

Checklist for Evaluating Learning Materials

Name of Learning Material	Date of Evaluation
Laubach Way to Reading, Level 3, Canadian Edition	November 16, 2011

1. Content				
	Anglophone	Deaf	Francophone	Native
Cultural Group	X			

	Employment	Apprenticeship	Secondary School Credit	Postsecondary	Independence
Goal Path	X (for low level learner)		X		X

	A. Find and Use Information	B. Communicate Ideas and Information	C. Understand and Use Numbers	D. Use Digital Technology	E. Manage Learning	F. Engage With Others
Predominant Competency	A1, A2 (ES level 2?)					
Secondary Competencies		B1, B2, B3	C4		E2	

2. Quality of Content	Low				High
	Is the material appropriate for adults?				X
Are the learning objectives clear?				X	
Is the content current, relevant, and accurate? <i>(not always current regarding geography and prices, HST, etc.)</i>			X		
Is the content appropriate to the needs of the targeted cultural group or delivery sector?			X		

3. Potential Effectiveness as a Teaching-Learning Tool	Low High			
Does the material present opportunities for task-based learning?				X
Does the material present options for meeting individual needs?				X
Does the material satisfy the various teaching and learning styles?			X	
Can the material be adapted to meet the needs of the targeted cultural group or delivery sector?			X	
Does the content reflect current and accepted methodology?				X

4. Ease of Use (for Practitioners and Learners)	Low High			
Are OALCF competencies and task groups easily identified? <i>Higher rating if one uses the Link Charts in "Linking Laubach with Essential Skills". However, there is a "scope and sequence" chart in the Teacher's Edition.</i>			X	
Does the material present information in appealing ways?				X
Does the material provide flexibility in its use?			X	
Does the material support self-directed learning?				X

5. Comments
Document use is the added feature of LWR 3 and 4, entitled "Reading for Living", in which there is a different type of document in each lesson in the learner's skill book. Following "Meeting Individual Needs" and "Supplementary Materials" suggestions in the Teacher's Edition, and receiving tutor training on how to tailor lessons to meet the goals of learners enhances the use of the learning materials.
Manage Learning is included because learners are given homework, are directed to check their own work, follow written directions, and is able to monitor progress via checkups at each lesson, and check-up at the end of the book, if a learner went through the whole book, rather than a tutor picking out a particular lesson based on a particular task.