality Mark, Practice 3 states: 'Literacy assessment is used as the basis for developing agreed literacy goals within a learning plan.' Performance Indicator 3.2.2 states: 'Literacy goals and priorities are negotiated and agreed upon between the learner, the tutor and any other relevant party and recorded in a learning plan.' Although the draft Adult Literacy Quality Mark will be superseded in 2006 by the Foundation Learning Quality arrangements, these will still include a focus on learner goal setting and regular reviews.

This will mean increased requirements for tertiary education organisations to strengthen the setting of literacy goals, the teaching to these goals and the capturing of learner achievement in relation to the goals.

This guide sets out a process for tutors and learners working together to:

- set literacy goals
- unpack those goals into realistic steps
- identify appropriate strategies and resources for each of those steps
- discuss and record progress
- report to other stakeholders.

This guide is designed to help tutors to:

- develop procedures and recording systems in their own organisations
- evaluate and revise their current systems and procedures
- improve the effectiveness of their current practice.

This guide places the learner at the centre of the learning process. It demonstrates how assessment, teaching plans and learning materials can all contribute to a quality learning experience for the individual learner.

Recording progress

Most tutors will monitor learner progress informally. While this is important, regularly recording literacy progress in relation to learner goals using a formal monitoring and recording system is also required.

Accurately capturing learner progress enables the tutor to:

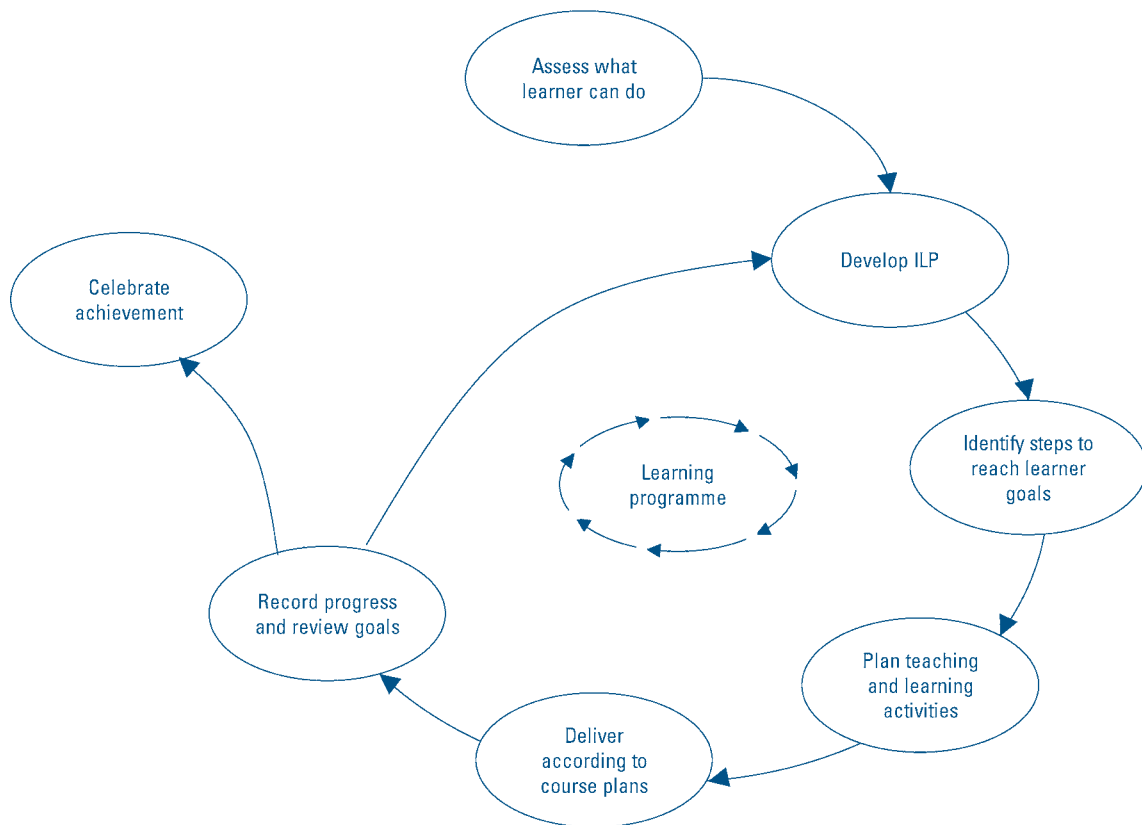
- provide an opportunity for the learner to talk about their learning
- involve the learner in planning their own learning
- match course content levels to the learner's literacy levels
- adjust content or delivery to meet the needs of the learner
- provide appropriate resources for the learner
- keep records of the skills that have been developed
- demonstrate that skill levels have increased
- provide useful and appropriate feedback to the learner on their progress
- enable the learner to align their skill levels with those required for their next step e.g. work role, further education or training or community and family role
- provide written information on skill development to give to the learner as they move to new courses, change organisations or enter the workplace.

Setting and working towards literacy goals is a partnership between the tutor and the learner. Both bring their own perspectives, skills and knowledge to the relationship. Learners often can identify the literacy tasks or skills that would benefit them the most. Tutors have expertise and understanding of the goal-setting process, literacy skill development and teaching and learning practices. Tutors and learners can work together to create achievable solutions to literacy needs.

Process flowchart

Set out below is a process for setting literacy goals, using those goals in teaching then recording progress.

Flowchart for setting literacy goals and recording progress



Each step in this flowchart is outlined in more detail on the following pages.

