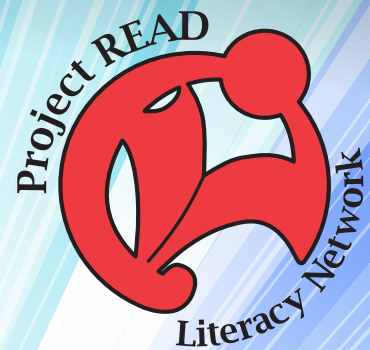


Learning with Swagger

Assessment Tool:

Measuring changes
in the soft skills



Project READ Literacy Network



MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

Acknowledgements

Learning with Swagger is a combination of the talents of many individuals and organizations. Without this collective investment of time and effort, the Assessment Tool and Strategy Guide would not be complete.

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Thank you everyone,

Lorri Sauvé, Project Consultant

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Assessor Information

Design of the Learning with Swagger Assessment Tool

This soft skills assessment tool has been designed for use with adult learners participating in Literacy and Basic Skills (LBS) programs in Ontario. For learners who do not have English as their first language, some terms used may not be familiar. It is up to the discretion of the assessor to determine if use will be helpful or not. The Assessment Tool has been designed to work in conjunction with literacy and math assessment tools that assessors and instructors already use. This tool is designed to be administered one-on-one with the adult learner and is designed to measure the soft skills (i.e. non-academic outcomes, meta-cognitive skills) which are necessary for learners to have before s/he can make gains in academic outcomes (i.e. literacy and math skills). Soft skills have been defined in many different ways. In this tool, soft skills are the skills that help learners learn better. According to Grieve, "we are all in the process of learning how to become more self-directed. It is a process rather than a set of skills that we either have or lack" (Grieve, 2003). These skills include but are not limited to many skills such as:

- Confidence
- Self-esteem
- Attitude
- Perseverance (Grit)
- Life, Social and Employability Skills
- Time Management and Study Skills

This soft skills assessment tool has three purposes:

1. To inform instruction for literacy instructors
2. To help adults learn about their strengths so that they can use these strengths to learn concepts easier
3. To increase gains in learning

This tool is a great opportunity to have conversations with learners about their motivation, readiness, and attitudes towards learning. Even if learners have never thought about the requirements for learning, they begin to see the need. This begins the process of self-analysis in the learner which is a necessary skill. Also, it is valuable for learners and instructors to have a picture of learner current abilities and challenges in order to allow for better program design.

This assessment tool is to be used to build upon (scaffold) the two Ontario Adult Literacy Curriculum Framework (OALCF) competencies, "Manage Learning" and "Engage with Others." "Manage Learning" captures the elements that contribute to successful learning. This competency is about helping learners develop the abilities necessary to manage not only in literacy programming but also in other learning situations, both informal and formal.

"Manage Learning" comprises:

- Goal setting
- Planning
- Learning strategies
- Self-reflection
- Evaluation

“Engage with Others” rests upon a series of interactions and collaborations between individuals extended over an indeterminate period of time. These interactions use:

- Communication skills
- Interpersonal skills
- Conflict resolution
- Problem-solving
- Self-control of behaviours
- Demonstrating tolerance and flexibility (Ontario Adult Literacy Curriculum Framework, 2011)

Any assessment tool can only measure a learner’s skill at a given point in time. Please note that it is important to assess learners on more than one occasion. Use various tools and methods at different times (i.e. keep a portfolio, etc.) in order to get a truer picture of what the individual learner is actually capable of achieving.

The “Learning with Swagger Assessment Tool” has 7 parts to it in order to provide a variety of measures since observing and measuring soft skills is difficult at best. Parts of the Assessment Tool are self-assessments and other parts are instructor assessments.

Requirements for Administering the Assessment Tool

- 2 years or more experience and knowledge (preferred) in the assessment of adult learners using tools such as C.A.M.E.R.A., C.A.R.A., Read Forward, etc.
- Working knowledge of the Ontario Adult Literacy Curriculum Framework (OALCF)
- Experience with Literacy and Basic Skills (LBS) system and learners (minimum 1 year)
- Training on how to administer the “Learning with Swagger Assessment Tool” (either online or face-to-face)

Instructions for Administering the “Learning with Swagger Assessment Tool”

We have considered how difficult it may be for many learners to discuss confidence levels, self-esteem, attitude and the other soft skills being assessed with assessors. The approach suggested is to ensure that learners know that all information they share will be kept confidential and will be used to help them learn and plan for their next steps. Learners will likely develop some awareness of soft skills just by having the Assessment Tool administered. This will occur because during the administration of the tool, term definitions and explanation of some concepts will be necessary in order to understand the context of each part of the tool. If learners have some memory skills, they will recognize some of the terms and words used in the tool administration and may recall these terms at a later date.

Ensure that you read the definitions located at the top of each section of the Assessment Tool. In some sections, a script has been provided to aid the assessor in the words to say when administering the Assessment Tool.

1. To begin the assessment, ensure that both you and your learner are comfortable. Thank the learner for showing up to the assessment. Sit beside the learner rather than across from the learner in order to help the learner feel more comfortable. If at any time the learner shows signs of discomfort, anxiety, stress or frustration, stop administering the assessment.
2. Introduce yourself including how long you have been doing assessments and LBS instruction, as well as why you enjoy administering assessments.
3. Share the purposes of the assessment with the learner. Explain to the learner that this assessment will provide a starting point for learning and will give information that will help the instructor plan more effective lessons for him/her.
4. Ask if s/he has any questions before you proceed.

5. Tell the learner the approximate time the assessment will take.
6. If this is a follow up assessment, make sure that the learner knows this assessment will provide information on increases in soft skills which may explain the learning progress made since the last review/assessment.
7. Record background information on the learner as well as whether the learner arrived early, on time, or late for the assessment.

Administer either Part1a or Part1b of the assessment

Administer the first part of the "Learning with Swagger Assessment Tool," the Learning Styles section unless you already know what learning style this learner prefers. If you have already discovered the learner's preferred learning style or multiple intelligences with another assessment tool, move to the second part of the assessment, "Introversion/Extraversion" Knowing the learner's preferred ways of learning and developing will help you design your instructional methods for more difficult concepts to be understood more easily by the learner. In most cases, adult learners will learn concepts easier if you can present the material in a multi-sensory way as well as use their preferred learning style. If this is done, it often makes it easier to remember concepts.

In a learner-centred environment, there is no universal best teaching practice but there can be a core set of learning principles which should begin with the instruction method that best suits the learner. Research shows that the ability to acquire skills is enhanced when skills are connected to meaningful, problem-solving activities within context. When learners are helped to understand why, when, and how the facts and skills are relevant, new learning is easier (Donovan, Bransford, Pellegrino, 1999; Sticht, 1995; Knowles, 1983).

Because this is not a standardized tool, there are many ways to administer this assessment but for most learners, this tool will be administered on an individual basis. This will enable the assessor to build rapport with the learner and to begin to structure an individualized learning plan for the learner. Some College programs have chosen to administer this tool in a group format and have learners complete the assessment on their own. Other agencies have administered the tool over a series of classes.

There are 2 ways to score this assessment including:

1. Manual (pen and paper assessment given to learner; assessor records score within each section and transfers to the "Record of Scores" on the front page of the assessment). Assessor then tallies the scores within each section and determines what the score means within each section. Then assessor refers to The "Strategy Guide" for ways to improve lower scores.
2. Electronic (learner and assessor work together to record answers on the computer); score is automatically tallied and strategies are suggested.

The Strategy Guide has been designed to enhance the learner's strengths and improve their weaknesses in the soft skills. Strategies found in the "Strategy Guide" correlate to each section of the Assessment Tool. When a low score is found in a particular section, the assessor can choose one or more strategies to implement with the learner in order to enhance skills in that particular area.

Ways to Build Rapport With and Learn about Learners

Read this section before administering the assessment. This section will give assessors information on how to build rapport and actively listen to learners.

Use the BEFOR Method (adapted from Kate Nonesuch)

In order to assess learners, you need to be prepared to listen. Before you speak or ask questions, get ready to listen and understand that the listener controls most conversations. How much or how intimately the learner talks will depend on how well the listener is listening. If you want to learn about or assess someone, sharpen your listening skills BEFOR you ask how things are going. Pay attention to the 5 points listed below and you will have better rapport with learners which will result in you obtaining more information about them.

This will in turn give you more information about how to best support learners.

B: Body Posture

- Relax, don't fidget. This can make the learner nervous and agitated.
- Keep an open, attentive body posture. This shows the learner you care about what they are telling you.
- Lean forward and face the learner. This also shows you care.
- Be aware of the rules of physical closeness in the learner's culture. Let the learner set the distance between you.

E: Eye Contact

- Make eye contact that will make the learner feel comfortable. Know the rules about eye contact (see "Body Language Chart" found in Strategy Guide).
- Don't stare because this can make the learner uncomfortable.

