



Bridging the Gap:

# **Competency-Based Progress Assessment**

## **Introduction to the Progress Assessment**

The following assessment material contains a series of lists of observable behaviours that demonstrate competence in eight essential categories for learning. These lists will help adult literacy tutors to observe and keep track of each learner's progress. The successful acquisition of these competencies indicates that an individual is prepared to independently take on new challenges both in life and learning. This means that once a learner has demonstrated the ability to apply the essential knowledge and skills (through observable behaviours) for each target competency, he or she will be able to function autonomously within a variety of situations in life, at work, and in learning.

This assessment material is meant to assist both adult literacy practitioners as well as learners. Literacy teachers and tutors are strongly encouraged to work closely with learners to determine both their goals for learning and the best strategies to accomplish those goals. Sharing this assessment material with learners will enable them to set tangible goals for learning. Furthermore, it will ensure that each learner participates in and takes responsibility for his or her learning.

As you work with this assessment material, keep in mind that the development of different competencies is neither linear nor limited to one area of competence at a time. For example, a learner may simultaneously develop knowledge and skills in reading, writing, and communication. As such, it is advisable to target certain the skills to be assessed prior to implementing new activities with learners. This will make it easier to focus on and assess the targeted observable behaviours.

## **Points to Remember:**

1. All training materials should be designed for the development of competencies.
2. Learners will demonstrate competence through performance.
3. Learners' needs and goals should dictate which competencies you work on.
4. These progress charts should be shared with the learner; learners should be aware of which skills they have already achieved, which ones they are working on, and which ones they will develop in the future.
5. Learners should progress at their own pace.
6. Learners should be aware of what will be assessed and under which conditions assessment will take place.
7. The development of different competencies is neither linear nor limited to one area of competence at a time.
8. While this material does not serve as formal assessment, it is indicative of a learner's progress and readiness to handle formal education.
9. These assessment charts are designed to complement the courses that the *Ministère de l'Éducation, du Loisir et du Sport* has established for adult literacy". Literacy practitioners who handle the accredited literacy courses will easily be able to assimilate this assessment material into their programs.
10. Personal Portfolios will serve as a standard tool for assessment across councils and school boards. Portfolios will help tutors to monitor learner progress. Moreover, they are easily transferred between educational programs.

## Order of Competency-Based Assessment Charts:

### 1. Lifelong Learning (purple)

- a. Setting Goals
- b. Time Management & Organizational Strategies
- c. Study Skills

### 2. Reading (yellow)

- a. Strategies for Reading
- b. Spelling, Grammar, and Punctuation
- c. Everyday Print (magazines, newspapers, prescriptions, etc.)
- d. Academic Texts (literal and critical reading)

### 3. Writing (green)

- a. Strategies for Writing
- b. Spelling, Grammar, and Punctuation
- c. Everyday Writing (notes, letters, messages, personal information, etc.)
- d. Academic Writing (proper paragraph, three paragraph essay, etc.)

### 4. Communication (blue)

- a. Speaking
- b. Listening
- c. Professional

### 5. Numeracy (pink)

- a. Basic Numbers
- b. Adding and Subtracting
- c. Multiplying, Dividing, & Basic Fractions
- d. Math for Everyday Life (reading maps, shopping, paying bills, etc.)

### 6. Information Technology (orange)

- a. Basic Computer
- b. Internet
- c. Word Processing
- d. Media Literacy

### 7. Personal (gold)

- a. Self-reliance
- b. Attitude
- c. Health

### 8. Citizenship (aqua)

- a. Citizenship Awareness
- b. Environmental Awareness
- c. Community Awareness

## Emerging Competencies

The following measures of performance are included on each competency-based progress assessment chart so that you may recognize the emergence of knowledge and skills.

<b>WELL-ESTABLISHED:</b>	The learner <b>has successfully demonstrated</b> the ability to do the given task. The skills and knowledge required for performance have clearly been attained. The learner will be able to repeat this behaviour in either learning or life situations.
<b>ON-TRACK:</b>	The learner <b>has almost successfully demonstrated</b> the ability to do the given task. The skills and knowledge required for performance are generally good, but the learner is not able to fully carry out the task. The learner may not be able to repeat the behaviour in other learning or life situations.
<b>EMERGING:</b>	The learner <b>has demonstrated some ability</b> to do the given task. The skills and knowledge required for performance are present, but they need to be refined. The learner would not yet be able to employ this behaviour in other learning or life situations.
<b>OFF-TRACK:</b>	The learner <b>is not using the correct skills</b> or knowledge for performance. Attitude and approach needs work. There is a need for revision and/or greater focus in this area.

