



Representing Vocational
Education Committees

Intensive Tuition in Adult Basic Education

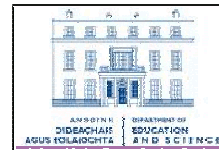
ASSESSMENT PACK 2010



NATIONAL DEVELOPMENT PLAN



EUROPEAN UNION
STRUCTURAL FUNDS



County
Dublin VEC



NALA

Intensive Tuition Adult Basic Education (ITABE) Project,
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Intensive Tuition in Adult Basic Education

SECTION 1

ASSESSMENT NOTES

ASSESSMENT NOTES

1. The purpose of this assessment is twofold - a) to assist in deciding the course content and b) to give some quantitative data indicating learning achieved.
2. The assessment sheets are intended for use as **checklists**.
3. **Only checklists relevant to the course content and individual student need to be completed**
4. Where more in-depth skills assessments have previously taken place the outcomes may be used to inform this assessment.
5. Students and tutors should be **actively** involved in deciding the level of skill pre-course, post course and the level of improvement achieved.
6. The skills described are deliberately linked to learning outcomes from the **FETAC Minor Awards**. In this way the assessment reflects the current adult literacy landscape.
7. The individual student Progress Summary sheets should be stored in keeping with local **confidentiality** procedures. In the context of this project they should be used to assist in the completion of the Project Progress Summary sheet and to assist in the provision of **Adult Education Guidance**, where appropriate.
8. Individual **Student Progress Summary** sheets and the completed assessment material should be retained by the local service. They should **NOT** be forwarded to the Intensive Tuition in Adult Basic Education (ITABE) Co-ordinator unless specifically requested.
9. **Original pre-course assessment outcomes – from the very first engagement with the ITABE programme - will be required for each student.**

Marian Lynch
(ITABE) Project,
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Belgard Square East,
Tallaght,
Dublin 24.



Intensive Tuition in Adult Basic Education

SECTION 2

BLANK ASSESSMENT FORMS

ITABE ~ Measuring NUMBER Skills ~ PRE-COURSE 2010

IA-1

Student's Name: _____

Facilitator's Name: _____

Date: _____

	#	Skill / Knowledge	STAGE		
			A Lot of Help	Some Help	No Help Needed
At this point I can:			1	2	3
FETAC Level 1	1	Recognise the name of small whole numbers			
	2	Match written numbers to the correct number of objects			
	3	Understand the words associated with numbers – <i>less, more than, equal, etc.</i>			
	4	Understand the concept of sequence			
	5	Memorise my own ATM PIN number & telephone number			
	6	Understand the importance of numbers in everyday life			
FETAC Level 2	7	Add and subtract small whole numbers			
	8	Understand '+', '=', '-', 'x' and '÷' symbols			
	9	Understand the language of addition and subtraction			
	10	Recognise large whole numbers			
	11	Apply addition and subtraction of whole numbers to real life situations			
	12	Estimate change due when making a purchase			
FETAC Level 3	13	Carry out short multiplication and division of natural numbers			
	14	Convert common fractions into percentages and vice versa			
	15	Measure length and weight using the metric system			
	16	Calculate time in a number of practical situations			
	17	Solve everyday mathematical problems			
			LEVEL	STAGE	
Pre-Course NUMERACY Level					

ITABE ~ Measuring NUMBER Skills ~ POST-COURSE 2010

IA-2

Student's Name: _____

Facilitator's Name: _____

Date: _____

	#	Skill / Knowledge	STAGE			Covered on course (tick)
			A Lot of Help	Some Help	No Help Needed	
At this point I can:			1	2	3	
FETAC Level 1	1	Recognise the name of small whole numbers				
	2	Match written numbers to the correct number of objects				
	3	Understand the words associated with numbers – <i>less, more than, equal, etc.</i>				
	4	Understand the concept of sequence				
	5	Memorise my own ATM PIN number & telephone number				
	6	Understand the importance of numbers in everyday life				
FETAC Level 2	7	Add and subtract small whole numbers				
	8	Understand '+', '=', '-', 'x' and '÷' symbols				
	9	Understand the language of addition and subtraction				
	10	Recognise large whole numbers				
	11	Apply addition and subtraction of whole numbers to real life situations				
	12	Estimate change due when making a purchase				
FETAC Level 3	13	Carry out short multiplication and division of natural numbers				
	14	Convert common fractions into percentages and vice versa				
	15	Measure length and weight using the metric system				
	16	Calculate time in a number of practical situations				
	17	Solve everyday mathematical problems				
			LEVEL		STAGE	
			Post-Course NUMERACY Level			