F: Following Along

Verbal

- Make comments such as "I see" and "Me too." This shows the learner that you care about what s/he is saying.
- Ask questions relevant to the topic. This also shows that you are actively listening to the information the learner is giving.
- Paraphrase what you heard the learner say. When you are able to repeat back the key information that the learner has relayed, your learner will know that you are interested in what s/he is saying.
- Use a tone of voice that shows you are interested. In other words, when you paraphrase the information that the learner relayed to you, your voice should have the emotion that the learner was expressing such as excitement, sadness, happiness, etc.

Non-Verbal (Body Language)

- Look at the person who is talking. This shows you are paying attention.
- Use appropriate gestures and facial expressions including nodding, smiling, frowning, etc. This also shows that you are paying attention.

Meta-Verbal

- Respond to what the learner does not say. Notice when the words spoken do not match the message sent such as sarcasm.

O: On the Level

- The aim is to be at the same level as the learner so try to sit if the learner is sitting and stand if the learner is standing.
- Show equality in your words, posture, and tone of voice. Use words that the learner is comfortable with.

R: Relaxation

- Create a relaxed atmosphere by using the points listed above such as smiling, being on the same physical level as the learner, and repeating back the key messages the learner has conveyed.
- Let the learner know you have time to listen. If you do not have time to listen, set another time when you do have time to listen.
- Keep your focus on the learner. Avoid distractions by closing the door, ignoring the telephone, etc.

Definitions Used

Word	Meaning
Andragogy	Andragogy consists of learning strategies and principles that focus on how adults learn best.
Attitude	A manner, feeling, position with regard to a person or thing.
Confidence	A belief in oneself or one's abilities to do something in a specific situation. This belief includes the feeling accepted and on equal terms with the others in the situation (NIACE, 2004).
Confidence - Inner	The confidence that is more privately felt; includes inner peace and psychological strength (Lindenfield, 1995).
Confidence - Outer	The confidence most people would recognize including communication, self-presentation, assertiveness and emotional control (Lindenfield, 1995).
Confidence - Situational	Being confident in one or more areas of life but not necessarily in others, varying from situation to situation (NIACE, 2004).
Extraversion	Extraversion is characterized by sociability, talkativeness, assertiveness and excitability. Extraverts get energy from other people, places and activities.
Grit	A personality trait that includes perseverance to maintain motivation in order to achieve the outcome. It is a strong predictor of success (Duckworth et al, 2009).
Introversion	Introversion is the tendency to gain energy from being alone; energy is directed towards concepts and ideas. Introverts tend to be less involved in social situations. Please note that introversion and shyness are not the same thing. Introverts are not afraid of social situations; they simply prefer to spend more time alone.
Learner	An adult enrolled in a Literacy and Basic Skills (LBS) class.
Learning Styles	Three learning styles exist to describe how we learn and include kinesthetic (learning by doing); auditory (learning by listening); and visual (learning by seeing).
Locus of Control	Locus of Control describes the degree to which individuals think that outcomes result from their own behaviours.

Multiple Intelligences	Howard Gardner's Theory that describes intelligence by including other abilities that a person has such as being word smart, number smart, picture smart, body smart, music smart, people smart, self smart and nature smart. Dr. Gardner says that schools focus on word or number smarts but he feels that equal attention should be placed on adults who have "smarts" in other areas. We should move from saying "How smart are you?" to "How are you smart?" When you know how you learn best, you can "learn" difficult concepts in your preferred intelligence.
Ontario Adult Literacy Curriculum Framework (OALCF)	The OALCF is the framework used to clarify the progress of all LBS learners in Ontario. The framework helps instructors and learners clarify connections between literacy development and the real life tasks that learners can do in work, learning, and life situations.
Scaffold	A learning process that promotes a deeper understanding of a concept. This process builds on previous knowledge by adding another concept or experience and then clarifying the link.
Self-Concept	It is a combination of who a person thinks s/he is, who others think s/he is, and who s/he would like to be.
Self-Efficacy	A belief in our ability to succeed in a given situation.
Self-Esteem -Global	Being aware of your abilities; acknowledging your strengths and weaknesses and still feeling good about yourself. It is how a learner views him/herself (NIACE, 2004).
Self-Esteem -Performance	Performance self-esteem refers to one's sense of general competence and includes intellectual, school performance and self-regulatory capacity. People high in performance self-esteem believe they are smart and capable (Heatherington and Polivy, 1991).
Self-Esteem - Physical	Physical self-esteem is how people view their physical bodies and includes athletic skills, attractiveness, race and ethnicity (Heatherington and Polivy, 1991).
Self-Esteem - Social	Social self-esteem refers to how people believe others perceive them. Note it is perception rather than reality (Heatherington and Polivy, 1991).
Self-Worth	How a person feels about him or herself (Mruk, 1999).
Skill	A skill is an ability that an individual needs to have in order to perform a specific task.
Life Skills	These skills are problem solving behaviours used appropriately and responsibly in the management of personal affairs. They can be learned through experience or instruction and involve handling problems and questions commonly encountered in everyday life.
Employability Skills	The skills including knowledge, skills and attitudes in order to gain and/or maintain employment.

Social Skills (Interpersonal Skills)	Any skill that helps in communicating and interacting with others, both verbal and non-verbal is a social skill. Interpersonal skills are another word for social skills. These skills include persuasion, active listening, assertiveness, and leadership.
Soft Skills	The meta-cognitive skills necessary for a learner to learn including but not limited to confidence, self-esteem, self-efficacy, life skills, attitude, etc.
Stress	Stress is an emotional state. It comes from both the good and bad things that happen to us. It becomes a problem when we are not sure how to handle an event or situation (CMHA, 2012).
Stress - Distress (Anxious, Stressed Out)	A state of being overwhelmed by circumstances or daily hassles.
Stress - Eustress	A state of having positive emotions.
Task	A function to be done; an activity.

Learning with Swagger

Assessment Tool: Components

- 1a Learning Style
2. Introversion/Extraversion
3. Life Social and Employability Skills
4. Self-Esteem
5. Confidence
6. Grit
7. Time Management and Study Skills

1b Multiple Intelligences



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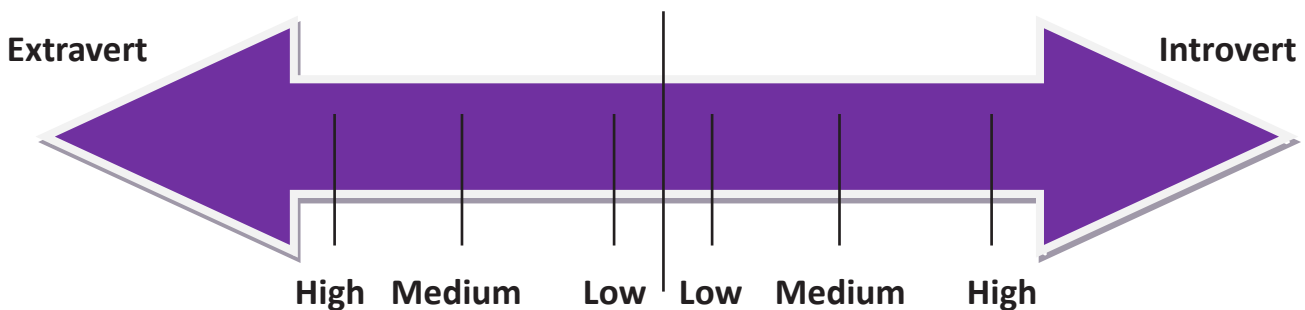
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Learning with Swagger Assessment Tool Information

	Initial	Ongoing	Exit
Date of Learning With Swagger Assessment			
Date of Literacy Assessment/Specify Tool Used			
Assessor Name:			

Background Information

Learner Name:	
Address:	
Telephone Number/cell:	
Email Address	
Time Learner arrived for Assessment (early, on time, late)	
Learning Style	
Preferred Multiple Intelligence	

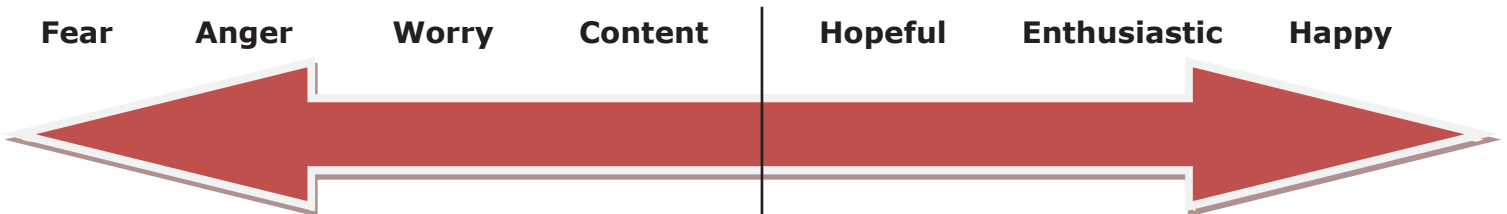


Learning with Swagger Assessment Tool Information

Record of Observations

Trait Assessed	Learner Self-Assessment	Assessor Observations	Requires Strategies (check if action required)
Life, Social and Employability Skills (list specific ones that need improvement)			
Self-Esteem			
Confidence At Home In the Community At School At Work			
Grit			
Time Management and Study Skills			