# Target Competencies

*Guiding learners to autonomy and lifelong learning*



**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**1.A. Lifelong Learning: Setting Goals**

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain what a goal is.					
2. explain reasons for setting goals.					
3. identify personal reasons for setting goals.					
4. identify the difference between short-term and long-term goals.					
5. make a list of competencies (or skills) they wish to acquire through learning.					
6. set realistic short-term goals for learning.					
7. set realistic long-term goals for learning.					
8. think of ways to achieve their goals.					
9. find information on how to accomplish their goals.					
10. describe what they will get in return for learning (better job, more qualifications, stronger skills, etc.).					
11. make a plan to achieve their goals.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. take steps to accomplish their goals.					
13. anticipate obstacles in achieving their goals.					
14. think of ways to overcome possible obstacles in reaching their goals.					
15. revise their goals for learning when necessary.					
16. revise their plan for learning when necessary.					
17. follow their plan to achieve their goals.					
18. identify the accomplishment of a goal.					
19. keep track of the achievement of their goals in a journal or log.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 1.B. Lifelong Learning: Time Management & Organizational Strategies

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain what “time management” is.					
2. explain what “organization” is.					
3. explain the benefit of good time management.					
4. explain the benefit of organizational skills.					
5. make a daily to-do list.					
6. make a weekly to-do list.					
7. make a monthly to-do list.					
8. keep track of tasks on their to-do lists.					
9. prepare a timeline to do tasks.					
10. keep track of events, activities, and due dates on a calendar.					
11. respect set timeline.					
12. record assignments as soon as they are assigned.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. prioritize tasks (i.e. do most important tasks first).					
14. schedule necessary time to study.					
15. schedule necessary time to review knowledge and/or learning.					
16. set aside realistic amount of time to do tasks.					
17. study when planned.					
18. break up long-term assignments into reasonable units.					
19. determine best time of day to study.					
20. keep study material (e.g. pencils, pens, books, etc.) organized.					
21. keep study area organized.					
22. find the right time to take a break from studying.					
23. keep study notes together in a folder or a binder.					
24. save time by using overall good time management.					
25. save time by using good organizational strategies.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 1.C. Lifelong Learning: Study Skills

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain what a study skill is.					
2. explain the value of good study skills.					
3. explain what a learning style is.					
4. explain the value of knowing their learning style.					
5. engage in self-assessment to find their learning style.					
6. describe ways in which they learn best.					
7. explain what their learning style is.					
8. adapt study habits to their learning style.					
9. apply how they learn best to new learning situations.					
10. identify the best place to study					
11. draw upon their previous knowledge (or prior learning to help studying.					
12. take notes to save information.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. highlight or underline important points in printed material.					
14. relocate highlighted or underlined sections in printed material.					
15. refer to highlighted or underlined sections to review important points.					
16. review study material when necessary.					
17. make notes on study material.					
18. review study notes for better memory.					
19. read study material out loud for better understanding.					
20. summarize what has been studied.					
21. review directions before starting an assignment.					
22. clarify directions before starting an assignment.					
23. follow directions when doing an assignment.					
24. take on new challenges with a positive attitude.					
25. categorize information in logical ways.					
26. anticipate obstacles in studying.					
27. brainstorm ways to overcome obstacles in studying.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**2.A. Reading: Strategies for Reading**

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. understand the link between written and spoken language.					
2. understand the communicative value of the written word.					
3. recognize common signs and letter symbols.					
4. use existing knowledge to assist reading.					
5. self-question and reread to assist reading.					
6. read as often as possible to develop reading competence.					
7. skim written text to predict message.					
8. scan written text for familiar words or expressions.					
9. scan for specific facts (like place, time, dates, etc.).					
10. make predictions during reading.					
11. highlight key words and ideas.					
12. review what they have read to find key words or details.					