Assess what the learner can do

Before agreeing on goals, assessment is needed:

- to identify the skills the learner already has
- to give more information about the areas the learner can work on
- to identify the strategies the learner uses, for example using fingers to add or subtract, using phonic cues in reading, using cassette tapes to develop listening or English language skills.

Assessment can be undertaken:

- observing the learner doing a range of different activities
- using initial assessments based on your course materials and authentic tasks
- using specific diagnostic techniques for reading or spelling error analysis
- using information from other sources e.g. enrolment form, learner interview, information from previous courses.

Developing initial assessments for a course involves the identification of skills and knowledge that a learner will need to already have or develop during that course.

The initial assessment process identifies the learner's literacy strengths as well as the skills they need to develop while on the course.

For more information on developing and using initial assessments see *A tutor's guide: Initial assessment, Workbase*.

Develop Individual Learning Plan

Once assessment has been completed the learner's literacy strengths and skill development areas need to be recorded in their ILP.

An ILP identifies:

- what the learner wants to achieve during the course – these are the goals
- the timeframes during which these goals will be achieved
- the activities that need to be undertaken and who needs to be involved
- a record of progress.

An ILP should include:

- information from any initial or diagnostic assessment
- the learner's long-term goals
- goals for the course, such as unit standard outcomes or qualifications
- specific literacy goals
- other personal or social goals
- dates for review of progress
- space to record when goals have been achieved
- the signatures of the learner and the tutor once the ILP is agreed.

The ILP helps the learner and the tutor know what they are aiming to achieve and by when. Individual discussion and negotiation of the plan between the tutor and learner increase the involvement of the learner, their investment in their own learning and consequently their motivation.

ILPs should:

- make clear what the learner needs to do to achieve their goals
- make the process of learning more manageable and less mystifying
- allow the learner to recognise and measure progress
- increase the learner's purpose for learning as they can see their progress.

Good practice for working with ILPs includes:

- providing regular (at least monthly) feedback on progress towards learner goals
- breaking goals into smaller achievable steps
- strategies for achieving each step.

Working with negotiated goals is an ongoing iterative cycle that includes the tutor and the learner negotiating and agreeing upon goals, agreeing on the method of evaluation, undertaking specific teaching and learning activities, evaluating achievement, reflecting on the process and setting new goals.

The responsibility for achieving goals is joint – learner and tutor. The responsibility for monitoring and recording literacy skill gains is also joint – the learner can provide both written and oral feedback on how they are progressing at regular review meetings. The tutor can record progress that has been observed or that has been reported from other sources (e.g. tutors from other courses, work experience employers).

Ideally an ILP should be completed and agreed upon by the learner and tutor within the first four weeks of the course. Regular (monthly) reviews of ILPs to discuss progress and record achievement should be worked into teaching plans. The tutor and the learner can also agree on where the ILP is to be kept so that it is easily accessible and can be updated frequently.

Completing the ILP

To complete the ILP the tutor needs to schedule a meeting or interview with the learner.

The purpose of the interview is to:

- discuss the purpose of the ILP
- check that the learner understands the language and layout of the form
- record the results of initial and any diagnostic assessments (strengths and areas for development)
- identify the course goals e.g. achieve a National Certificate, be assessed against a number of unit standards or obtain driver's licence.
- talk about the learner's goals, including long-term, literacy and personal goals (e.g. if a course goal is to achieve their learner's permit, a long-term goal may be to own a car, a personal goal might be to save money for the licence fee, and a literacy goal might be to read the Road Code)
- set dates to review progress.

Goals need to be:

- relevant to the learner's social, personal, educational and work contexts
- informed by the results of assessment
- meaningful to the learner
- written in language the learner understands.

The acronym **SMART** is widely used to describe goals. This means goals should be:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime related.

SMART goals

| | Not SMART | SMART |
|---------------------|--|--|
| Specific | I will work on word endings and grammar. <i>(Not specific; which word endings?)</i> | I will be able to add -ful/-til/-all correctly to a list of vocational terms by the end of next month. |
| Measurable | To improve my punctuation. <i>(Not measurable; what does improve mean?)</i> | I will be able to insert ownership apostrophes into my next piece of writing. |
| Achievable | To feel more confident about my reading. <i>(It is important to set objectives that a learner can achieve in the period available.)</i> | I will have read two books from the resources shelf and be able to discuss these with X within two weeks. |
| Relevant | To write personal letters. <i>(Is this what the learner needs to do? Some learners want to write personal letters, but others may never do so.)</i> | I will have written and sent an email to my friend Y without help within six weeks of the start of the course. |
| Time related | To pass the driving theory test. | I will pass the driving theory test by July. |

Specific

Specific goals provide:

a clear outcome

I will be able to:

use
read
add

a clear range

capital letters for people's names
the front page of the newspaper
three two-digit numbers using a calculator

a clear situation or purpose

for members of my family
to summarise the news
to check the hours I have worked

by date

within one month
by Christmas
within three weeks of the start of the course

Measurable

Specific goals will often indicate the criteria for success. In each of the goals on page 12 it is clear what the learner needs to do to demonstrate their skills or knowledge.

Less specific goals such as 'improve my spelling' provide no indication of the standard to be met. The learner often underestimates their progress because the task seems so large. Specific, measurable targets can help the learner to recognise their success and enable tutors to record progress.

Achievable

Helping the learner to set achievable goals requires skill and experience. There is a careful balance to be maintained. The learner needs to experience early and continuing success if they are to remain motivated. However, the learner also needs to be challenged so that progress is maintained. They may need to be moved out of their 'comfort zones'.

Relevant

Goals need to be relevant to:

- the learner's life and particular needs
- the learner's aspirations and long-term goals
- the course
- the learning environment.