Mood



Part 3 - Life, Social and Employability Skills Tally Sheet

(Record scores and observations from Part 3)

Categories and the Questions that respond	Learner Self-Assessment Score		Assessor Score and Observations
Stress Questions 1a1, 1a2, 1a3	/15	Stress Question 1b	
Mood Question 2a	/14	Mood Question 2b	
Read Body Language (Non-verbal cues) Question 3a	/5	Read Body Language Question 3b	/4
Oral Communication Question 4a1, 4a2			
Readiness to Learn Questions 5	/5		
Ability to Like Learning Environment Question 6	/5		
Express Viewpoint in One-to-one Situation Question 7a1	/5		
Express Viewpoint in Group Situation Question 7a2	/5		
Acknowledge Mistakes Question 8	/5		
Adapt to Change Question 9	/5		
Control Outcomes Question 10	/5		
Time Management Question 11	/5		
Organization Question 12	/5		
Study Skills Question 13	/5		

Part 1a - Learning Style (Adapted from VAK Learning Styles Self-Test and the Get Set Learn Curriculum)

Instructions

Read each statement to the learner. Have the learner check the boxes that are the most like him/her. Count the number of checked boxes at the end of each section and record that number on the line titled "total of checked boxes in this section." If you have a learner that has trouble reading text, use section 1b Multiple Intelligences instead.

Script

"Below you will find many statements. There is no right or wrong answer. This information will help us to figure out how you learn best. When I read the statement to you, think about whether the statement is like you. If it is, we will check that box. If not, we will move to the next statement. From your answers, we will be able to figure out how you learn best. I'm going to read a definition of learning styles to you so that you understand what they are."

Learning Style	Three learning styles exist to describe how we learn and include kinesthetic (learning by doing), auditory (learning by listening) and visual (learning by seeing).
----------------	---

Section A

- I tend to say "I see what you mean."
- When I need directions to go somewhere I look at a map.
- I remember something better if I write it down.
- I enjoy doodling. I draw pictures in my notes.
- I get more work done in a quiet place.
- I usually get lost or am late if someone tells me where to go and I didn't write the directions down.
- I am good at remembering faces.
- I write lots of notes and "to do" lists to help me remember things.
- I would rather read a newspaper than hear the news on the radio.
- I learn best from visual displays such as books, videos, flip charts, and a teacher.

_____ Total of checked boxes in this section.

Section B

- I tend to say "I hear what you are saying."
- When I need directions to go somewhere I ask for spoken directions.
- Say the numbers to myself when I do math.
- I understand instructions better if someone tells me them to me rather than when I read them.
- I am good at remembering names.
- I like talking on the telephone better than face-to-face.
- I am easily distracted by sounds or noise.
- When someone is talking, I will remember more details if I just listen rather than writing the details down.
- I would rather listen to the news (on the radio) than read a newspaper.
- I learn best by talking and listening to what other people have to say.

_____ Total of checked boxes in this section.

Section C

- I tend to say "I know how you feel."
- When I need directions to go somewhere I go by feel or use a compass.
- I think best if I move around. I don't like sitting at a desk very long.
- I like to do crafts or repairs where I get to use my hands.
- I need to have lots of breaks when I am learning.
- When I read, I use my finger as a pointer to keep my place.
- I like to read action stories when I read.
- I remember recipes after I make the dish once.
- I don't like to stop to read the directions. I would rather figure it out by doing the activity.
- I learn best when I am given the materials to figure out on my own.

_____ Total of checked boxes in this section.

Transfer the score from each section above. Record the number of each section below.

Section A Total (Visual Learner) _____
Section B Total (Auditory Learner) _____
Section C Total (Kinesthetic Learner) _____

Which section has the highest number? This is the preferred learning style. Place the preferred learning style in the space provided on the Learning with Swagger Assessment Tool Information Page 1. Online assessment available at www.jobsetc.gc.ca/toolbox/quizzes/abilities/quizzes.sdc

Part 1b – Multiple Intelligences (Adapted from Get Set Learn Parent Book)

Instructions

Administer this part of the assessment tool if you did not administer Part 1a by giving the learner the “Multiple Intelligences” page with the pictures on it. Look at the pictures with the learner. Read the words below each picture. These words may provide more information about each intelligence. After looking at all of the pictures, ask the learner which 3 styles are most like him/her. Read the words underneath each picture out loud to the learner as you point to the picture. Tell the learner that you want him/her to be thinking about which 3 of these multiple intelligences or “smarts” are the most like him/her. On the “Multiple Intelligences Response Page, record which 3 intelligences the learner stated described him/her. Then record at least one reason why the learner says s/he has these characteristics for the 3 top intelligences. Record the top 3 intelligences on the first page of the “Learning with Swagger Assessment Tool Information Page.”

Script

“Look at the pictures and listen to the words that I use to describe the pictures. We are all smart in different ways and we all learn in different ways. Think about which 3 of these pictures are most like you. There are no right or wrong answers. These pictures explain the many different ways that people learn. From your answers, we will be able to figure out how you learn best. I’m going to read a definition of “multiple intelligences” so that you understand what they are.”

Multiple Intelligences	Howard Gardner’s Theory that describes intelligence by including other abilities that a person has such as being word smart, number smart, picture smart, body smart, music smart, people smart, self smart and nature smart. Dr. Gardner says that schools focus on word or number smarts but he feels that equal attention should be placed on adults and children who have “smarts” in other areas. We should move from saying “How smart are you?” to “How are you smart?” When you know how you learn best, you can “learn” difficult concepts in your preferred intelligence.
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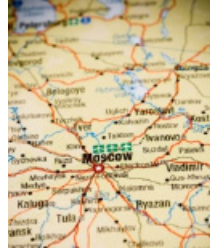
How are you Smart?

Word Smart



I can use written and spoken words well

Picture Smart



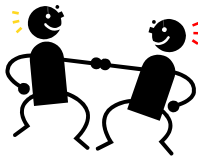
I can read maps well
I like photos, drawing

Math Smart



I can use numbers easily

People Smart



I can relate well to others and like group work

Self Smart



I can work well on my own and like to work on my own

Nature Smart



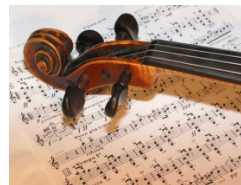
I can categorize and relate to nature

Body Smart



I do well at sports and enjoy physical activity

Music Smart



I hear and play music well and I am good with rhythm

Multiple Intelligences Response Page

Instructions

Show the learner the previous page. Point to each picture as you read the text below each picture. Ask the learner to listen carefully to your explanations of each intelligence. Let the learner know at the end of reviewing this page, you will ask him/her to say what his/her top three "smarts" or "intelligences."

What are your learner's top three intelligences or "smarts?" Record the intelligence and list one reason why for each of the 3 intelligences below. (It is important to focus on learner strengths when doing instruction).

Intelligence	Reason Why Learner Chose the Intelligence
1.	
2.	
3.	

Record learner's 3 intelligences on "Learning with Swagger Assessment Tool Information Page."

Part 2 – Introversion/Extraversion

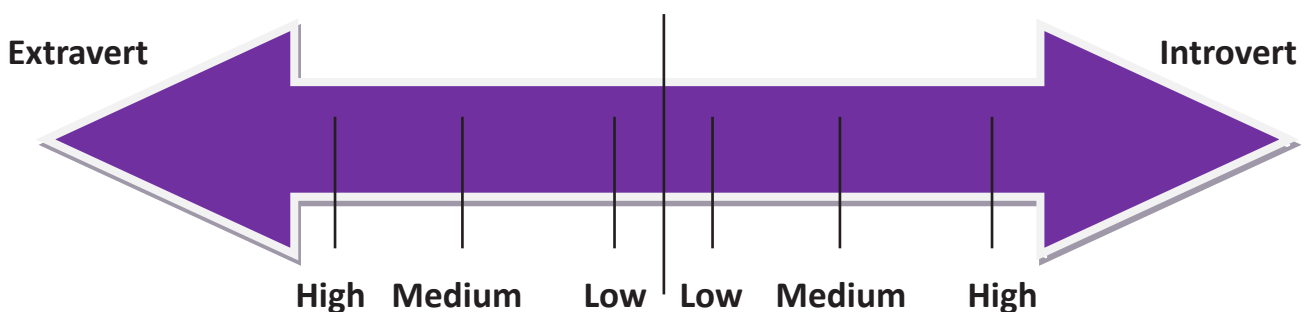
Instructions

Administer this part of the Assessment Tool by reading definitions, then reading each question to the learner and then recording yes/no responses in the space provided. This part of the assessment will provide information as to whether the learner has tendencies towards introversion or extraversion. Remind the learner that there are no “right” or “wrong” answers to these questions. Finally, have the learner place him or herself on the continuum of Introversion/Extraversion.

