

**An Analysis of the Criteria or Guidelines Used by Teachers in
Assessing Adult Learners' Achievement of
Learning Outcomes (LO's)**

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ABSTRACT The aim of the present research was to analyse the criteria or guidelines used by teachers in assessing adult learners' achievement of learning outcomes. This study was underpinned by critical discourse analysis theory. Qualitative research assisted the researcher to analyse the criteria or guidelines used by teachers in assessing adult learners' achievement of learning outcomes. Data analysis and interpretation involved the analysis and interpretation of documents related to assessment policies. It has been established in the study that most teachers were guided by the assessment policy and that reporting was done quarterly in all the Adult Learning Centres which participated in the study. Assessment should find out how much knowledge, skills and attitudes adult learners have acquired in learning, and how well they can use the knowledge and skills for better life.