

From the Past to the Future: Literacy Intake Inventory

INSTRUCTIONS FOR APPLYING

This instrument effectively “begins” the learner’s program by having the new learner think back and recall experiences of past schooling. It then guides the tutor/teacher to ask how the learner thinks they will do in the literacy program being considered. It therefore uses a comparative approach—past to future. Future progress by this learner can then be measured against this baseline discussion on each of the topics below.


This intake inventory is designed to be used, one-on-one, by a literacy coordinator, or a trained literacy tutor or teacher during the intake or orientation period of an adult literacy program of study. To accommodate lower reading levels, it is designed to be read aloud, statement-by-statement, by the intake person. The incoming learner should also have a copy of this inventory in front of them. The learner should indicate their response to each question by circling the appropriate number with a pencil. Note: *the larger the number, the stronger the agreement*. This inventory should be adapted to accommodate the subject names used by the institution or program. Additional discussion that arises from the questions can also be noted by the intake person on a separate sheet. Future discussion on progress can refer back to this intake copy to provide a personalized inventory of ongoing progress that opens the door for discussion and adaptations in the program. This inventory could accompany academic progress tests.

From the Past to the Future: Literacy Intake Inventory

Date _____

Learner's Name _____

Intake Person's Name _____

1 = A very negative "No"		7 = a very positive, "Yes"
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1. An education is very important to me at this point in my life 1 2 3 4 5 6 7

2. When I think back to my past school experiences:

- The teachers were helpful. 1 2 3 4 5 6 7

And when I think about the adult education program here:

- The teachers/tutor will be even more helpful here. 1 2 3 4 5 6 7

3. When I think back to my past school experiences:

- The counselors and teachers were helpful then. 1 2 3 4 5 6 7

And when I think about the adult education program here:

- The teacher/tutor will be even more helpful here. 1 2 3 4 5 6 7

4. When I think back to my past school experiences:

- My friends in the school were helpful then. 1 2 3 4 5 6 7

And now thinking about the adult education program here:

- I think my new program friends will be more helpful here. 1 2 3 4 5 6 7

5. When I think back to my past school experiences:

- My family and friends at home were helpful

1 2 3 4 5 6 7

And now thinking about the adult education program here:

- My family & friends at home will be even more helpful:

1 2 3 4 5 6 7

6. Looking at the subjects I will be studying:

- I did well in math back in school.

1 2 3 4 5 6 7

- I will do better in math here.

1 2 3 4 5 6 7

- I did well in reading back in school.

1 2 3 4 5 6 7

- I will do better in reading here.

1 2 3 4 5 6 7

- I did well in writing back in school.

1 2 3 4 5 6 7

- I will do better in writing here.

1 2 3 4 5 6 7

7. I made friends easily back in school.

1 2 3 4 5 6 7

- I will make friends more easily here.

1 2 3 4 5 6 7

8. I expect to do better in this program than in school

1 2 3 4 5 6 7

9. My greatest concern coming into this program is _____

10. My best idea for overcoming concerns in this program is _____