Extraversion	Extraversion is characterized by sociability, talkativeness, assertiveness and excitability. Extraverts get energy from other people, places and activities.
Introversion	Introversion is the tendency to gain energy from being alone; energy is directed towards concepts and ideas. Introverts tend to be less involved in social situations. Please note that introversion and shyness are not the same thing. Introverts are not afraid of social situations; they simply prefer to spend more time alone.

Questions	Yes	No
1. Do you usually come up with your best ideas on your own?		
2. Do you usually need a lot of stimulation and people around you to have fun?		
3. Do you prefer working with other people?		
4. Do you prefer to work on your own?		
5. Do you feel energized in a social or work situation when there are a lot of people and activity around?		
6. Do you get tired in a social or work situation when there are a lot of people and activity around?		
7. Do you like variety and action in your hobbies and your job?		
8. Do you like hobbies that require a lot of independent work?		

See Scoring Section at back of Assessment Tool.



Part 3 – Life, Social and Employability Skills

Instructions

This part has various components within it. In some cases, the assessor will be instructed to read a script to the learner and record responses. In other sections, the assessor will be responsible for recording an observation or asking questions from a checklist. Read the script and the definitions included below to the learner. Then use the statements and rating system on the following pages to figure out areas where the learner may require more support. Use the "Strategy Guide" to support the particular area of need.

Script

"I am going to read you some statements. For each statement choose the picture or number that represents you the best. The rating system for you to choose includes a scale from 1 to 5. You can see from the emoticons what each number means. For the first 3 questions, the scale is 1 – "in distress, stressed out," to 5 which is "no stress." I want you to circle the number or picture that is most like you. These statements concern feelings about you right now. There is no right or wrong answer. After circling the answer most like you, I want you to tell me why it is most like you. I'm going to begin by reading the definitions of stress and distress out loud to you before starting."

Stress	Stress is an emotional state. It comes from both the good and bad things that happen to us. It becomes a problem when we are not sure how to handle an event or situation (CMHA, 2012).
Distress (Anxious, Stressed Out)	A state of being overwhelmed by circumstances or daily hassles.
Eustress	A state of having positive emotions.






Skill	A skill is an ability that an individual needs to have in order to perform a specific task.
Life Skills	These skills are problem-solving behaviours used appropriately and responsibly in the management of personal affairs. They can be learned through experience or instruction and involve handling problems and questions commonly encountered in everyday life.
Employability Skills	These skills include knowledge, skills and attitudes in order to gain and/or maintain employment.
Social Skills (Interpersonal Skills)	Any skill that helps in communicating and interacting with others, both verbal and non-verbal. Learning these skills is called "socialization." Interpersonal skills are another word for social skills. These skills include persuasion, active listening, assertiveness, and leadership.

Stress Rating






Instructions

Explain to the learner that you will be asking him/her to rate him/herself on the following questions.






1a1. Rate your stress level at home

1	2	3	4	5
Distress/ Anxious/ Stressed Out	Nervous	Indifferent	Relaxed	No Stress
				
Describe the reasons why you have this level of stress at home. List all reasons and/or stressors.				

1a2. Rate your stress level at school and/or work

1	2	3	4	5
Distress/ Anxious/ Stressed Out	Nervous	Indifferent	Relaxed	No Stress
				
Describe the reasons why you have this level of stress at school and/or work. List all reasons and/or stressors.				

1a3. Rate your stress level in the community (e.g. library, grocery store, park).

1	2	3	4	5
Distress/ Anxious/ Stressed Out	Nervous	Indifferent	Relaxed	No Stress
				
Describe the reasons why you have this level of stress in the community. List all reasons and/or stressors.				

1b. Stress Checklist (Adapted from Sue George)

Instructions

Read the list of statements below to the learner. Instruct the learner to tell you if s/he has any of these symptoms. For every symptom the learner has, put a check in the "Yes" column. If the learner does not have the symptom, put a check in the "No" column. These statements are indicators of distress. Check all the symptoms that the learner has in both areas including psychological and physical.

Script

"I am going to read you symptoms that show stress. For each statement, tell me either "Yes" or "No." Psychological symptoms are things you feel whereas physical symptoms are things you can see. Again, there are no right or wrong answers. After recording your answers for this section, we will move on to "mood" and "body language" where you will look at some pictures and tell me what or how you think the person is feeling."

Psychological Symptoms	Yes	No	Physical	Yes	No
I have a sinking feeling that won't go away			I have been drinking and/or smoking more than usual		
I have a short temper			I have neck pain		
I am always thinking or talking about my problems			I have tension headaches		
I have a lack of motivation			I have a loss of appetite		
I am unable to relax			I have been grinding my teeth		
I am unable to make decisions			My stomach is upset or I have indigestion		
I feel lonely or isolated			I am exhausted		
I am constantly frustrated			I can sleep a lot more than usual		
I wake up worrying			I have heart palpitations		
Total			Total		

Tally all "Yes" and "No" responses. Combine totals of each "Yes" column to obtain a grand total. See "Scoring Section" at back for what the score means.

2a. Mood Rating (Adapted from Jerry and Esther Hicks)

Rate your overall emotion (mood) today by choosing a category below that describes you.
Today I feel.....



• **Enthusiastic, Passionate**



• **Angry**



• **Content**



• **Hopeful, Optimistic**



• **Pessimistic, Frustrated**



• **Fearful, Depressed**



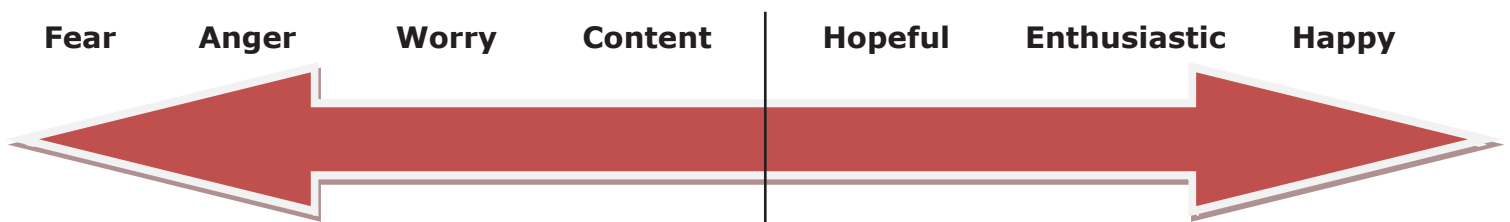
• **Empowered, Feeling Appreciated**

2b. Mood Observation

Instructions

This is an observation for the assessor to do. Looking at the learner's body language during this assessment including posture, facial expression, arm and leg movement, and personal space, place an X on the continuum located on the next page where you rate the learner's mood. Some common examples are located in the chart below. For more information, see the "Strategy Guide" under "Positive Attitude."






Body Part	Action	Meaning
Eyes	Widening eyes, raising eyebrow, winking	Interest in, greeting, friendly acknowledgement
	Rubbing eyes	Disbelief, upset, tired
Head	Forward, upright, nodding	Active listening, interest
	Fast nodding head	Impatient
Mouth	Smile	Happy
	Tight lipped smile	Withheld feelings or secrecy
Arms	Open and to side	Comfortable
	Gripping own upper arms	Insecure
Hands	Thumbs Up	Approval
	Thumbs Down	Disapproval



3a. Reading Body Language

Instructions

Explain to the learner that you will be asking him/her to rate him/herself on the next question. Rate your ability to read body language and other visual cues

1	2	3	4	5
Extremely Low	Low	Adequate	High	Extremely high
				
Describe why you rated your ability to read body language and other visual cues at the level that you did.				

3b. Reading Body Language (non-verbal cues)

Instructions

Instruct the learner that you will show him/her 4 different pictures. The learner needs to tell you what the person in the picture is feeling. There are 2 pictures on each page. Cover the picture you are not using. Record learner's response here. For answers, see "Scoring" Section at the back.

Picture 1 Learner Response:
Picture 2 Learner Response:
Picture 3 Learner Response:
Picture 4 Learner Response:

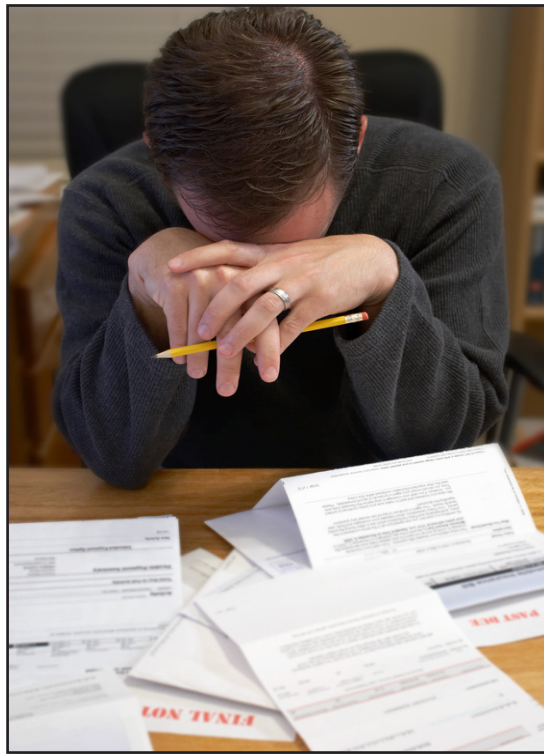
Picture 1



Picture 2



Picture 3



Picture 4



4a1. Oral Communication - Active Listening

(For “**Reading Sign Language**”, see “Adaptations Section” at the back of the “Strategy Guide.”)