Adult purposes for learning increase when the relevance of the learning is linked to real interests, needs and aspirations. Literacy, language or numeracy goals that are linked clearly to vocational tasks, or a specific purpose, will have greater relevance to learners.

Goals need to take account of the learning environment and be able to be practised and achieved in the course.

Time related

The learner and the tutor need to agree clear timeframes for goals. While goals may be assessed at the end of the course, smaller steps provide markers on the way and shorter time scales can be useful. Without a clear idea of the time scale involved, goals may either appear too daunting or lose their challenge.

On the next page is a template for an ILP that can be used to record information about the learner and the skill development areas identified.

The sample ILP has been developed for a course where literacy skill development is integrated into vocational course content. You probably already have an ILP that you use for your course. The form on the next page may be used to adapt your existing ILP to include literacy-specific information.

If your learner wants to use a goal that is not SMART e.g. "improve my spelling" then you need to further define that goal to create SMART subgoals or smaller steps. See the Literacy goal achievement plan on page 17 for an example.

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Individual Learning Plan (To be agreed by learner and tutor within four weeks of course starting)

| |
|--|
| Learner name: _____ |
| Course name: _____ |
| Tutor: _____ Date: _____ |

| Goal category | Review dates | Achievement date |
|--|--------------|------------------|
| Course goals (qualifications or unit standards) | | |
| Individual long-term goals | | |
| Individual literacy goals | | |
| Personal or social goals | | |

Learner signature: _____ Date: _____

Tutor signature: _____ Date: _____

Identify steps to reach learner goals

Goal-setting with a learner is an ongoing process. At an initial meeting the learner identifies 'general' or long-term goals rather than sees the smaller, short-term goals or steps.

For example, in an Introductory Retail course, a learner might say their 'general' goal is to own a shop. A learner starting an Introductory Hospitality course might have a 'general' goal of becoming a chef. Similarly, a general literacy goal might be to 'improve my maths' or 'spell well'.

Reframing a 'general' goal of 'improve my maths' to 'be able to calculate division sums using a calculator by the end of the course' means that the goal is more focussed. The new goal provides better learning and teaching direction for the learner and tutor and is more useful as a way of monitoring progress.

Generating SMART goals requires ongoing practice and skill, an understanding of the purpose and process and specific skills.

Your knowledge as a tutor is essential to assist the learner to break their 'general' goals into smaller, short-term goals or steps or to reframe their goals to make them more manageable. You will also need to provide plenty of examples and models and plan for lots of practice in the early stages of goal setting.

A 'Literacy goal achievement plan' is a way to break down 'general' literacy goals into smaller, more manageable, short-term goals in a systematic way. This plan acknowledges the 'general' goal and identifies the smaller steps that need to be taken to achieve the main goal. Appendix 1 includes a list of literacy tasks and skills in reading, writing, speaking and listening and numeracy that may be helpful in this process.

A learner's goals and steps provide the benchmark against which their literacy achievement can be judged. It is helpful for the learner to be clear from the outset about how they will know when goals and steps have been achieved.

A learner's goals and steps are equally useful for the tutor in terms of matching teaching and learning activities to identified learner needs.

On the next page a sample 'Literacy goal achievement plan' shows how a 'general' literacy goal can be broken down into smaller achievable steps. It also shows how each step has a corresponding teaching strategy, identifies resources and lists who is responsible for each step. The final column identifies explicitly what the learner will be able to do when the step is achieved.

A similar plan can be developed for each long-term literacy goal so that both you and your learner are clear about what has to be done to achieve each goal.

Literacy goal achievement plan

Learner: Jackie Adams

Course: Automotive Servicing

Tutor: John

Date: 08/04/05

Literacy Goal Improve Spelling

| Step | Strategy | Resources | Who/When | Achieved when |
|--|---|---|--|---|
| 1. Check alphabet skills and knowledge | Check knowledge of English alphabet including vowels and consonants and standard writing conventions | Alphabet, discussion between tutor and learner, CD Rom – The Alphabet (Protea) | John (The Alphabet CD Rom) John and Jackie (date) | I can write lower and upper case letters correctly in my own writing within one month |
| 2. Spelling rules | Ensure information is available about spelling rules so learner can refer to it | Spelling rules handout, discussion between tutor and learner, and matching cards – rule and example | John (handout and matching exercise) John and Jackie (date) | I know and use two spelling rules in my own writing by the end of the course |
| 3. Improve general sight vocabulary | Using essential word lists, work in pairs with other learners and at home for five minutes per day, then assess at end of two weeks | Essential word lists flash cards | John (word lists by date) Jackie (flash cards by date) | I can spell 40 essential word list words correctly in my own writing within six weeks |
| 4. Personal spelling dictionary | Record all unknown or misspelled words in personal dictionary with meanings when unknown | Index notebook dictionary | John (notebook by date) Jackie (fill in dictionary ongoing) | I use my personal spelling dictionary at least twice a week |

A tutor's guide:

Setting literacy goals and recording progress

| Step | Strategy | Resources | Who/When | Achieved when |
|--|--|--|---|--|
| 5. Identify strategies for learning spelling | Discuss spelling strategies to find preferred method for learning to spell words | List of spelling strategies | John (spelling strategies list) John and Jackie (date) | I know and use two strategies for learning spelling within six weeks |
| 6. Develop dictionary skills | Develop learner's skills to access both printed and online dictionaries to self-check spelling of words | Dictionary handout, discussion between tutor and learner | John (dictionary handout) John and Jackie (date) | I can use printed and online dictionaries unassisted within two months |
| 7. Improve course-related sight vocabulary | Using course glossary, develop flash cards and work with someone else at home for five to 10 minutes per day | Course glossary, flash cards | John (glossary) Jackie (flash cards by date) | I can use and spell 20 course-related terms within three weeks |

Appendix 2 contains a blank 'Literacy goal achievement plan' and two other completed examples.

