

## NEEDS ASSESSMENT TOOLS CHART

This tools chart provides suggested activities for needs assessment. The activities are divided into different types of tools, e.g. those which require written; those which can be done orally. Samples of many of these tools can be found in the appendices.

In the first column of the tools chart, the tools are listed. The logistics column provides suggested steps in implementing the activity. The purpose column provides information on what point in the course of instruction the tool would be most effective. The analysis column provides suggestions for calculating the results, in most cases with the learner's input. The level column suggests the levels that the tool would be most appropriate for. To facilitate your search for appropriate tools, the tools are listed by level below.

LEVEL	SUGGESTED TOOLS
100	Information grids, learner-generated lists, mind-mapping, cut-out illustrations, pictorial questionnaires, topic selection tools, pictorial timelines, learner generated questionnaire.
150-250	Information grids, learner-generated lists, mind-mapping, cut-out illustrations, written questionnaires, topic selection tools, written timelines, reading/writing samples, learner generated questionnaire.
300 - 550	Information grids, learner-generated lists, mind-mapping, written questionnaires, topic selection tools, timelines, class bulletin boards, diary charts, reading/writing samples, dialogue journals.
500-550	Individualized Education Plan.

## REEP ADULT ESL CURRICULUM

TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
<b>INFORMATION GRID:</b>				
	<p>Learners interview each other to complete the grid.</p> <p>Topics and headings for grids are generated by the teacher and/or the learners.</p>	<p><b>Initial, pre-topic, mid-course, and final information</b> about the learners and their experiences, needs, and preferences.</p> <p>Grids can be adapted for various levels by controlling language or using pictures for low literacy learners.</p>	<p>Results can be tabulated orally or on a master grid on the board.</p> <p>If appropriate to the grid, the group prioritizes skills and topics to be covered.</p>	<b>100-550</b>
<b>TOPIC SELECTION:</b>				
	Learners are given a list or a collection of visuals indicating skills, topics, or subtopics either specified by a curriculum or developed by brainstorming.	<b>Initial, mid-course, or pre-topic</b> information about learners' highest priority needs with regard to competencies, skills, and topics.	Teacher and class become aware of high priority needs. Together they negotiate the selection and ordering of the course content.	<b>100-550</b>
1. Priority Cards	1. Individuals or small groups create cards, each containing one skill or topic. The cards are placed in order according to importance.		1. Individuals or small groups report their top priorities and the class reaches a consensus.	
2. Vote with Your Feet	2. Names or pictures of skills or topics are posted around the classroom, and individuals move to stand near the most important choice. Several rounds of voting may occur.		2. At each round of voting, teacher counts learners who chose a particular skill or topic. A class consensus is reached.	

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TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
<b>BRAINSTORMING:</b>				
1. Learner-generated list	1. Small or whole groups generate lists of how they use skills, eg. Where do you speak/write English?	1. <b>Initial and on-going</b> information about how learners use basic skills.	1. The list may be used to create a questionnaire that individuals complete. The questionnaires can be tallied orally as a group. Identified needs can be prioritized.	100-550
2. Mind Mapping	2. Beginning with a topical question at the center of a diagram, class brainstorms answers. Responses and more detailed examples are added to the diagram and drawn as branches from the center.	2. <b>Initial and pre-topic</b> information about how learners use basic skills and life skills in a variety of settings and how they would like to be able to use skills.	2. A count is taken of how many learners agree with each branch (i.e. need). Identified needs can be prioritized as a group.	100-550
3. Cut-out Illustrations	3. Learners cut pictures from magazines of things they would like to be able to do with English.	3. <b>Initial and mid-course</b> information about how learners use or want to be able to use English.	3. Individuals show and explain pictures to the group. Teacher keeps a tally of expressed need.	100-250
<b>GROUP POLLING:</b>				
1. Partner interviews	1. Students interview each other, using a single question or a grid of questions, and tally results together.	1&2. <b>Initial, pre-topic, on-going, and final</b> assessment of needs and preferences related to language skill, life skill, and topics.	1 & 2. Results can be presented in chart or graph form as discussion or writing prompt.	100-550
2. Online poll or survey	1. An online polling or survey tool to facilitate creating and administering a poll or survey, and tallying and presenting the results. Example tools are <a href="#">PollEverywhere</a> . ( <a href="#">REEP video</a> .), <a href="#">PollDaddy</a> , and <a href="#">Google Forms</a> .			100-550