ITABE ~ Measuring LISTENING & SPEAKING Skills ~ PRE-COURSE 2010

Student's Name: _____

Facilitator's Name: _____

Date: _____

	#	Skill / Knowledge	STAGE		
			A Lot of Help	Some Help	No Help Needed
At this point I can:			1	2	3
FETAC Level 1	1	Listen to obtain information from news headlines, weather forecasts and announcements			
	2	Respond to requests for personal information			
	3	Follow clear and simple oral instructions in a familiar setting			
	4	Ask simple questions to gain information in a familiar setting			
	5	Express opinions and feelings in a familiar setting			
FETAC Level 2	6	Find out a range of information in relation to a topic by telephone or in person			
	7	Ask questions to check facts in a variety of situations			
	8	Follow oral instructions to carry out a task and directions to a familiar place			
	9	Express an opinion and provide a reason for the opinion expressed			
	10	Give clear and simple directions to and from familiar places			
	11	Take part in a conversation in a small group of familiar people			
FETAC Level 3	12	Extract the main facts, ideas and opinions from a variety of spoken sources			
	13	Start and maintain conversation in both one-to-one and group settings			
	14	Tell a story or recount an event in both one-to-one and group settings			
	15	Give accurate oral instructions to complete a task			
	16	Express a personal opinion and a reason for the opinion expressed in a group setting			
	17	Describe orally, in a group setting, how I feel about a past event			
			LEVEL	STAGE	
Pre-Course LISTENING & SPEAKING Level					

ITABE ~ Measuring LISTENING & SPEAKING Skills ~ POST-COURSE 2009

Student's Name: _____

Facilitator's Name: _____

Date: _____

	#	Skill / Knowledge	STAGE			Covered on course (tick)
			A Lot of Help	Some Help	No Help Needed	
<i>At this point I can:</i>			1	2	3	
FETAC Level 1	1	Listen to obtain information from news headlines, weather forecasts and announcements				
	2	Respond to requests for personal information				
	3	Follow clear and simple oral instructions in a familiar setting				
	4	Ask simple questions to gain information in a familiar setting				
	5	Express opinions and feelings in a familiar setting				
FETAC Level 2	6	Find out a range of information in relation to a topic by telephone or in person				
	7	Ask questions to check facts in a variety of situations				
	8	Follow oral instructions to carry out a task and directions to a familiar place				
	9	Express an opinion and provide a reason for the opinion expressed				
	10	Give clear and simple directions to and from familiar places				
	11	Take part in a conversation in a small group of familiar people				
FETAC Level 3	12	Extract the main facts, ideas and opinions from a variety of spoken sources				
	13	Start and maintain conversation in both one-to-one and group settings				
	14	Tell a story or recount an event in both one-to-one and group settings				
	15	Give accurate oral instructions to complete a task				
	16	Express a personal opinion and a reason for the opinion expressed in a group setting				
	17	Describe orally, in a group setting, how I feel about a past event				
			LEVEL		STAGE	
POST-Course LISTENING & SPEAKING Level						