Plan teaching and learning activities

Using the ILP and the 'Literacy goal achievement plan' you can now plan teaching and learning activities to meet the specific needs of your learner. The next part of this guide covers the following steps:

- Plan learning activities and resources using:
 - the learner's goals and steps
 - information from assessments
 - the context for learning
 - course plans.
- Build in opportunities to check progress with the learner.
- Build in opportunities for the learner to share evidence of their achievements.
- Maintain records of the learning activities and resources used.

Each step is outlined in more detail on the following pages.

a. Plan learning activities and resources using:

The learner's goals and steps

- Be clear how each activity relates to the learner's goals and steps.
- Ensure the learner is actively involved in the planning of the learning activities.

Information from assessments

- Plan activities and choose, or create, materials that are pitched at the right level for the learner's different skills.
- Design activities that use a variety of ways of working e.g. hands-on practical activities, visual displays, and make sure most subject material reflects this.

The context for learning

- Use subjects and contexts that the learner has identified as relevant to their life, at home, at work and in the community. In vocational courses the main context is that of the workplace.
- Use all available opportunities for practising literacy skills. These might include opportunities for spoken and written communication outside the course, such as family or community activities. In other settings it may include other learners and staff or the use of ICT.
- Consider the demands of any career study path the learner has in mind.
- Subjects and contexts might need updating during the learner's courses. Key changes in a learner's life (for example, changing a job focus, going on work experience, becoming pregnant or moving from living with whanau to living independently) often need accompanying changes to the literacy, language or numeracy work the learner is doing in order to equip them with the specific skills to manage these changes.

Course plans

When a tutor and learner develop individual goals and steps, it can be useful to:

- identify goals or steps that are shared by different learners in the group and plan activities around these for the whole group or a sub-group of learners
- plan differentiated activities that allow learners to work on a common topic or problem at their own level.

When most of the teaching relates to group goals and steps, it is important to plan time for each learner to work towards their individual goals and steps in their chosen contexts, for example catering for a special event, reading to a child, talking to people at work.

Course plans require tutors to consider the overall shape of their courses, the skills to be learned, the sequence of activities and the way in which the work that needs to be covered will fit within the time available.

While planning the content of courses in advance, it is possible to include some detail of the skills and knowledge to be taught and the resources and activities to be used session by session. However, to the extent that oral communication skills permit, the goals and course plans need to be discussed and agreed with the group. Individual needs should be met through differentiated activities and resources and time should be set aside for learners to pursue their individual goals.

Where the goals and content are negotiated on the basis of the needs of the various learners in a group, a course plan can only be completed after the tutor has established the needs of the learners and the range of contexts in which they need to use their skills.

In courses where learners may enrol and leave at different points in the year, or in work situations where each learner is working to a different ILP, a course plan may focus more on the way the learning is managed, for example time set aside for periodic reviews, and opportunities for small group or whole group activities.

The course plans should complement and reflect the information on ILPs rather than list individual learners' goals and targets.

Learners' goals and course plans serve different teaching and learning purposes but should all share a similar focus and intent.

b. Build in opportunities to check progress with the learner

This can be done in different ways:

- Making time for the learner to check their progress during session activities and at the end of each session.
- Enabling the learner to think through and record what they have learnt at the end of the session and to comment on whether they need to do more work on the same skill. For example, a learner may write 'Today I proof-read my draft for capital letters and full stops. I made some changes but missed two capital letters. I need more practice on using capitals.'
- Planning time for individual discussion at regular intervals throughout a course to review progress towards goals and steps.

c. *Build in opportunities for the learner to share evidence of their achievements*

This may mean planning:

- assignments or tasks – these may be selected from preset assignments or designed specifically for the individual learner
- opportunities for observation of the learner's performance, for example activities that enable the tutor to assess and record the learner's speaking and listening skills
- a report from a tutor working with the learner on another course
- a report from a work experience employer
- the use of a learning journal or a portfolio to record the learner's own reflections.

It is important to seize unplanned opportunities for learners to evidence achievement, for example a report from a visitor to the course or the learner's report of a successful use of new skills outside the class.

d. *Maintain records of the learning activities and resources used*

Resources and activities can be recorded on either of:

- the course plan
- the ILP.

Deliver according to course plans

Once the course planning and design have been completed, the tutor has to deliver the course to meet planned goals and objectives.

Delivery needs to be adjusted to take into account progress, achievement of goals and unplanned issues, such as learners moving on to other courses or into employment.

Record progress and review goals

You may already have a process for recording course skill gains. This needs to be extended to include literacy skill gains.

Methods for monitoring progress during the course include:

- observation
- portfolio assessment (e.g. collection of sample course work over time)
- assessment – formative and summative
- learner self-assessment.