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. use context clues to guess the meaning of new words.					
14. highlight new or difficult words.					
15. use a dictionary to assist reading.					
16. highlight difficult sections for later review.					
17. use title, subtitles, and pictures to predict message.					
18. ask questions to clarify understanding after reading.					
19. relate new information in reading material to prior learning					
20. read out loud to clarify understanding.					
21. use letter-sound correspondence to read new words out loud.					
22. self-correct when reading out loud.					
23. take notes on what they have read.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 2.B. Reading: Spelling, Grammar, and Punctuation

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. identify the difference between upper and lower case letters.					
2. identify vowels and consonants.					
3. recognize common short-vowel sounds (e.g. cat, bat, hot, but, etc.).					
4. recognize common long-vowel sounds. (e.g. kite, mate, faite, etc.).					
5. identify the meaning of individual words.					
6. identify meaning of multiple words in context.					
7. read common irregularly spelled words (e.g. said, two, laugh, etc.).					
8. explain rules and find examples of plurals.					
9. define and find examples of possessives.					
10. define and find examples of contractions.					
11. define and find examples of compound words.					
12. define and find examples of prefixes.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. define and find examples of suffixes.					
14. identify the parts of speech.					
15. locate a paragraph.					
16. find the topic sentence and supporting details in a paragraph.					
17. identify and explain the use of periods and commas.					
18. identify and explain use of colons and semi-colons.					
19. follow punctuation rules when reading out loud.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 2.C. Reading: Everyday Print

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. identify different types of common everyday print (newspapers, ads, cereal boxes, etc.).					
2. understand basic signs, symbols, or words in everyday print.					
3. identify common street names or stores in simple maps.					
4. read a schedule or timetable.					
5. make sense of simple everyday print (short notes, ads, etc.).					
6. recognize common, familiar words in everyday print.					
7. find important information in simple everyday texts.					
8. anticipate message through type of printed material.					
9. distinguish between formal and informal texts.					
10. read a variety of everyday short texts (telephone messages, notes, greeting cards, warning labels, etc.)					
11. read a food label.					

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. read a menu.					
13. read store flyers.					
14. locate specials in store flyers.					
15. read basic instructional manual (for work).					
16. read safety instructions.					
17. read a calendar.					
18. read street signs.					
19. identify parts of a map.					
20. read a basic road map.					
21. locate mountains, rivers, lakes, etc. on a geographical map.					
22. locate Quebec on a map of Canada.					
23. locate their community or town on a map of Quebec.					
24. identify the sections of a telephone book.					
25. find a phone number in a telephone book.					
26. read basic forms (e.g. job application, bank application, etc.).					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
27. follow directions in everyday print (e.g. cooking instructions, prescription details, etc.).					
28. read to children (i.e. read a children's book).					
29. read for personal pleasure.					
30. satisfy basic needs through reading everyday print.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**2.D. Reading: Academic**

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. read titles and tables of content to choose reading material.					
2. describe what they have read.					
3. summarize what they have read.					
4. interpret the meaning of what they have read.					
5. distinguish between fiction and non-fiction.					
6. distinguish between subjective and objective writing.					
7. identify the main idea in a paragraph (or selected passage).					
8. identify the main idea in newspaper articles or short essays.					
9. predict storylines.					
10. identify author's purpose.					
11. identify author's tone.					
12. justify predictions made about reading material (prior to reading).					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. distinguish between statement of fact and statement of opinion.					
14. read a short poem.					
15. read song lyrics.					
16. read a simple short story.					
17. respond to rhyme and harmony in a written text.					
18. describe the plot, setting, and characters in a short story.					
19. detect similarities in characters and events.					
20. answer how, what, why, when, and what-if questions.					
21. identify the author's central message.					
22. form and share opinions on what they have read.					
23. identify synonyms and antonyms.					
24. compare and contrast similar texts.					
25. identify similes.					
26. identify metaphors.					
27. identify personification.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
28. detect bias.					
29. detect propaganda.					
30. infer meaning.					
31. read parts of a standard text book.					
32. use the table of contents to locate information in a textbook.					
33. use the index to locate information in a textbook.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**3.A. Writing: Strategies for Writing**