Because communication includes both listening and speaking, this component of the assessment has 2 parts. The part below is about active listening and is assessor administered. The learner will need to re-state the main idea of the dilemma. The second part of this section is about being able to answer questions and think about what a picture is showing. The answer sheet to record learner responses follows the dilemmas and the pictures.

Instructions

Read one of the articles based on the goal path of the learner. Use “Joyce’s Dilemma” if on Independence Goal Path. Use “Fred’s Dilemma” if on Employment or Apprenticeship Goal Path. Use “Abdulla’s Dilemma” if on Credit or Post-Secondary Path. Ask the learner to state the main idea of the article. The learner does not need to solve the dilemma but can give some possible solutions. Track whether or not the learner understood the main idea of the article which would indicate his/her reflective listening skills or in the case of using sign language, would indicate comprehension skills of sign language.

Joyce’s Dilemma (use if on Independence Goal Path)

Joyce needed 1 cup of milk to finish preparing the scalloped potatoes that her family loved. She put on her coat and walked a block to the corner store to purchase the milk. When she got there, all she could find was skim milk and 1% milk. She was used to buying 2% and didn’t know how or if the different milk would affect the taste of her potatoes. Should she buy the milk at the corner store or walk 2 more blocks to the large grocery store that will definitely have the milk she always uses?

Fred’s Dilemma (use if on Employment or Apprenticeship Goal Path)

Fred wasn’t sure if his boss Jake had told him to take an early break or not. He had just been reprimanded for not asking the lead hand Sylvia about the order tasks should be done on the line. Now, Jake had just said “go on break and think about it.” Fred knew that the lead hand, Sylvia always told the people on the line when they could take a break and it wasn’t always in the same order. Fred was worried that if he took his break now, without asking Sylvia, she would be angry and he would have a lot of problems in the future. However, if he went and asked the lead hand now, Jake would be upset. What should Fred do?

Abdulla’s Dilemma (use if on Credit or Post-Secondary Goal Path)

Abdulla had been trying to find time to study for her grade 10 math exam for 3 weeks but every time she sat down, one of her children needed help with homework and her husband was always at work, so she had to help the children. It is 3 days before the exam and she knows she needs to spend the next 2 nights creating study notes and doing math problems. The night before the exam she is planning to memorize math formulas and practise more math problems. Tonight, Abdulla’s husband is home but frustrated with the children and has taken the dog for a walk. Her children need help but she needs to finish her studying. What should she do?

4a2. Oral Communication



1. What is this picture about?
2. Do you like this picture? Why or why not?
3. Do you have an animal? If yes, what kind of animal do you have? If no, go to next question.
4. Do you think this is the girl's pet? Why or why not?

4a2. Oral Communication - Speaking






Instructions

Can the learner carry on a conversation and answer your questions for 1-3 minutes (depending on skills of learner) about a picture that you provide? See previous page for picture. Ask the learner to describe what is happening in the picture. Can the learner answer the questions on the page? Under section 4a2 Questions - Speaking about the Picture.

Complete this chart based on learner's response to the questions.






4a1. Questions - Listening to a Dilemma (Active Listening)	Yes	No
1. Was the learner able to repeat back what you said (s/he did not miss important information)?		
2. Was the learner able to listen to the dilemma? (s/he looked focused for the entire time)		
4a2. Questions - Speaking about the Picture (Oral Communication)		
3. Was the learner able to describe what was happening in the picture? (anything related to dogs and children, girl, happy)		
4. Was the learner able to describe his/her feelings about the picture? (any answer works provided the learner gave a reason why s/he felt that way about the picture)		
5. Was the learner able to carry on a conversation for a specified time period with answers other than "Yes/No" answers?		
6. Does this learner speak too slowly or too quickly (the ideal is to speak at a comfortable pace)?		
Total		
Comments		

5. Rate your readiness to learn.

1	2	3	4	5
Extremely Low	Low	Adequate	High	Extremely high
				






Describe why you think your readiness to learn is at this level. List all of the reasons.

6. Rate your ability to like this learning environment.

1	2	3	4	5
Extremely Low	Low	Adequate	High	Extremely high
				

Describe why your rated your ability to like this learning environment is at the level that you did.






7a1. Rate your ability to express your viewpoint in a one-to-one situation (ability to share your opinion in a one-to-one situation) Think about home, school, work, and in the community.

1	2	3	4	5
Extremely Low	Low	Adequate	High	Extremely high
				






Describe why your rated your ability to express your viewpoint in a one-to-one situation at the level that you did.

Notes to Assessor: Is there a difference from home, school, work, in the community? If so, please note it and the reason why there is a difference. Learners will likely be the most comfortable at home.






7a2. Rate your ability to express your viewpoint in a group situation (can you share your opinion in a group situation?)

1	2	3	4	5
Extremely Low	Low	Adequate	High	Extremely high
				
Describe why you rated your ability to express your viewpoint in a group situation at the level that you did.				






8. Rate your ability to recognize and own up to your mistakes.

1	2	3	4	5
Extremely Low	Low	Adequate	High	Extremely high
				
Describe why you rated your ability to recognize and own up to your mistakes at the level that you did.				

9. Rate your ability to adapt to change (can you handle life situations?)

1	2	3	4	5
Extremely Low	Low	Adequate	High	Extremely high
				
Describe why you rated your ability to adapt to change at the level that you did.				






10. Rate your ability to have control over situations.

1	2	3	4	5
Extremely Low	Low	Adequate	High	Extremely high
				

Describe why you rated your ability to have control over situations at the level that you did.






Provide examples of your ability to have control over situations.

11. Rate your time management skills.






1	2	3	4	5
Extremely Low	Low	Adequate	High	Extremely high
				

Describe why you rated your time management skills at the level that you did.

12. Rate your organization skills.

1	2	3	4	5
Extremely Low	Low	Adequate	High	Extremely high
				
Describe why you rated your organization skills at the level that you did.				

13. Rate your study skills.

1	2	3	4	5
Extremely low	Low	Adequate	High	Extremely high
				
Describe why you rated your study skills at the level that you did.				

Part 4 – Self-Esteem (Adapted from Heatherington & Polivy "State Self-Esteem Scale")

Instructions

Read the definitions of self-esteem to the learner. Tell the learner that this assessment deals with the learner's feelings about him/herself right now. Explain that there are no right or wrong answers.

Global Self-Esteem	Being aware of your abilities; acknowledging your strengths and weaknesses and still feeling good about yourself. It is how a learner views him/herself (NIACE, 2004).
Performance Self-Esteem	Performance self-esteem refers to one's sense of general competence and includes intellectual, school performance and self-regulatory capacity. People high in performance self-esteem believe they are smart and capable (Heatherington and Polivy, 1991).
Physical Self-Esteem	Physical self-esteem is how people view their physical bodies and includes athletic skills, attractiveness, race and ethnicity (Heatherington and Polivy, 1991).
Social Self-Esteem	Social self-esteem refers to how people believe others perceive them. Note it is perception rather than reality (Heatherington and Polivy, 1991).

Read the following script to the learner.

Script

"I am going to read you 18 statements that deal with your feelings about yourself right now. Think about each statement carefully and decide to what level the statement is about you. There is no right or wrong answer.

- If you feel that the statement is "a lot or extremely like you," choose "5."
- If the statement is "very much like you" choose "4."
- If the statement is "somewhat like you" choose "3."
- If the statement is "a little bit like you" choose "2."
- If the statement is "definitely not like you," choose "1."

Assessor may repeat the statement if the learner asks.

Self-Esteem

Statements	1 Not at all	2 A little bit	3 Somewhat	4 Very Much	5 Extremely
1. I feel confident about my abilities at home (P)					
2. I feel confident about my abilities at school or work (P)					
3. I feel confident about my abilities in the community(e.g. library, grocery store) (P)					
4. I am confident that I am seen as a success and respected at home (S)					
5. I am confident that I am seen as a success and respected at school or work (S)					
6. I am confident that I am seen as a success and respected in the community (S)					
7. I feel satisfied with the way my body looks right now (Phy)					
8. I feel that I can understand things that I read (P)					
9. I feel as smart as others (P)					
10. I feel happy with myself (G)					
11. I am not worried about what other people think of me (S)					
12. I feel confident that I understand things (P)					
13. I feel equal to others at this moment (P)					
14. I am confident that I am making a good impression on others (S)					
15. I feel like I'm doing well (G)					
16. I am not worried about looking foolish (S)					
17. When I am on my own and I hear people laughing, I do not think they are talking about me (S)					
18. I feel that there are things about me that are attractive (Phy)					

Part 5 – Confidence (Adapted from “The Catching Confidence Grid”)

Instructions

Read the definitions below that describe the different types of confidence. After reading the confidence definitions, read the script below. Then administer the assessment by reading the statement and recording the learner’s response.