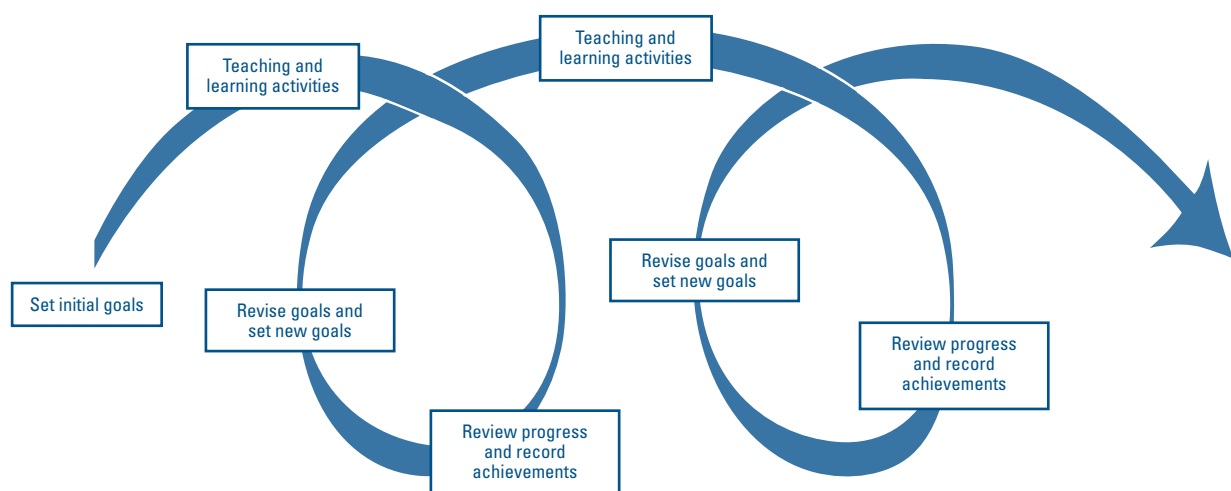
All methods provide useful information. You need to decide what best suits you, your learner and your course. Reviews should take place at intervals throughout the course and form part of the learning process.

Recording progress and reviewing goals involves:

- planning time with the learner to reflect on their learning and progress
- checking progress against the learner's goals and steps
- keeping a written record.

These stages do not occur just once, but take place in continuous cycles throughout the course as set out in the diagram below.

Cycles of learning and review within a course or period of learning



From *Planning Learning and Recording Achievement in Adult Literacy, Numeracy and ESOL: a guide for practitioners* (2003) DfES, UK.

a. *Planning time with the learner to reflect on their learning and progress*

This should include:

- planning time during each session to reflect on learning and progress within that session
- planning time at regular intervals to allow the learner and tutor to stand back from immediate work and reflect on progress.

The length of time between reviews will vary depending on the length and intensity of the course and the ability of the learner. Reviews may be done:

- within course time
- by arranging an interview outside course time.

It is important that the learner knows when the review will take place. The date for the next review should be included on the ILP.

A review may take several forms, including:

- one-to-one review with the tutor
- review by the learner
- peer review with other learners
- time for a group of learners to reflect on their learning with the tutor.

Where more than one tutor is involved, it needs to be clear who has responsibility for undertaking the review. There should also be regular opportunities to share and discuss the information obtained from the reviews.

In some courses, the frequency of reviews is predetermined (e.g. every six weeks). In these cases it is important to ensure that reviews focus on the needs of the learner and that, where necessary, more frequent reviews are undertaken.

Adequate staff time is needed to carry out reviews on a regular basis.

b. *Check progress against the learner's goals and steps*

At regular reviews the tutor should discuss and agree with the learner:

- which steps have been achieved
- what new steps are needed to progress towards the learner's goals
- whether the steps need to be revised
- the results of any practice tests undertaken and implications for further learning
- unplanned learning and outcomes
- support needs not identified earlier or owing to changed circumstances.

Steps may need to be revised if:

- the learner identifies a new need for literacy, numeracy or language skill development
- the learner's progress is much faster or slower than originally predicted.

c. *Keep a written record*

A record of the review should be part of the ILP or attached to it. It needs to be accessible and meaningful to:

- the learner
- anyone else who may need to use it, for example another course tutor, literacy tutor or manager.

A suggested form for recording literacy skill gain is set out on page 27. This form focusses specifically on literacy skill gain. This is important because literacy is often overlooked and frequently requires specific attention if it is to remain an organisational and teaching priority. This process could be integrated with recording skill gains from the course or other skill areas. In this way the process for capturing literacy skills is integrated with a recording sheet for capturing all skill gains.

The literacy skill gains record should include the learner's views. The learner can be involved by asking questions that encourage:

- discussion and evaluation of unplanned learning and application of learning outside the course
- reflection on and evaluation of the learning that has taken place, the methods, resources and any additional support given.

The form also needs to record:

- the learner's progress against the goals
- the learner's achievement against specific goals and steps.

The learner's goals and steps provide the markers against which progress and achievement are measured. The learner's achievement of goals and steps may be assessed and recorded at different times during the course. This provides early evidence of success for the learner and can be important to maintain motivation.

It is also important to record gains in confidence, as these are as significant as gains in skills and knowledge. However, gains in confidence have to be reported in context – it is not enough to say 'the learner is more confident'. You need to record what the learner is more confident at doing and more importantly why they are more confident.

This record will help you in evaluating your teaching approaches and your course content to identify activities or teaching input to which the learner responded or not. This information can be used as the basis for more teaching or to change future plans.

Assessment of achievement may also take place at the end of a course, for example through summative assessment such as completing unit standards, or through a final project or assignment.

Whatever method is adopted, it is important that:

- the learner's work is assessed by the tutor to ensure that it meets the criteria set in the ILP
- the teaching activity is appropriate for the level against which the learner's goal was set.