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. use the correct tools for type of writing (e.g. pencil eraser, paper).					
2. free write (without stopping) to develop writing competence.					
3. use prior learning to guide writing.					
4. keep track of new words in a word log.					
5. refer to word log to assist writing.					
6. use a dictionary to find spelling of new words.					
7. use a dictionary to confirm spelling of words.					
8. use a thesaurus to find synonyms and antonyms.					
9. use syllabication to spell difficult or new words.					
10. review writing to check for errors.					
11. revise writing according to spelling, grammar, and word choice review.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. check writing for clarity and logic					
13. re-organize details in writing for logic and clarity.					
14. ask for writing assistance when needed.					
15. brainstorm ideas before writing.					
16. write a first draft.					
17. edit first draft independently.					
18. have a friend or tutor review a draft of their writing.					
19. set appropriate amount of time aside to complete writing tasks.					
20. prepare a writing outline.					
21. identify targeted audience for writing.					
22. write appropriately for audience.					
23. write legibly.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

### 3.B. Writing: Spelling, Grammar, and Punctuation

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. print all letters of the alphabet in the upper and lower case.					
2. leave spaces between words.					
3. spell previously studied words correctly.					
4. spell most common one-syllable words correctly.					
5. spell most common two-syllable words correctly.					
6. spell many common multi-syllable words correctly (i.e. computer, communication, etc.).					
7. use capital letters and periods properly.					
8. identify similarities in spelling.					
9. distinguish the spelling of common homophones (i.e. two and to, there and their, ate and eight, etc.).					
10. make sure subjects and verbs agree.					
11. use verbs in the present correctly.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. use verbs in the past correctly.					
13. use verbs in the future correctly.					
14. check the spelling of irregular past verbs.					
15. replace nouns with pronouns correctly.					
16. use periods correctly.					
17. use a question mark correctly.					
18. use an exclamation point correctly.					
19. use quotation marks correctly.					
20. use commas correctly.					
21. use apostrophes correctly.					
22. capitalize words when necessary.					
23. form negative statements correctly.					
24. form interrogative statements correctly.					
25. combine rules of spelling, grammar, and punctuation to write a flawless simple sentence.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
26. combine rules of spelling, grammar, and punctuation to write a flawless compound sentence.					
27. combine rules of spelling, grammar, and punctuation to write a coherent paragraph.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

### 3.C. Writing: Everyday Writing

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. write basic personal information (name, address, and telephone number).					
2. keep simple records.					
3. write personal information in simple forms (to get a bank card, renew license, etc.).					
4. write personal information in lengthy forms (applications, bank records, etc.).					
5. write lists for different purposes (to-do lists, shopping lists, etc.).					
6. write short messages (note, postcard, telephone message, etc.)					
7. write a letter to a friend or family member.					
8. format a personal letter appropriately (i.e. contains date, opening, closing, etc.).					
9. write a professional letter.					
10. format a professional letter correctly.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
11. use language that is appropriate for the purpose of writing.					
12. use formal language when necessary.					
13. use the right material for writing (notepad, legal paper, etc.).					
14. maintain correct tone in everyday writing.					
15. review and edit short written texts (messages, notes, etc.).					
16. review and edit extended written texts (letters, extended messages, etc.).					
17. ensure that message and purpose are clear in everyday writing.					
18. write a standard resume.					
19. write a standard cover letter.					
20. express purpose and tone correctly in personal letters					
21. express purpose and tone correctly in professional letters.					
22. keep a simple everyday expressive journal.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**3.D. Writing: Academic**

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. apply new vocabulary in writing.					
2. stay on topic in writing.					
3. write appropriately for different writing tasks (out-of-class assignments & in-class assignments).					
4. choose appropriate language when writing.					
5. avoid using slang and informal expressions in writing.					
6. use a variety of prewriting techniques to support writing. (e.g., brainstorming, listing, free writing, clustering).					
7. produce written texts with appropriate message.					
8. produce written texts with appropriate tone.					
9. write a well-structured paragraph.					
10. write a paragraph summary on a short text.					
11. ask for clarification on writing tasks when necessary.					

