

## Community Adult Literacy Benchmarks: Participation - Compilation

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Set Goals</b>	-recognize value of goal-setting in both personal and learning contexts  -identify a personal goal	-identify a goal and break it into steps	-identify challenges that make it difficult to reach goal or to get to next step  -apply strategies to minimize impact of challenges to reaching a goal	-identify learning style and strengths that support attainment of steps and goals
<b>Organize</b>	-demonstrate basic organizational skills in learning and personal contexts	-understand and apply techniques for managing time and organizing daily life (learning and personal contexts)	-use more advanced time and daily life management techniques	-understand and apply advanced time and daily life management techniques
<b>Problem Solve</b>	-acknowledge and identify problems related to self, family, community, school, and/or work	-use basic problem-solving techniques to address problems (e.g., brainstorming and prioritizing)	-use more complex problem solving-techniques to resolve problems (e.g., lateral thinking, finding appropriate resources - people with more knowledge & experience, creating “what if” scenarios)	-put personal problems into a larger context, and examine root causes of problems. (e.g., difficulties finding a job might be due to local or regional economic conditions)
<b>Reflect</b>	-understand the importance of reflection	-critically analyze one’s actions (e.g., what worked to achieve goal and what did not)	-identify and analyze beliefs, values, and attitudes of self and others	-identify and analyze assumptions made by self and by others
<b>Engagement</b>	-listen to stories and conversation, observe interactions in groups or observe tutor perform a task	-choose reading material (books, newspapers, comics, horoscopes)  -ask for specific learning activities	-volunteer to take part in activities  -begin to study independently but with support	-initiate activities beyond the class or the tutor relationship, such as take a course, attend a meeting, join a club

### Expanded Explanations:

**Organize:** These benchmarks are about the ability to manage one’s time and circumstances to meet personal goals and complete tasks. Increased skills in this area have to do with applying techniques to increasingly difficult tasks, inasmuch as they have to do with learning new organizational skills.

**Level 1:** Basic organizational skills for learning include having books, pens, pencils and other equipment required for tutor session or class. This might mean that a special bag is kept for the purpose of carrying these things, or that a specific place at home is identified where these things are always kept. Organizational skills for personal contexts might include leaving keys consistently in the same place when not using them or making a list of things to do.

**Level 2:** Basic time management techniques includes prioritizing activities, setting alarm clock to provide enough time for getting ready for an appointment, making lists.

**Level 3:** More advanced time/daily life management includes breaking down tasks that need to be done over a longer period of time; identifying when a task is beyond one’s own control to get done.

**Level 4:** Advanced time/daily life management techniques includes developing work plans, setting dates for each stage of a complex task, keeping track of resources being used (books borrowed) and paperwork (making use of binders and other organization aids).