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<b>LEARNER GENERATED QUESTIONNAIRE:</b>				
	As a whole group, and/or in small groups, learners brainstorm items for questionnaire. Then, learners complete questionnaire individually.	<b>Initial, pre-topic</b> information about how learners use language and would like to be able to use language.	Results can be tabulated orally or by small groups.  Based on results, the group prioritizes skills and topics to be covered.	<b>150-550</b>
<b>WRITTEN QUESTIONNAIRES:</b>				
1. <u>Inventory</u> : list of how skills.	1. & 2. Tools can be generated by teachers or by the learners in a group brainstorming session. Learners complete the surveys individually.  3. Teacher provides the content for the scale. Learners individually rank items or indicate frequency of use.  4. Learners individually check off areas of need/interest on the class progress report.	1. <b>Initial, pre-topic, on-going, and final</b> assessment of needs and preferences related to language skill, life skill, and topics.  <b>Note:</b> Written Questionnaires can also be used for self-assessment.	1. Results can be tabulated orally as a group on the board. The group discusses the results and prioritizes skills and/or topics to be covered.	<b>150-550</b>
2. <u>Checklist</u> : list of topics and skills.				
3. <u>Scale (rating/frequency)</u> : ranking of the importance of skills, topics, or language and literacy uses.				
4. <u>Progress Report</u> : list of competencies and/or skill areas to be covered.				
<b>PICTORIAL QUESTIONNAIRE:</b>				
	Teacher provides the pictorial worksheets. Learners mark the appropriate pictures.	<b>Initial and mid-course</b> information about places learners want to be able to use English.	The class will then tally the questionnaire together.	<b>100</b>


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TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
<b>📄 TIMELINES</b>				
	Learners make timelines which indicate major events in their lives (past and present). They also indicate future goals.	<b>Initial</b> information about learners' lives (past and present) and their goals for the future.  As a <b>final</b> evaluation, learners indicate progress toward the achievement of their goals.  <b>Note:</b> Timelines can also be used for self-assessment.	Information can be used to tailor the class toward helping learners achieve their future goals.  Teacher becomes more aware of learners' backgrounds. Class discussion should focus on the learners' goals and how the class can help them attain their goals.	
1. Written Timeline *	1. They include the year and a sentence or two for each event.			<b>150-550</b>
2. Pictorial Timeline	2. They draw images to reflect major events in their lives.			<b>100, 150</b>
<b>📄 ACHIEVEMENT CHARTS</b>				
1. Class Bulletin Board * What do you want to learn? What have you learned in class?	1. Set up a bulletin board with columns across; one for each question.  Learners update what they have learned on a weekly basis. eg. weekly.	Appropriate for classroom as well as individualized instruction, such as in a Learning Center.  1. <b>Initial</b> information about previous learning and learning goals. <b>On-going</b> information about learners' self-evaluation of accomplishments.	Teacher reads what learners have written and adapts course objectives, as appropriate.  1. Learners read and share their goals and successes.	<b>300-550</b>
2. Individual Diary Chart This week I used English: Where? With whom? This week I wanted to use English: Where? With whom?	2. Learners complete chart on a regular basis, eg. weekly.	2. <b>On-going</b> information about achievements as well as lifeskill and basic skill needs. Note: Diary charts can also be used for self-assessment.		

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TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
<b>READING - SELF SELECTION</b>				
Reading Self Selection of reading by topic/level	Teachers provide a variety of reading materials at different levels. The learners select the level and topic that they would like to read.	<b>On-going</b> information about topics of interest as well as reading level that the learner feels comfortable with.	Teachers can select materials that reflect the levels and interests of individual learners and/or the class.	<b>150-550</b>
<b>COMPOSITION</b>				
	Learners read samples [written by other learners which describe their experiences learning English and their needs and/or progress toward goals]. Then they answer questions about the reading and write a similar composition.	<b>Initial, on-going and final</b> information about level of comprehension and ability to write following a model; information about learner goals, expectations, and self-analysis of progress.	Class considers other learners' experiences and can compare to their own. Teacher can tailor the class to specific needs/goals.	<b>300-550</b>
<b>DIALOGUE JOURNALS</b>				
	Teachers and learners correspond on a regular basis via a written journal. Teacher can ask learners to respond to specific questions in their journals, eg. What would you like to learn in this class? What did you like best about class this week? What do you still need to learn? The activity can be adapted to varying levels by controlling the language of the questions and of the responses expected.	<b>Initial, on-going, final</b> information about learners' learning needs and preferences.	Teachers can respond to individual learners about their needs, goals, and preferences and adapt the course, as appropriate.	<b>300-550</b>

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TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
<p> <b>INDIVIDUALIZED EDUCATION PLAN</b></p>				
	<p>Learners complete an individual education plan, including occupation and education information as well as short and long-term goals.</p>	<p><b>Initial for goal setting: final</b> for checking progress made toward goals.</p>	<p>Information can be used to tailor instruction toward helping learners achieve their goals.</p>	<p><b>500-550</b></p>