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. use transition words to join ideas in writing.					
13. write a well-structured three-paragraph essay (introduction, body, & conclusion).					
14. justify an opinion in writing.					
15. write a series of sentences connected to one image or idea.					
16. write the logical steps for a process (i.e. <i>How to...</i> ).					
17. use revision and editing process to prepare a final draft of writing.					
18. explain what plagiarism is.					
19. explain why students are not allowed to plagiarize.					
20. credit authors for ideas or excerpts of writing.					
21. follow basic rules for citing authors.					
22. write subjectively.					
23. write objectively.					
24. use some words for persuasive impact.					
25. use a few common literary devices such as descriptive words and simple rhymes.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

### 4.A. Communication: Speaking

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. identify different types of spoken communication.					
2. identify different purposes for spoken communication.					
3. make small talk.					
4. explain the value of speaking well.					
5. participate as a speaker in face-to-face conversations.					
6. participate as a speaker in extended conversations.					
7. recount personal experiences.					
8. express needs.					
9. request assistance.					
10. express satisfaction or dissatisfaction.					
11. share feelings.					
12. express preferences and views relating to personal interests.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. take part in informal group discussion.					
14. express agreement and disagreement.					
15. give basic feedback.					
16. use words that are appropriate to the topic of conversation.					
17. use words that are appropriate for the audience.					
18. use words that are appropriate for the purpose of conversation.					
19. use words that are appropriate for context.					
20. employ correct word choice to express ideas clearly.					
21. ask questions to engage a listener in a conversation.					
22. use transition words effectively to join ideas.					
23. use a rhythm that is suitable to the message, occasion, and receiver.					
24. employ language that promotes the receiver's understanding.					
25. use correct tone for the purpose of communication.					
26. use appropriate non-verbal language (eye-contact, posture, gesture, and facial expression) for the purpose of communication.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
27. speak on the telephone on a familial subject.					
28. speak on the telephone to clarify or request information.					
29. employ good telephone manners.					
30. use correct intonation for interrogative dialogue.					
31. enunciate well for clear message.					
32. speak at an appropriate rhythm.					
33. use appropriate pronunciation.					
34. pay attention to grammar and vocabulary used in dialogue.					
35. verify that the listener understands the message.					
36. modify speech (enunciation, tone, rhythm, etc.) based on feedback.					
37. maintain conversation by responding to their listener's cues.					
38. use correct conventions to initiate, sustain, and close spoken exchange.					
39. use speaking skills to satisfy basic needs.					
40. use speaking skills to integrate into community life (ask questions, express needs, etc.).					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**4.B. Communication: Listening**

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain the value of being a good listener.					
2. explain the role of the listener in communication.					
3. use techniques like predicting when listening to the radio or TV.					
4. actively listen in informal dialogues.					
5. listen to group members in group discussion.					
6. listen carefully and follow directions.					
7. concentrate on an extended conversation or dialogue.					
8. listen to recorded messages for overall meaning or message.					
9. listen to recorded messages for details.					
10. focus on key words and phrases when listening.					
11. be an active listener in telephone conversations.					
12. identify a speaker's purpose.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. use verbal and nonverbal responses to show willingness to listen.					
14. identify the order of ideas in a spoken message.					
15. locate important information in ads, slogans, and jingles.					
16. distinguish between fact and opinion in a spoken message.					
17. identify instances of bias in a spoken message.					
18. specify how bias and prejudice may affect the impact of a spoken message.					
19. identify the intensity of a speaker's attitude.					
20. describe a speaker's tone of voice.					
21. participate in a range of different scenarios as a listener.					
22. identify discourse cues such as volume, tone, and images to aid comprehension.					
23. identify the main idea in spoken messages.					
24. identify supporting details in spoken messages.					
25. distinguish between ideas that support the main idea and those that do not in a spoken message.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**4.C. Communication: Professional**

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. identify reasons to communicate professionally.					
2. describe different situations for professional communication.					
3. explain how to communicate professionally.					
4. distinguish between professional and familial situations.					
5. define formal and informal language.					
6. determine correct times for formal and informal language.					
7. employ a variety of words to demonstrate courtesy and manners.					
8. determine correct time to use slang, idiomatic language, and regionalisms.					
9. adapt discourse to time constraints.					
10. select words that avoid sexism, racism, and other forms of prejudice.					
11. make eye contact and smile in professional communication.					