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Literacy skill gains record

Learner: _____ Course: _____

Tutor: _____ Date: _____

| Skill gain | Full details of specific skill demonstrated e.g. writing, speaking and listening, computing, numeracy, critical thinking | Reported/ observed by: | Date |
|--|--|---------------------------|---------|
| Learner asked for clarification during an activity | Observed conventions for asking questions – put hand up, said wasn't sure what to do and then asked me to repeat it | Tutor | 14/8/05 |

Celebrate achievement

It is important that the learner recognises and values their achievements. Achievements may include:

- national qualifications or unit standards
- targeted literacy goals and steps
- the learner's personal and social goals
- learning that was not planned and therefore not included in the goals and steps but nevertheless resulted in skill gains
- the successful reapplication of new skills outside the course.

Progress and achievements may be small and easily overlooked or undervalued. To maintain learner interest, motivation and a sense of purpose it is worthwhile drawing attention to any positive progress and using it as a cause for celebration either with the learner or more publicly in a group.

Summary of skill gains

At the end of your course, it is useful for the tutor and learner to have a final meeting to summarise the literacy skills gained by the learner during the course. Prior to that meeting you should use your records to complete a draft summary. A suggested form is on the next page. This should be confirmed and added to as part of the final meeting, with the final copy signed by both you and your learner. Your learner should have a copy of this to take to any new course they may be undertaking.

This form focusses specifically on literacy skill gain. However, the process could be integrated with recording other course skill gains. In this way the learner has a complete record of their progress and all skills can be reviewed at one time.

A tutor's guide:

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Summary of literacy skill progress

Learner: _____ Course: _____

Tutor: _____

| Skill areas developed (e.g. writing, speaking and listening, computing, numeracy, critical thinking) | Specific information |
|--|----------------------|
| | |

Signed by learner: _____ Tutor: _____ Date: _____

National measures of literacy gain

At the time of publication the Tertiary Education Commission is working on a project to develop Learning Progressions matched against the draft Descriptive Standards published by the Ministry of Education in March 2005. The draft standards are available online:

See <http://www.minedu.govt.nz/index.cfm?layout=document&documentid=10354&data=>

The Learning Progressions, which will cover speaking, listening, reading, writing and numeracy, will be used to record learners' progress. At the time of publication the intention is to trial the Learning Progressions in 2006.

Unit standards from the National Qualifications Framework (NQF) are commonly used as outcomes in courses for learners who have literacy needs.

At present there are no specific literacy unit standards registered on the NQF. There is a domain (Introductory Communications Skills) that could be used to assess literacy skill progress, but these unit standards are not often assessed as part of vocational courses.

If a tutor is assessing a learner in relation to other unit standards as part of their course, it is important to be aware that these assessments are only a proxy measure of literacy skills.

Literacy skills are implicit in purpose statements, special notes, elements and performance criteria in unit standards. For example, a common statement in a unit standard is, 'comply with organisational policies and procedures', which implies that a candidate needs to read and understand company policies and procedures that may in turn refer to manuals and legislation. If the course explicitly teaches and assesses such 'compliance', it may be appropriate to record this as a literacy skill gain if the learner has developed those skills during the course.

Other implicit requirements may vary depending on the assessment methods used. For example, oral assessments will not give evidence of writing skills or reading skills. In the same way, written assessment answers may show reading skills but not writing skills if the answers are single words or short phrases.

Opportunities for improvement

An important part of the monitoring and recording process is identifying opportunities for improving systems and processes. These might relate to the personal systems a tutor uses, or organisational systems and processes.

Think about the systems and processes used in monitoring and recording literacy skill gains for learners within courses. Ask:

- what systems and processes are in place?
- what needs to be added to those?
- what information is currently gathered for other purposes that could be used for this purpose?
- what opportunities are there to improve monitoring and recording processes?

A suggested form is on the next page. Once again this form can be adapted to include suggested improvements in areas other than literacy.

Opportunities for improvement

Course name: _____ Tutor: _____ Date: _____

| Current situation | Improvements suggested |
|-------------------|------------------------|
| | |

Additional reading and other useful resources

Reading

The following publications and resources provide useful perspectives on setting learner goals and monitoring and recording progress in literacy learning. All are available to borrow free from the Workbase library or can be downloaded. To contact the Workbase library email info@workbase.org.nz

Black and Wiliam (1998) *Inside the Black Box. Raising standards through classroom assessment*. Infer Nelson UK. <http://ngfl.northumberland.gov.uk/keystage3ictstrategy/assessment/blackbox.pdf>

Baer and Knell (2001) *Go for the Goal: A "Winning" Approach to Learner-Centred Goal Setting in Adult Literacy*. Illinois Literacy Resource Development Centre. http://www.ilrdc.org/go_for_goal.pdf

Gittens, R. (1994) *An Introduction to literacy teaching*, ALBSU, UK. (A good introduction to the basics).

MacGregor (1994) *Students Steps to Success*. Capricorn Link, Australia. (A general guide to setting goals).

Planning Learning and Recording Achievement in Adult Literacy, Numeracy and ESOL: a guide for practitioners (2003) DfES UK.

Learning Connections Communities Scotland (2005). *An Adult Literacy and Numeracy Curriculum Framework for Scotland*.

http://www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_008875.pdf

Resources

Equipped for the future (EFF) Highlights on teaching (HOT) topics on strategies for using the EFF framework for goal setting. http://eff.cls.utk.edu/PDF/vol_1_no_1.pdf

Literacy Alberta (1997) *Progress profile: Measuring progress in Literacy Development*, Grassroots Press, Canada. (An easy to follow guide with templates).