ITABE ~ Measuring READING Skills ~ PRE-COURSE 2010

IA-5

Student's Name: _____

Facilitator's Name: _____

Date: _____

	#	Skill / Knowledge	STAGE		
			A Lot of Help	Some Help	No Help Needed
At this point I can:			1	2	3
FETAC Level 1	1	Recognise and understand common signs and symbols (including the alphabet)			
	2	Recognise familiar words (commonly used and relevant to the student)			
	3	Understand we read from left to right and from top to bottom			
	4	Understand what a sentence is.			
	5	Extract a single piece of information from a small piece of text containing familiar words			
FETAC Level 2	6	Read a list of words relating to his/her hobby or interests			
	7	Recount basic information from a short piece of text with simple sentences.			
	8	Can read and explain common social sight words and where they might be found			
	9	Use clues to decipher unfamiliar words			
	10	Understands simple punctuation – capital letters and full stops.			
	11	Follow simple written instructions with 3-4 steps			
FETAC Level 3	12	Locate a piece of information from a TV listing, travel timetable or similar table or chart			
	13	Understand the main topic and points of a piece of text from a newspaper or magazine			
	14	Answer oral and written questions on a variety of short articles			
	15	Look up unfamiliar words in a dictionary			
	16	Correctly follow written instructions with 6-10 steps			
	17	Locate two related pieces of information from two separate articles/stories			
			LEVEL	STAGE	
Pre-Course READING Level					

ITABE ~ Measuring READING Skills ~ POST-COURSE 2010

IA-6

Student's Name: _____

Facilitator's Name: _____

Date: _____

	#	Skill / Knowledge	STAGE			Covered on course (tick)
			A Lot of Help	Some Help	No Help Needed	
<i>At this point I can:</i>			1	2	3	
FETAC Level 1	1	Recognise and understand common signs and symbols (including the alphabet)				
	2	Recognise familiar words (commonly used and relevant to the student)				
	3	Understand we read from left to right and from top to bottom				
	4	Understand what a sentence is.				
	5	Extract a single piece of information from a small piece of text containing familiar words				
FETAC Level 2	6	Read a list of words relating to his/her hobby or interests				
	7	Recount basic information from a short piece of text with simple sentences.				
	8	Can read and explain common social sight words and where they might be found				
	9	Use clues to decipher unfamiliar words				
	10	Understands simple punctuation – capital letters and full stops.				
	11	Follow simple written instructions with 3-4 steps				
FETAC Level 3	12	Locate a piece of information from a TV listing, travel timetable or similar table or chart				
	13	Understand the main topic and points of a piece of text from a newspaper or magazine				
	14	Answer oral and written questions on a variety of short articles				
	15	Look up unfamiliar words in a dictionary				
	16	Correctly follow written instructions with 6-10 steps				
	17	Locate two related pieces of information from two separate articles/stories				
			LEVEL	STAGE		

ITABE ~ Measuring WRITING Skills ~ PRE-COURSE 2010

Student's Name: _____

Facilitator's Name: _____

Date: _____

	#	Skill / Knowledge	STAGE		
			A Lot of Help	Some Help	No Help Needed
At this point I can:			1	2	3
FETAC Level 1	1	Write his/her own name and address			
	2	Transcribe simple information (list, phone numbers, days of the week, months of the year, etc.)			
	3	Write a list using familiar words			
	4	Write a short message on a Post It			
	5	Understand use of capital letters to start a sentence and full-stop to end a sentence			
FETAC Level 2	6	Write a greeting card			
	7	Fill in simple forms			
	8	Write a short diary/journal entry			
	9	Use capital letters for a variety of purposes			
	10	Spell familiar words accurately			
	11	Demonstrate some spelling strategies for unfamiliar words			
FETAC Level 3	12	Complete a simple form requiring information in addition to personal details			
	13	Write a brief note to a teacher/doctor			
	14	Write a personal letter to a friend or relative			
	15	Write a formal letter – job application, complaint, etc.			
	16	Use appropriate punctuation			
	17	Spell common / necessary words correctly			
			LEVEL	STAGE	
			Pre-Course WRITING Level		