Confidence	A belief in oneself or one’s abilities to do something in a specific situation. This belief includes the feeling accepted and on equal terms with others in the situation (NIACE, 2004).
Confidence - Inner	The confidence that is more privately felt; includes inner peace and psychological strength (Lindenfield, 1995).
Confidence - Outer	The confidence most people would recognize including communication, self-presentation, assertiveness and emotional control (Lindenfield, 1995).
Confidence - Situational	Being confident in one or more areas of life but not necessarily in others, varying from situation to situation (NIACE, 2004).

Script

“Below you will find a list of statements that deal with confidence about yourself right now. Read each statement carefully and decide at what level the statement is about you either at home or community (Independence Goal Path), at school (Credit, Post-Secondary Goal, Apprenticeship Path), or at work (Employment or Apprenticeship Goal Path). You will need to put a number under the column that corresponds to your goal path. You may choose to have the learner answer in all 4 columns however, you may only choose to answer in one column. There is no right or wrong answer.

- If you feel that the statement is “a lot or extremely like you,” choose “5.”
- If the statement is “very much like you” choose “4.”
- If the statement is “somewhat like you” choose “3.”
- If the statement is “a little bit like you” choose “2.”
- If the statement is “definitely not like you” choose “1.”

Confidence

Statements	At home	In the Community	At School	At Work
1. I feel confident when meeting new people				
2. I feel confident I can learn new things				
3. I am confident to speak in a group				
4. I am confident to speak one-on-one to someone I don't know				
5. I am confident when writing things down that I will get the important information				
6. I am confident to ask questions in a group				
7. I am confident to ask questions one-on-one				
8. I am confident in organizing my day-to-day schedule activities				
9. I am confident in difficult situations				
10. I am confident I can do the things I want				
11. I am confident to ask for help				
12. I am confident that I am a good listener				
13. I am confident that I can cope with stress				
14. I am confident that I have a support system when I need it				
15. I am confident to take criticism and learn from it				
16. I am confident that others respect my ideas				
Totals				

Confidence Tally Sheet

Tally the score for each column and note under which location the learner has the most confidence. Use this information when designing instruction since confidence is situational.

At Home Score _____
 In the Community Score _____
 At School Score _____
 At Work Score _____

Refer to the "Scoring Section" to determine what the score means.

Part 6 – Grit (Adapted from “The Globe and Mail,” Sept 2012)

Instructions

Read the definition of “Grit” to learner. Now Read the script below and record learner response to statements on “Grit.”

Grit	A personality trait that includes perseverance to maintain motivation in order to achieve the outcome. Grit is a strong predictor of success (Duckworth et al, 2009).
------	---

Script

“Below you will find a list of statements that deal with your “grit” or determination. Again, as in the previous section, there is no right or wrong answer. Read each statement carefully and decide at what level the statement is about you. I will record the number you tell me beside each statement.

- If you feel that the statement is “all the time” like you put a check in column “5.”
- If the statement is “most of the time” like you put a check in column “4.”
- If the statement is “sometimes” like you put a check in column “3.”
- If the statement is “rarely” like you put a check in column “2.”
- If the statement is “never” like you, put a check in column “1.”

When we talk about grit we use the words resilience or perseverance. If you think of an oyster, it makes a pearl when a piece of sand (or some grit) is inside its shell. It is said to be more valuable. Likewise when a person is challenged and determined to succeed, that person is said to have “grit” because they have learned the lessons from the experience.

Grit

Statements	1 Never	2 Rarely	3 Sometimes	4 Most of the Time	5 All the time
1. I remain interested in the same things (ideas or activities) for 3 months or more					
2. I am persistent					
3. I rarely change my mind					
4. I am a hard worker					
5. I finish what I begin					
6. New ideas, projects, and activities rarely distract me from previous ideas, projects, and activities					
*7. I have achieved a goal that took a long time and a lot of work					
8. My interests rarely change from year to year					
9. I am able to maintain my focus on projects that take more than a few months to complete					
10. I have overcome setbacks to conquer an important challenge					

*Assessor please note that this refers to a yearly goal or less, not a decade long goal

Part 7 - Time Management and Study Skills (Adapted from Saskatchewan Literacy)

Instructions

Read the script out loud to the learner and have him/her decide at what level the statement is about him/her.

Script

"I will read each statement out loud and record the number you tell me beside each statement.

- If you feel that the statement is "all the time" like you choose "5."
- If the statement is "most of the time" like you choose "4."
- If the statement is "sometimes" like you choose "3."
- If the statement is "rarely" like you choose "2."
- If the statement is "never" like you, choose "1."

These skills can help with determining the effectiveness of study habits and time management skills."

Time Management and Study Skills

Statements	1 Never	2 Rarely	3 Sometimes	4 Most of the time	5 All the time
Time Management					
1. I have enough time to do all that I need to do at home					
Comments:					
2. I am usually on time					
3. I have a calendar that I record all activities and events on a regular basis					
4. I set realistic goals for what I want to accomplish at home					
Comments:					
5. I sort what is essential and non-essential to make more time available to me					
6. I make efficient use of small blocks of time at home					
Study Skills					
7. When studying, I can concentrate for about 1 hour at a time					
Comments:					
8. I make efficient use of small blocks of time at school					
9. I schedule preparation time for major assignments					
10. I know how to write tests effectively					
11. I set aside time every day to review what I learned that day					
12. I will approach my instructor/tutor for help if needed					
13. I have a weekly and/or monthly plan for assignments					
Totals					
Comments:					

Scoring Section (only necessary if not using electronic scoring)

After scoring each section of the Assessment Tool, record the score on the "Learning with Swagger Assessment Tool Information Page."

How to Score Learning Styles – Part 1a

Total each Section (Section A, B, C) by counting the number of checked boxes within the section. Put that number on the line indicated within each section. Determine which section has the highest number. That is the learner's preferred way to learn. Instructors can use the knowledge about learning style to present difficult concepts to learners in the ways they learn best.

How to Score Multiple Intelligences – Part 1b

There is no score in this section, however, you will have information on how this adult learns best. This gives valuable information on how you can present information so that the learner can understand the information better.

How to Score Introversion/Extraversion – Part 2

Questions	Learner Answered "Yes"
1. Do you usually come up with your best ideas on your own?	Introvert
2. Do you usually need a lot of stimulation and people around you to have fun?	Extravert
3. Do you prefer working with other people?	Extravert
4. Do you prefer to work on your own?	Introvert
5. Do you feel energized in a social or work situation when there are a lot of people and activity around?	Extravert
6. Do you get tired in a social or work situation when there are a lot of people and activity around?	Introvert
7. Do you like variety and action in your hobbies and your job?	Extravert
8. Do you like hobbies that require a lot of independent work?	Introvert

Refer to the answers the learner provided. Using the scoring chart above, write E or I, for each question, depending on what "Yes" answer the learner provided.

Introvert

If the learner scored a yes answer for the following answers, s/he is more of an introvert.

1, 4, 6, 8

Number of Introvert "Yes" answers _____

Extravert

If the learner scored a yes answer for the following answers, s/he is more of an extravert.

2, 3, 5, 7

Number of extravert "Yes" answers _____

Where does your learner fit? Have the learner place him/herself on the continuum (the arrow) located on Learning with Swagger Assessment Tool Information Page.

Behaviours of Extraverts

- Friendly
- Like to be a leader
- Like to be the centre of attention
- Like working with others

Behaviours of Introverts

- Like working on own
- Like quiet
- Often feel a need to recharge by spending time on own
- Self-aware

What the Results Mean

Now using the scores from above, place the person's tendency towards introversion or extraversion on the continuum. Many learners will have attributes of both introverts and extraverts. However, this information is valuable because if a learner is struggling with a concept, the instructor can refer back to the information on this assessment to see if s/he needs some physical space (works well on own) or if s/he may learn the concept better in a group.

Look at the location on the continuum where the learner has placed him/herself. Is s/he mostly an introvert or an extravert? This information will aid the instructor to provide a more conducive environment for the learner to re-energize when needed. When a learner has energy, s/he can focus and learn easier. A learner who has placed him/herself towards the introversion side of the spectrum prefers to be alone and may need space and time away from other learners in order to enhance learning.