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. participate in an interview with a teacher.					
13. employ good communication strategies in a conversation with a teacher.					
14. participate in an interview with a potential employer.					
15. employ good communication strategies in a conversation with a potential employer.					
16. respond appropriately to questions.					
17. elaborate on responses in an interview.					
18. repair communication difficulties when necessary.					
19. adapt language to degree of formality of the situation.					
20. confidently use communicative techniques such as focusing on and using key words and phrases.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 5.A. Numeracy: Basic Numbers

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. identify Math symbols and vocabulary (=, -, x, etc.)					
2. use a simple calculator correctly.					
3. use a ruler correctly.					
4. say what a numeral is (a spelled-out number).					
5. write the numerals from one to a hundred.					
6. distinguish between odd and even numbers.					
7. form one-place numbers.					
8. form two-place numbers.					
9. form three-place numbers.					
10. form large numbers (in the thousands).					
11. read numbers in the thousands.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. read numbers in the ten thousands.					
13. read numbers in the hundred thousands.					
14. read numbers in the millions.					
15. identify lesser and greater values.					
16. estimate.					
17. explain when estimating is useful.					
18. explain what a rounded number is.					
19. explain when rounding numbers is useful.					
20. round numbers two-place numbers.					
21. round numbers three-place numbers.					
22. measure length, width, and height of objects.					
23. measure diameter, circumference, and perimeter of common geometrical shapes.					
24. read simple line or bar graphs.					
25. read simple pie charts.					
26. identify negative numbers.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
27. explain what a negative number is.					
28. identify percentages.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 5.B. Numeracy: Adding & Subtracting

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain what adding is.					
2. explain what a sum is.					
3. add one-place numbers.					
4. add two-place numbers.					
5. add three-place numbers.					
6. add dollar amounts.					
7. add one-place negative numbers.					
8. add two-place negative numbers.					
9. add three-place negative numbers.					
10. subtract one-place numbers.					
11. subtract two-place numbers.					
12. subtract 3-place numbers.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. subtract dollar amounts.					
14. subtract one-place negative numbers.					
15. subtract two-place negative numbers.					
16. subtract three-place negative numbers.					
17. estimate sums.					
18. round numbers and then estimate sums.					
19. solve word problems with adding.					
20. solve word problems with subtracting.					
21. solve basic word problems with both adding and subtracting.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

### 5.C. Numeracy: Multiplying, Dividing, & Fractions

Observable Behaviours  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain what multiplication is.					
2. give examples of when multiplication is used.					
3. multiply to one hundred.					
4. multiply two-place numbers with one-place numbers.					
5. multiply two-place numbers with two-place numbers.					
6. multiply dollar amounts with one-place numbers.					
7. multiply dollar amounts with two-place numbers.					
8. explain what division is.					
9. explain how to divide.					
10. explain what a fraction is.					
11. form fractions.					
12. locate a numerator in a fraction.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. locate a denominator in a fraction.					
14. find common dominators in basic fractions.					
15. add basic fractions.					
16. subtract basic fractions.					
17. identify simple powers (squared <sup>2</sup> and cubic <sup>3</sup> )					
18. calculate the average of a series of numbers (by adding and dividing).					
19. act logically to solve problems with multiplying or dividing.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

### 5.D. Numeracy: Math for Everyday Life

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. identify value of different Canadian money.					
2. compare money values (amounts).					
3. round dollar amounts.					
4. estimate change due back after payment.					
5. calculate tax on one item.					
6. calculate full cost of two items (with tax).					
7. calculate cost of discount items.					
8. tell time.					
9. estimate the time required to do a specific task.					
10. add and subtract time.					
11. read a recipe.					
12. double a recipe.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. divide a recipe in two.					
14. identify the difference between metric and imperial measurements.					
15. use a chart to convert metric and imperial measurements					
16. identify significance of temperatures in Celsius (i.e. how warm/how cold?).					
17. measure temperatures.					
18. interpret meaning of basic percentages in statistics.					
19. use a map to calculate distance between places.					
20. calculate distance between towns or cities in Quebec.					
21. using addition to calculate monthly expenses.					
22. use subtraction to determine monthly disposable income.					
23. calculate credit card interest.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 6.A. Information Technology: Basic Computer