Appendix 1—Literacy tasks and skills checklist

The information in this appendix is to assist you in identifying the range of literacy tasks and skills covered by your course. Here the literacy tasks and skills have been sorted into Reading, Writing, Speaking/Listening and Numeracy. You may need to develop a list specific to your course that includes Information Technology or other related areas.

| Literacy tasks and skills checklist | ✓ / ✗ |
|--|-------|
| Reading | |
| • identify different sorts of text | |
| • use non-textual cues such as images or layout to provide meaning | |
| • use context to predict meaning | |
| • use punctuation marks to help understanding | |
| • manage volume of text and remember what has gone before | |
| • identify the main points from a page of text | |
| • read and understand information from graphical material e.g. tables, price lists, maps, diagrams, pie charts, bar charts | |
| • follow written instructions | |
| • report accurately on the information read | |
| • find out the meanings of any unfamiliar words or phrases | |
| • take notes from the material read | |
| • use a reference source e.g. index, manual, dictionary, Yellow Pages | |
| • predict | |
| • skim | |
| • scan | |
| • thorough reading/reading for detail | |
| • make inferences | |
| • read a key | |
| • recognise order used e.g. alphabetical, numerical, time, sequence | |
| • read signs and labels | |
| • read maps | |
| • structure information for reference in logical format | |
| • understand common signs and symbols | |
| • recognise common abbreviations | |
| • recognise root words/syllables | |
| • read common vocabulary | |
| • read technical vocabulary and abbreviations | |

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| Literacy tasks and skills checklist | ✓ / ✗ |
|---|-------|
| Writing | |
| • use abbreviations in different sorts of writing | |
| • use layout of different sorts of writing appropriately | |
| • use non-textual cues to predict meaning | |
| • use context to predict meaning | |
| • plan, draft and edit writing | |
| • use conventions of structuring text | |
| • form letters correctly | |
| • use upper and lower case correctly | |
| • use basic sentence structure | |
| • use basic punctuation correctly | |
| • write clearly, concisely and accurately | |
| • check and correct grammar, spelling and punctuation | |
| • write neatly | |
| • fill in forms correctly | |
| • set writing out correctly for different purposes e.g. letter, report, note format and presentation style | |
| • use diagrams and sketches to help make a point | |
| • spell common sight vocabulary and high-frequency words correctly | |
| • use appropriate written language styles (or register) formal/informal | |
| • select and structure appropriate content | |
| • use correct construction of grammatical sentences, including subject/verb agreement | |
| • use basic punctuation | |
| • use images and illustrations as aids to communication | |
| • use editing skills – proof-read for spelling, punctuation, grammar, for accuracy of factual content and to ensure instructions have been followed | |

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| Literacy tasks and skills checklist | ✓ / ✗ |
|---|-------|
| Speaking/Listening | |
| • recognise that communication is a two-way process | |
| • speak clearly and politely | |
| • use suitable body language | |
| • give information in a sensible order | |
| • check that the other person understands what you are saying | |
| • if the other person does not understand, find another way of explaining what you mean | |
| • use diagrams and sketches to help make a point | |
| • suggest other sources of help if necessary | |
| • obtain information | |
| • check the other person is willing and able to provide the information | |
| • check that you have understood | |
| • ask for help if necessary | |
| • ask appropriate questions | |
| • open and close conversations appropriately | |
| • summarise to check or clarify details | |
| • match spoken language style to purpose, topic and audience | |
| • use appropriate modulation and tone | |
| • use active listening skills | |
| • use non-verbal language e.g. body language, facial expression, gestures | |
| • use appropriate visual aids | |
| • use volume and projection | |
| • match communication styles | |
| • use appropriate articulation | |
| • use tense appropriately | |
| • take turns to speak | |

| Literacy tasks and skills checklist | ✓ / ✗ |
|---|-------|
| Numeracy | |
| Using numbers | |
| • read, write, say and spell numbers and quantities | |
| • do number problems— + - x ÷ | |
| • understand language of maths | |
| • report numbers accurately | |
| • round numbers up and down | |
| • use decimals and percentages | |
| • use fractions | |
| • use proportions and ratios | |
| • use negative numbers | |
| • identify tens, hundreds, thousands etc. | |
| • approximate, round, estimate | |
| • calculate and check place value | |
| • identify rules for approximating numbers | |
| • round numbers and quantities up and down | |
| • identify a range of formats for presenting data (e.g. pie chart, bar chart, pictogram, graph) | |
| • recognise method of presentation (e.g. in rows, columns, lists, blocks, symbols) | |
| • identify how the information has been grouped or classified | |
| • understand the use of scales to represent sets of data | |
| • identify the amounts represented by blocks, symbols, pictures | |
| • extract relevant information | |

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| Literacy tasks and skills checklist | ✓ / ✗ |
|---|-------|
| Using money | |
| • identify coins and notes and their values | |
| • calculate money accurately | |
| • select suitable coinage and/or notes | |
| • offer appropriate payment | |
| • check change | |
| • check that documentation is correct e.g. cheques, receipts, bills | |
| • read amounts of money in words and figures | |
| • write amounts of money in words and figures | |
| • understand place value | |
| • place amounts of money in order of value | |
| • round amounts of money up or down | |
| • estimate and approximate amounts | |
| • count on and count back to reach required amounts | |
| • add, subtract, multiply and divide amounts of money | |
| • budget | |
| • record money accurately | |
| • record money in a way that is suitable for the purpose | |
| • add, subtract, multiply, divide | |
| • identify same, equivalent | |
| • calculate simple percentages | |
| • calculate dollars, cents, cash, credit | |
| • round, estimate, share | |
| • calculate, check | |
| | |
| Selecting goods and services | |
| • select the best buy | |
| • check price, quantity and quality | |

| Literacy tasks and skills checklist | ✓ / ✗ |
|--|-------|
| Using tables, graphs and charts | |
| • know how tables and charts are constructed | |
| • sort data into related groups | |
| • recognise different styles and importance of labelling | |
| • identify row, column, symbol, block, scale | |
| • identify the information you need | |
| • extract the information you need | |
| • use the information | |
| • report the information accurately | |
| • present information in tables and charts e.g. bar chart, pictogram, diagram, table | |
| • develop and use questionnaire, survey | |
| • sort, share, classify, group | |

