

# Materials for assessing adult literacy



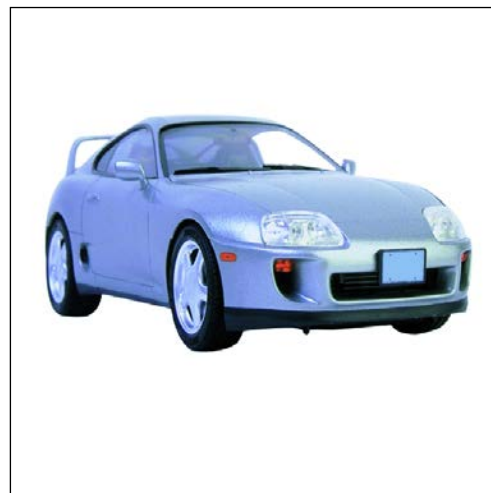
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**Tutor prompt:** You are going on a shopping trip. Look at the pictures, and tell me what you want to take with you.



**Tutor note:** If the learner forgets anything essential (i.e. money) ask the learner to look again. Similarly, if the learner chooses something inappropriate (i.e. the radio) ask them if they need to take it.

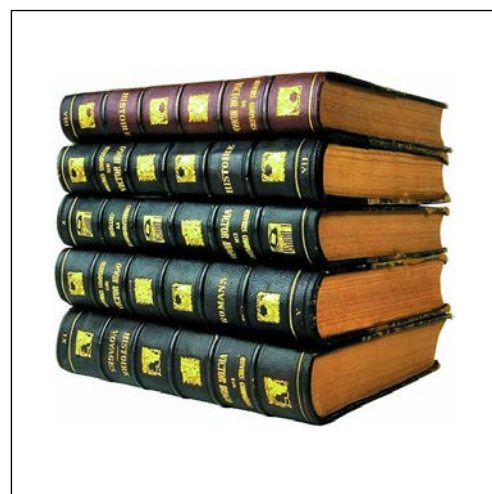
**Tutor prompt:** Now tell me how we go shopping.



**Tutor note:** Once the learner has made a choice, and depending on its accuracy, try to engage the learner further with statements such as, 'I think we should walk/go by plane. What do you think?'

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**Tutor prompt:** Now tell me what you want to buy.



**Tutor note:** This assessment can take place in conjunction with any daily routine. The vocabulary selected should be pertinent to that activity and should, where possible, reflect the individual's interests and experiences.



**Tutor prompt:** Look at the pictures, and tell me what you

- like doing
- did last night
- want to do tonight
- don't like doing



**Tutor note:** Once the learner has selected an activity, yes/no responses can be elicited by asking simple questions such as, 'Did you enjoy it?' or 'Did you go with a friend?' Following this, repeat the above using images specific to that activity.

**Tutor prompt:** Look at the pictures and tell me what you would like to do.



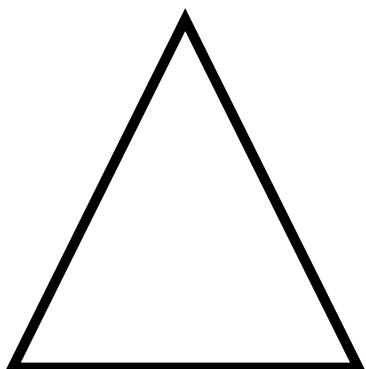
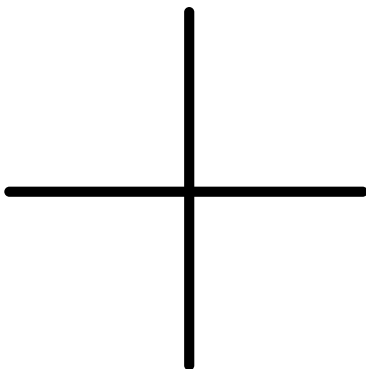
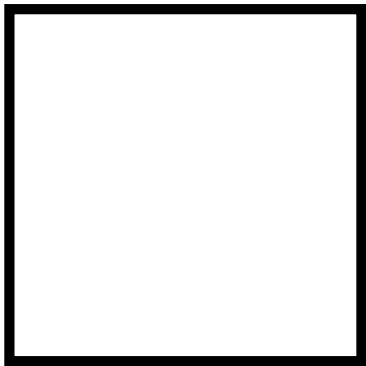
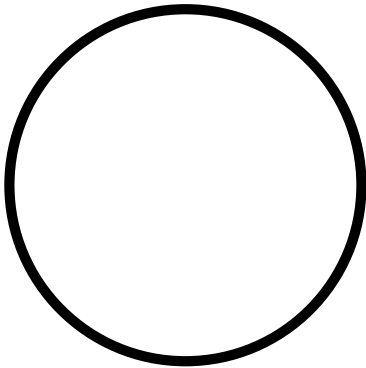
**Tutor note:** Follow-up questions here could be used to elicit yes/no responses such as 'Do you want to e-mail your brother?'

In order to determine the content of an e-mail or letter, the original images of activities could be used as prompts to enable the learner to say what they want to write about.

Activity cards for follow-up work should be produced for each original activity. For example, 'Watching TV' could lead to a card containing symbols relating to programme types (e.g. with symbols for 'soaps', 'sport', 'news', etc.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Example activity

**Tutor prompt:** Look at the picture/symbols.

**Tutor note:** Prepare picture or symbol cards showing the pictures of three or four familiar people wearing items of clothing in distinctive colours and image/symbol cards to represent the colours and clothing. You could use a programme such as *Gridmaker* to prepare cards for a paper exercise or put the images/symbols on screen using authoring slideshow programmes or click to select programmes like *Clicker*.

Suggestions:

- John wearing a red jumper.
- Ali wearing a blue shirt.
- Mita wearing a green T-shirt.
- Yin wearing a yellow hat.

**Tutor note:** When you have prepared the activity, you can ask the learner questions about each person. S/he can respond by showing/selecting/signing/choosing a card or computer image.

These questions can be adapted to suit the situation/individual taking part in the assessment.



## Example activity

**Tutor note:** This activity should revolve around a recent experience.

Prepare a range of symbol/image-based prompts to support the learner if necessary, which depict various activities pertinent to the learner, e.g. 'watch TV', 'listen to music', 'pub', 'talk', etc. These can be paper-based or on an ICT programme such as a slideshow viewer for digital images.

Indicator 2 (Listen to and demonstrate that they are paying attention to familiar people) can also be assessed against during this activity. Responses such as nodding, eye-contact, etc should be recorded on a communication assessment sheet.

**Tutor prompt:** What did you do last night?

Allow for a series of follow-up yes/no questions to be asked, e.g. 'Was it good?', 'Did you go with anyone else?' etc.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