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. identify the basic parts of a computer (monitor, keyboard, disk drive, etc.).					
2. turn on a computer.					
3. use a computer mouse.					
4. correctly shut down a computer.					
5. put a computer on stand-by.					
6. locate a file on hard drive, diskette, server, and/or USB key.					
7. save a file to a specific drive or folder.					
8. connect to an Internet Service Provider (ISP).					
9. navigate between two or more applications without closing and re-opening (multitasking).					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 6.B. Information Technology: Web Browsing

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain what the Internet is.					
2. explain how the Internet works.					
3. access the Internet.					
4. access various search engines (Google, MSN, Yahoo, etc.)					
5. go to a specific URL.					
6. print a web page.					
7. follow a hyperlink (hotlink).					
8. conduct a basic search using a search engine.					
9. re-trace a hyperlink path.					
10. refresh the browser.					
11. create a "bookmark" list.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. revisit useful websites.					
13. use the Internet to find information on a specific topic.					
14. “cut” and “paste” information from a website.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**6.C. Information Technology: Email**

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain what email is.					
2. access free email service.					
3. open an email account.					
4. enter a message subject.					
5. reply to a message.					
6. send a message.					
7. open a message.					
8. forward a message.					
9. create a folder.					
10. save a message in a specific folder.					
11. delete file.					
12. add a name to the address book.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. retrieve a name from the address book.					
14. create and/or send an attachment					
15. open and/or save an attachment.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

### 6.D. Information Technology: Word Processing

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. open a word processor (most likely <i>Microsoft Word</i> ).					
2. start a new document.					
3. open an existing file					
4. save a file					
5. rename an existing file or change file type.					
6. “cut” texts.					
7. “paste” texts.					
8. select font.					
9. bold or italicize font.					
10. add a bubble text.					
11. add clipart.					
12. add page numbers.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. use Spell Check.					
14. change line spacing.					
15. print a document.					
16. open word processor (likely Microsoft Word).					
17. start a new document.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**6.D. Information Technology: Media Literacy**

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. describe different types of media.					
2. define mass media.					
3. describe their relationship with television.					
4. describe their relationship with magazines.					
5. describe their relationship with computers.					
6. describe their relationship with other forms of mass media.					
7. identify different messages passed through the media.					
8. analyze an advertisement.					
9. determine the message of an advertisement.					
10. identify common media techniques used to attract attention.					
11. identify the target audience for an advertisement.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. identify the technologies used to create an advertisement.					
13. observe how gender is commonly represented in the media.					
14. analyze how gender is commonly represented in the media.					
15. observe how race and class are commonly represented in the media.					
16. analyze and observe how race and class are commonly represented in the media.					
17. consider how different people may interpret different media messages.					
18. draw conclusions on common media values.					
19. interpret how often media values reflect reality.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**7.A. Personal: Self-Reliance**

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. describe their greatest successes.					
2. describe their talents.					
3. identify their skills, values, interests and other personal attributes					
4. recognize opportunities available to them.					
5. identify their values.					
6. explain how their values affect their goals.					
7. set personal goals for each day.					
8. set personal goals for each year.					
9. set personal goals for their life.					
10. monitor and evaluate progress against goals.					
11. take on new challenges.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. think of ways to handle different kinds of stress.					
13. handle different stresses.					
14. ask for help when necessary.					
15. balance work/home pressures.					
16. match opportunities to skills, knowledge, values, and interests.					
17. take risks.					
18. demonstrate a commitment to lifelong learning.					
19. draw upon a personal sense of self-worth					
20. work independently.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**7.B. Personal: Health**