How to Score Life, Social and Employability Skills – Part 3

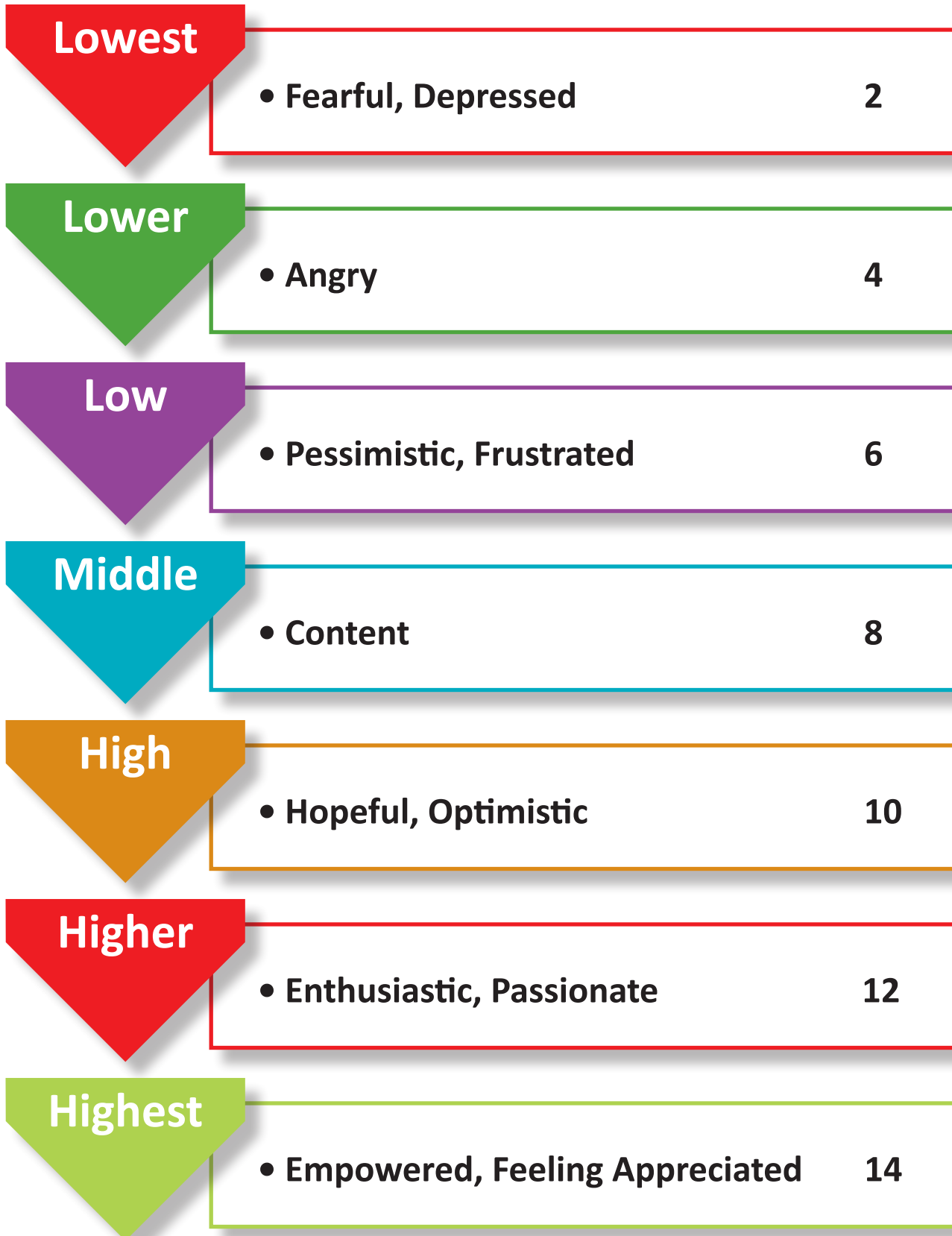
For all categories except “Mood” the learner will be asked questions and will be given a score for each category. These scores should be recorded on the “Tally Sheet” and then transferred to the second page of the “Learning with Swagger Assessment Tool.” For the “Mood” category, the learner will be asked to self-rate mood by choosing words that describe him/her. You will notice on the “Scoring for Mood” following this explanation, that moods are listed in order from “lowest to “highest.” Depending on what mood the learner chooses, you can record the appropriate score based on the numbers on page 16. The number will range from 2 to 14. The higher the number, the more positive the learner’s mood.

Once you have recorded all the scores and the comments on the Tally Sheet, read “What the results mean” and record the statement that describes the key “Life, Social and Employability Skills” that the learner needs to work on the second page of the Assessment Tool

What the Results Mean

The chart on the next page shows the learners’ mood at this point in time. If the learner has self-assessed him/herself at either of the 3 “low” mood categories, there may be other issues at stake that will impede the learners’ ability to learn. This must be taken into account when designing a learning program for the learner. Is this the learner’s mood most of the time or is it a situational occurrence today, during the assessment? See “Strategy Guide” for more information on this topic. Make sure you ask the learner if this mood is typical for him/her or just a mood for right now. Record this answer as well. Please note that the order of the moods in the Assessment Tool are in a different order than found in this Strategy Guide.

Scoring - these items are in order with the accompanying score



What the Scores Mean for 3a - Life, Social, and Employability Skills

For the Categories "Stress" and "Mood":

If the learner scored 10 or higher in the categories above, this learner is open to learning. See the appropriate section in the "Strategy Guide" for strategies to enhance categories the learner indicated in the anecdotal piece of the assessment that needed attention and support. If the learner scored 9 or less in any one of these categories, learning may be impeded or slowed down and the learner definitely needs support and strategy enhancement in these areas.

For the categories "Readiness to Learn, "Ability to Adapt to Change" and Ability to Like Learning Environment," if the learner scored 3 or less, please review strategies for positive attitudes and behaviours towards learning and school found in the "Strategy Guide."

For the categories "Ability to Express Viewpoint," "Ability to Control Outcomes," and/or Acknowledge Mistakes, if the learner scored 3 or less, please review section on Assertiveness for strategies on how to improve.

For the category "Ability to Read Body Language," if the learner scored 3 or less, review the section on "Body Language Strategies" contained in the "Strategy Guide."

For the category "Time Management and Study Skills" if the learner scored 3 or less, review the section on "Time Management, Organization, and Study Skills" contained in the "Strategy Guide"

Part 3b – Life, Social and Employability Skills (Instructor Assessment)

Stress (Adapted from Sue George)

The assessor will be using the scores from this section to compare with the learner self assessment. These symptoms indicate a high level of stress (distress) in the learner. The symptoms relate to the OALCF in that we know that if a learner has a high level of stress (distress), s/he will not be able to focus and learn since they may be operating from the "Fight/flight" response. Their thinking area of the brain shuts down and they are working from a survival mode only. If this is the situation, then the assessor should refer to mental health supports (counselling).

How to Score Stress

Total "Yes" and "No" answers in both Psychological and Physical columns.

Total all "Yes" answers together.

What the Results Mean

Once you have tallied both columns together, read below for explanation.

Less than 5 total "Yes": The learner has good coping strategies for dealing with stress at present. Needs to continue these good habits. Record "Low Stress" on Life, Social and Employability Skills Tally Sheet under "Assessor Observations."

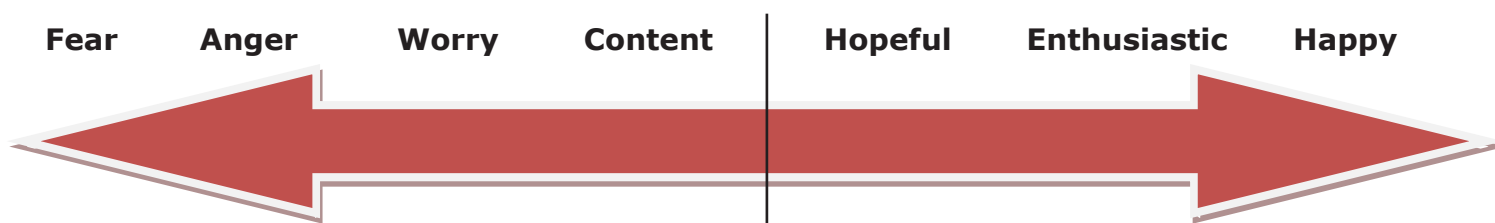
6 – 9 “Yes”:
Stress is beginning to affect the learner. Make time to relax and incorporate “stress relieving behaviours” on a daily basis. Record “Medium Stress” on Life, Social and Employability Skills Tally Sheet under “Assessor Observations.

10 or More “Yes”:
The learner has many symptoms of stress. It is time for the learner to incorporate “stress relieving behaviours” to manage how s/he feels. It is time to make lifestyle changes to protect learner’s health. Record “High Stress” on Life, Social and Employability Skills **Tally Sheet under “Assessor Observations.”**

Mood

Looking at the learner’s body language including posture, facial expression, arm and leg movement, and personal space, place an X on the continuum (arrow) where you would rate the learner’s mood. Some common examples are located in the chart below.