ITABE ~ Measuring WRITING Skills ~ POST-COURSE 2010

Student's Name: _____

Facilitator's Name: _____

Date: _____

	#	Skill / Knowledge	STAGE			Covered on course (tick)
			A Lot of Help	Some Help	No Help Needed	
At this point I can:			1	2	3	
FETAC Level 1	1	Write his/her own name and address				
	2	Transcribe simple information (list, phone numbers, days of the week, months of the year, etc.)				
	3	Write a list using familiar words				
	4	Write a short message on a Post It				
	5	Understand use of capital letters to start a sentence and full-stop to end a sentence				
FETAC Level 2	6	Write a greeting card				
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	8	Write a short diary/journal entry				
	9	Use capital letters for a variety of purposes				
	10	Spell familiar words accurately				
	11	Demonstrate some spelling strategies for unfamiliar words				
FETAC Level 3	12	Complete a simple form requiring information in addition to personal details				
	13	Write a brief note to a teacher/doctor				
	14	Write a personal letter to a friend or relative				
	15	Write a formal letter – job application, complaint, etc.				
	16	Use appropriate punctuation				
	17	Spell common / necessary words correctly				
			LEVEL		STAGE	
Post-Course WRITING Level						

ITABE ~ POST-COURSE – STUDENT Progress Summary 2010

Student's Name: _____

Facilitator's Name: _____

Date: _____

Subjects covered in course (Please Tick): *Reading* *Writing* *Number* *Listening & Speaking*

Skill Area	Pre-Course Level	Post-Course Level	Stage Increase	Level Increase
<i>Number</i>				
<i>Listening & Speaking</i>				
<i>Reading</i>				
<i>Writing</i>				



Intensive Tuition in Adult Basic Education

SECTION 3

Documents are to be retained locally.
Documents must be available to be returned
upon request to the
National ITABE Co-ordinator

**After completion of the current project documentation should be stored locally in
keeping with confidentiality procedures**

To be retained locally or until requested by the National ITABE Co-ordinator

ITABE ~ POST-COURSE – PROJECT/GROUP Progress Summary 2010

IA-13

VEC: _____ Venue: _____ No. of Students: _____ Project No. _____
Ref. ITABE Application Form IT-2

ITABE Co-ordinator: _____ ALO: _____

Subjects covered in course (Please Tick): Reading Writing Number Listening & Speaking
 Primary focus of this course (Please Tick): Reading Writing Number Listening & Speaking

Skill Area		Pre-Course Level (This Project)	Post-Course level (This Project)	Level Increase (This Project)	Stage Increase (This Project)	How many ITABE Projects has this student taken part in?	LEVEL Increase (Since first Pre-Course Assessment)	STAGE Increase (Since first Pre-Course Assessment)
Reading	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
Total number of students who progressed from		Level 1 to Level 2		Level 2 to Level 3		Level 1 to Level 3		
Total number of students who remained at the same level								
Writing	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
Total number of students who remained at the		Level 1 to Level 2		Level 2 to Level 3		Level 1 to Level 3		
Total number of students who remained at the same level								

To be retained locally or until requested by the National ITABE Co-ordinator

ITABE ~ POST-COURSE – PROJECT/GROUP Progress Summary 2010

IA-14

VEC: _____ Venue: _____ No. of Students: _____ Project No. _____
Ref. ITABE Application Form IT-2

ITABE Co-ordinator: _____ ALO: _____

Subjects covered in course (Please Tick): Reading Writing Number Listening & Speaking
 Primary focus of this course (Please Tick): Reading Writing Number Listening & Speaking

Skill Area		Pre-Course Level (This Project)	Post-Course level (This Project)	Level Increase (This Project)	Stage Increase (This Project)	How many ITABE Projects has this student taken part in?	LEVEL Increase (Since first Pre-Course Assessment)	STAGE Increase (Since first Pre-Course Assessment)
Numeracy	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
Total number of students who progressed from		Level 1 to Level 2		Level 2 to Level 3		Level 1 to Level 3		
Total number of students who remained at the same level								
Listening & Speaking	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
Total number of students who progressed from		Level 1 to Level 2		Level 2 to Level 3		Level 1 to Level 3		
Total number of students who remained at the same level								

To be retained locally or until requested by the National ITABE Co-ordinator