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain why good health is important.					
2. explain why it is better to prevent health problems.					
3. list ways to protect their health.					
4. think of ways to change their lifestyle to protect their health.					
5. explain the importance of personal hygiene.					
6. list personal health wishes.					
7. explain why dental health is important.					
8. explain how diet and nutrition affect health.					
9. identify good and bad items on a nutrition label.					
10. identify good and bad ingredients in a product.					
11. keep a nutritional log.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. reflect on their current health habits.					
13. explain how fitness affects health.					
14. brainstorm ways to keep/get fit.					
15. express likes and dislikes for diet and fitness.					
16. set health and fitness goals.					
17. make an action plan to reach health and fitness goals.					
18. consider ways to optimize their health.					
19. find the address and telephone number for the nearest health clinic (or CLSC).					
20. follow steps to make an appointment to see a doctor.					
21. explain what an organ donor is.					
22. explain how to be an organ donor in Quebec.					
23. apply for (or renew) a health card in Quebec.					
24. explain what Medicare is.					
25. read prescription labels.					
26. keep a record of their medical history.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

**7.C. Personal: Attitude**

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. apply prior knowledge to new learning.					
2. tell the teacher if help is needed.					
3. risk making mistakes.					
4. move on from a mistake.					
5. learn from a mistake.					
6. take initiative for their own learning.					
7. work with a partner or in a team.					
8. work independently.					
9. exchange information and ideas.					
10. avoid putting things off.					
11. use different reference material to find information.					
12. submit work on time.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. avoid making excuses.					
14. identify their strengths and weaknesses in learning.					
15. come up with ways to overcome weaknesses.					
16. follow instructions with minimal one-on-one guidance.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 8.A. Citizenship: Citizenship Awareness

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain what a citizen is.					
2. explain what a democracy is.					
3. give basic details on the birth of Canada.					
4. explain what a political party is.					
5. name the leaders of the political parties in Quebec.					
6. name the leaders of the political parties in Canada.					
7. explain what makes Canada a democracy.					
8. explain what “equality” means in democracy.					
9. explain their rights as a citizen.					
10. explain their responsibilities as a citizen.					
11. explain what the <i>Charter of Rights and Freedoms</i> is.					
12. identify important voting words (ballot, voting screen, etc.).					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. find out about a political candidate.					
14. identify a voter's ballot.					
15. use a voter's ballot.					
16. explain how to vote in Canada.					
17. find out when and where to vote in their area.					
18. vote.					
19. communicate their beliefs and/or judgements on a civic topic.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 8.B. Citizenship: Environmental Awareness

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	WELL ESTABLISHED	ON-TRACK	EMERGING	OFF-TRACK	COMMENTS
1. identify ways in which the environment is important.					
2. give examples of what a healthy environment.					
3. decide whether our environment is healthy or not.					
4. back up opinions on the environment with facts.					
5. describe ways we pollute the planet.					
6. explain why the earth is getting warmer.					
7. explain what causes smog.					
8. explain how to save water (at home).					
9. find examples of how the environment has changed locally and globally.					
10. discover how to be more environmentally friendly with cars.					
11. define reducing, recycling and reusing.					
12. reduce.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
13. recycle.					
14. reuse.					
15. make a list of things to recycle.					
16. explain why we should act to help the planet.					
17. brainstorm ways to help the planet.					
18. explain what will happen if different species become extinct.					
19. anticipate what will happen if we don't act soon.					

**PROGRESS ASSESSMENT**

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor Name: \_\_\_\_\_ Place of Study: \_\_\_\_\_

## 8.C. Citizenship: Community Awareness

<u>Observable Behaviours</u>  <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
1. explain what a community is.					
2. find their community on a map.					
3. brainstorm different types of communities (i.e. English community, Aboriginal community, etc.)					
4. describe different types of communities.					
5. describe their community.					
6. explain why people need a sense of community.					
7. explain what a community service is.					
8. define the purpose of a community service.					
9. find out about services in their community.					
10. explain why community services are important.					
11. assess the impact that a community service can have on a community.					

<u>Observable Behaviours</u> <b>THE LEARNER CAN CONSISTENTLY...</b>	<b>WELL ESTABLISHED</b>	<b>ON-TRACK</b>	<b>EMERGING</b>	<b>OFF-TRACK</b>	<b>COMMENTS</b>
12. find background information on the history of their community.					
13. list ways to make their community better.					
14. research a volunteer organization in their community.					
15. explain how volunteering can help a community.					
16. discuss ways to help their community.					
17. discuss ways to get involved in their community.					
18. get more involved in their community.					
19. use different sources to find out how members of their community have helped to shape its development.					