Body Part	Action	Meaning
Eyes	Widening eyes, raising eyebrow, winking	Interest in, greeting, friendly acknowledgement
	Rubbing eyes	Disbelief, upset, tired
Head	Forward, upright, nodding	Active listening, interest
	Fast nodding head	Impatient
Mouth	Smile	Happy
	Tight lipped smile	Withheld feelings or secrecy
Arms	Open and to side	Comfortable
	Gripping own upper arms	Insecure
Hands	Thumbs Up	Approval
	Thumbs Down	Disapproval



Reading Body Language (non-verbal cues)

This part of the assessment has more assessor/learner interaction. You will show the learner the different pictures of people expressing an emotion. You will then ask the learner to tell you what emotion they saw.

How to Score Reading Body Language (non-verbal clues)

Picture 1 – Anger, Frustration, Overwhelmed

If the learner says “anger or hostility” (or a similar word such as but not limited to ranting, raving, boiling, cross, huffy, seething, cheesed off)) score 3 points.

If the learner says “unhappy” (or a similar word including sad, broken hearted, depressed, despondent, down, downcast, sorry, melancholy, miserable) score 1 point.

If the learner says anything else, score 0.

Score _____

Picture 2 – Happiness

If the learner says “happy” or “joyful” (or a similar word such as or not limited to elated, exhilarated, exuberant, gleeful, gay, jubilant) score 3 points.

If the learner says “interested” (or a similar word including absorbed, engrossed, fascinated, enthralled, intrigued) score 1 point.

If the learner says anything else, score 0.

Score _____

Picture 3 – Frustration or Overwhelmed

If the learner says “frustrated” (or a similar word such as but not limited to bothered, disturbed, exasperated, irritated, peeved) score 3 points.

If the learner says “angry” (or a similar word including ranting, raving, boiling, cross, huffy, seething, cheesed off) score 1 point.

If the learner says anything else, score 0.

Score _____

Picture 4 – Reflective, Deep Thinking

If the learner says “deep in thought” or “pensive” (or a similar word such as but not limited to musing, serious-minded) score 3 points.

If the learner says “self-reflective” (or a similar word including sombre, serious, sober, solemn, absentminded, preoccupied) score 1 point.

If the learner says anything else, score 0.

Score _____

Total _____

Transfer this score to the Assessor Column on the Learning with Swagger Assessment Tool Information Page 2.

What the Score Means

The higher the score, the better at reading body language the learner is.

If a learner received 9 or higher, they have good skills in reading body language. Any score lower than 9, refer to the section on Body Language in the Strategy Guide for strategies to improve.

How to Score Oral Communication

Tally all the "Yes" answers

Total Yes Answers _____

What the Score Means

If learner got all 6 questions in the "Yes" column, s/he has excellent skills.

If learner got 4 or less "Yes" answers, s/he needs some tips, strategies and practice to improve communication skills.

How to Score Self-Esteem – Part 4

Global Self-Esteem

Tally up the checkmarks under each column. Every checkmark in column 1 is worth "1" point.

- Every checkmark in column 1 is worth "1" point.
- Every checkmark in column 2 is worth "2" points.
- Every checkmark in column 3 is worth "3" points.
- Every checkmark in column 4 is worth "4" points.
- Every checkmark in column 5 is worth "5" points.

Total each column and record the total score _____

Performance Self-Esteem

Tally up all the checkmarks for the statements that have a (P) beside them. These are the statements that relate to Performance Self-Esteem.

Performance Self-Esteem (statements 1, 2, 3, 8, 9, 12, 13)

the total score _____

Maximum score = 35

Physical Self-Esteem

Tally up all the checkmarks for the statements that have a (Phy) beside them. These are the statements that relate to Performance Self-Esteem.

Physical Self-Esteem (statements 7, 18) the total score _____

Maximum score = 10

Social Self-Esteem

Tally up all the checkmarks for the statements that have a (S) beside them. These are the statements that relate to Performance Self-Esteem.

Social Self-Esteem (statements 4, 5, 6, 11, 14, 17)

the total score _____

Maximum score = 30

The higher the score, the higher the learner’s self-esteem within the specified categories. The lower score on these three items indicates what forms of self-esteem you need to enhance. Be aware that following each statement there are some letters in a bracket.

G – global self-esteem

P – performance self-esteem

S – social self-esteem

Phy – physical self-esteem

For more detailed information about what kind of self-esteem the learner is lacking, total the numbers within each type of self-esteem. Instructors can work to strengthen the areas of self-esteem in which the learner is lacking.

What the Score Means

Global Self-Esteem

If the learner scored 75 - 90, s/he has fairly high global self-esteem in most situations. Because of this, s/he is able to tackle most tasks whether at home, at school or work, or in the community and know that s/he will likely be able to finish the task. Record “High Self-Esteem” on the second page of the “Assessment Tool Information Page.”

If the learner scored between 50 – 74, this learner needs to have practice using the strategies for enhancing self-esteem. See Strategy Guide for specific activities designed to build self-esteem. Also note which areas the learner was lacking self-esteem and focus on those areas first. Record “Medium Self-Esteem” on the “Assessment Tool Information Page.”

If the learner scored 49 or less, there may be other issues that are hindering the learner’s learning progress. These issues need to be addressed before looking at strategies to increase self-esteem and therefore enhance learning gains. Record “Low Self-Esteem” on the “Assessment Tool Information Page.”

How to Score Confidence – Part 5

Tally the score for each column and note under which location the learner has the most confidence and transfer below.

At Home Score _____
In the Community Score _____
At School Score _____
At Work Score _____

What the Score Means

If the learner scored 50 or more in any category, s/he has fairly high confidence in that situation (i.e. at home, at school, at work, or in the community). Because of this, s/he is able to tackle most tasks whether at home, at school or work, or in the community and know that s/he will succeed at the task. Record "High Confidence" on the "Assessment Tool Information Page."

If the learner scored between 25 – 49, this learner needs to have practise using the strategies for increasing confidence. Record "Medium Confidence" on the "Assessment Tool Information Page." See the Strategy Guide for specific activities designed to increase confidence. Also note which areas the learner was lacking confidence and focus on those areas first.

If the learner scored less than 25, there may be other issues that are hindering the learner's learning progress. Record "Low Confidence" on the "Assessment Tool Information Page." These issues need to be addressed before looking at strategies to increase confidence and therefore enhance learning gains.

How to Score Grit – Part 6

Tally up the checkmarks under each column for specific questions (see below).

Grit Tally Sheet

Tally up the checkmarks under each column for specific questions (see below).

- Every checkmark in column 1 is worth "1" point.
- Every checkmark in column 2 is worth "2" points.
- Every checkmark in column 3 is worth "3" points.
- Every checkmark in column 4 is worth "4" points.
- Every checkmark in column 5 is worth "5" points.

Grit Score _____

What the Score Means

If the learner scored 40 or more s/he has persistence and "stick-to-it-tiveness" and will likely persevere to accomplish the desired outcomes, which for LBS students is likely to upgrade skills to continue education, seek employment, or become more independent. Having a high "grit" score predicts success. Record "High Grit" on the "Assessment Tool Information Page."

If the learner scored between 20 - 39, this learner needs work on assessing his/her own quality of failure and learning the lessons from that. See the User Guide for specific activities designed to build perseverance and an understanding around learning from every task. Record "Medium Grit" on the "Assessment Tool Information Page."

If the learner scored less than 19, there may be other issues that are hindering the learner's learning progress. These issues need to be addressed before looking at strategies to increase grit and therefore enhance learning gains. Record "Low Grit" on the "Assessment Tool Information Page." It is important that the assessor look into the reasons why the learner got a "Low Grit" score.

How to Score Time Management and Study Skills – Part 7

Tally up the checkmarks under each column.

- Every checkmark in column 1 is worth "1" point.
- Every checkmark in column 2 is worth "2" points.
- Every checkmark in column 3 is worth "3" points.
- Every checkmark in column 4 is worth "4" points.
- Every checkmark in column 5 is worth "5" points.

Total each column and record the total score _____

What the Score Means

If the learner scored 45 or more, s/he generally has good study and time management. This learner is able to manage all of the conflicting time constraints and is able to allow adequate time for most things. This learner will likely not have study or time management issues with upgrading or transitioning to the next step. Record "High Study and Time Management Skills" on the "Assessment Tool Information Page."

If the learner scored between 30 – 44, this learner might think about reframing some attitudes that s/he has. If s/he can pinpoint some areas of negative attitude, this may also pinpoint areas of difficulty in life. Reframing the situation and approaching it differently may provide a better outcome for the learner. Record "Medium Study Skills and Time Management" on the "Assessment Tool Information Page." See the Strategy Guide for specific activities designed to build an understanding around how a more positive attitude may improve learning from every task.

If the learner scored less than 30, there may be other issues that are hindering the learning progress of this learner. See the Strategy Guide for strategies to improve attitude right away. Record "Low Study and Time Management Skills" on the "Assessment Tool Information Page."