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| Literacy tasks and skills checklist | ✓ / ✗ |
|--|-------|
| Using units of measure | |
| • know units of measurement and their values | |
| • time | |
| • length | |
| • weight | |
| • volume | |
| • perimeter | |
| • capacity | |
| • mass | |
| • temperature | |
| • volume | |
| • read and write units including their abbreviated forms | |
| • identify measuring instruments and timing devices and their uses | |
| • interpret numbers and calibrations on measuring instruments and timing devices | |
| • read off times, lengths and other measurements | |
| • estimate units of measure | |
| • check units of measure | |
| • record units of measure | |
| • express parts of units as halves and quarters | |
| • express units in decimals | |
| • round units up and down | |
| • identify current uses of metric units | |
| • know metric units in common use | |
| • understand and use a.m., p.m., 12-hour clock and 24-hour clock | |
| • read and use calendar formats | |
| • describe and compare units and put in order of size/time | |
| • count on and count back units of measure | |
| • add and subtract to reach required amounts | |
| • measure using metric, imperial, analogue, digital systems | |

Appendix 2—Literacy goal achievement plan

Learner: _____ **Course:** _____

Tutor: _____ **Date:** _____

Literacy goal: _____

| Step | Strategy | Resources | Who/When | Achieved when |
|------|----------|-----------|----------|---------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |

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Example A

Learner: Marina Petrie
Tutor: Gary

Course: Boat building
Date: 11/04/06

Literacy goal: To read workplace procedures

| Step | Strategy | Resources | Who/ When | Achieved when |
|--|---|--|---|---|
| 1. Identify a procedural text | Understand features and layout of procedural texts | Evacuation procedures, machine operations etc. | Gary/Marina (date) | Marina can identify key features of procedural texts |
| 2. Understand the purpose of a procedural text | Identify purpose, uses and audiences of texts | Evacuation procedures, machine operations etc. | Gary/Marina (date) | Marina can state purpose of a text and identify uses and potential audience |
| 3. Monitor comprehension | Use active reading model of before, during and after reading activities | Overview of active reading model Handout of suggested activities at each stage of model | Gary teaches model | Marina can identify activities to use before, during and after reading to monitor comprehension |
| 4. Manage hard-to-read words | Identify hard-to-read words in a text Improve dictionary skills Keep a personal dictionary Learn how to break words into syllables Use think blank and read-on strategies to get meaning from context | Dictionary skills teaching Syllables handout and practice sheets | Gary teaches think blank and read-on strategies | Marina can use a range of strategies when she reaches a hard-to-read word |

Example B

Learner: Sione Jones **Course:** Automotive Servicing **Tutor:** John

Date: 11/04/05

Literacy goal: To fill in workplace forms correctly

| Step | Strategy | Resources | Who/When | Achieved when |
|---------------------------------------|---|--|---|--|
| 1. Know how to spell personal details | Check knowledge of personal details Provide opportunity for practice Create personal business card | Birth certificate, employment records, telephone book, map, business cards | Sione – personal details (date) John – check details (date) John/Sione – work together on strategies (date) | Sione can spell personal details |
| 2. Can spell workplace words | Identify key workplace words Develop word list Develop flash cards | Flash cards Social sight word list | John – word lists/ flash cards/ handouts Sione – review cards (dates) | Sione can spell 20 common workplace words |
| 3. Recognise basic form layout | Review variety of company forms — leave, union membership, credit union, etc. Identify what Sione can do – using highlighter Teach skimming and scanning Match words and definitions | Commercial forms, matching resource | John – forms, teach skimming and scanning (date) Words and definitions resource (date) Sione – review daily | Sione can identify common features of company forms e.g. signature |

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| Step | Strategy | Resources | Who/When | Achieved when |
|-------------------------------------|--|---|--|--|
| 4. Learn terminology of forms | Discuss form specifications: <ul style="list-style-type: none"> • Print/block letters • abbreviations e.g. DOB | Vocabulary list Model forms | John/Sione (date) | Sione knows terminology of company forms |
| 5. Use personal spelling dictionary | Record all unknown/misspelled words with meanings/alternatives | Alphabetised notebook | Sione ongoing John/Sione weekly (date) | Sione uses a personal dictionary regularly |
| 6. Proof-reading | Check that information is correct | Forms filled in by Sione | John/Sione (date) | Sione knows how and when to proof-read |
| 7. Know how to ask for assistance | Questioning skills – asking for assistance, asking for clarification Listening skills – listening for specific information | Role plays CD Roms Interactive websites | John – resources Sione – activities (date) | Sione asks for assistance when required |



Negotiating a learner's literacy goals and developing systematic methods to record progress in literacy skill development is central to effective literacy teaching.

A tutor's guide: Setting literacy goals and recording progress is designed for tutors who need to negotiate literacy goals with learners and capture learning achievements.

A tutor's guide: Setting literacy goals and recording progress assists tutors to:

- develop systems to set literacy goals
- break goals into smaller, more manageable steps
- identify strategies and resources to achieve the steps
- plan teaching and learning activities
- record progress and achievement.

A tutor's guide: Setting literacy goals and recording progress outlines a step-by-step process that is clear, easy to follow, effective and useful for all tutors working with adults who have foundation learning needs.