

Common Assessment for the OALCF Goal Paths

OALCF

LBS
Common
Assessment
Apprenticeship
Employment
Post-Secondary
Task
Secondary-School
Independence
Activities
Based

Credit
Secondary School



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All of your efforts contributed towards the successful completion of this project.

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Key Development Skills for Secondary School Credit Goal Path

Secondary School Credit Goal Path	✓	Comp. & Level	Key Development Skills: The Key Development Skills below list the specific skills a learner needs to develop a secondary school goal. These Skills were drawn from goal path-specific research and development projects in Ontario. http://www.tcu.gov.on.ca/eng/eopg/publications/OA_LCF_GPD_Secondary_School_Credit_Oct_11.pdf
Personal Management Skills for and at Work			Self-Governing Skills:
		E	<ul style="list-style-type: none"> Punctual
		E	<ul style="list-style-type: none"> Dependable
		E	<ul style="list-style-type: none"> Motivated
		E	<ul style="list-style-type: none"> Performs basic job duties
		E	<ul style="list-style-type: none"> Meets goals and deadlines
		E	<ul style="list-style-type: none"> Manages time appropriately
		E	<ul style="list-style-type: none"> Organized
		E	<ul style="list-style-type: none"> Gets help if needed
Academic Key Development Skills			Reading:
		A1.2	<ul style="list-style-type: none"> Reads an expository text of up to 250 words to locate and connect ideas and information
		A1.2	<ul style="list-style-type: none"> Scans text to locate specific information
		A1.3	<ul style="list-style-type: none"> Skims to get the gist of longer texts
		A1.2	<ul style="list-style-type: none"> Obtains information from detailed reading
		A1.2	<ul style="list-style-type: none"> Follows the events of descriptive, narrative and informational texts
		A2.3	<ul style="list-style-type: none"> Integrates several pieces of information from documents
		A1.3	<ul style="list-style-type: none"> Selects appropriate reading materials for various purposes
			Communication (Oral and Written):
		B1.2	<ul style="list-style-type: none"> Initiates and maintains interactions with one or more persons to discuss, explain, or exchange information or opinions
		B1.2	<ul style="list-style-type: none"> Speaks clearly to express ideas using correct grammar
		B2.2	<ul style="list-style-type: none"> Writes notes, emails, directions, instructions, text messages and letters using appropriate punctuation, grammar and spelling
		B2.3	<ul style="list-style-type: none"> Writes a five paragraph essay

Secondary School Credit Goal Path	✓	Comp. & Level	Key Development Skills: The Key Development Skills below list the specific skills a learner needs to develop a secondary school goal. These Skills were drawn from goal path-specific research and development projects in Ontario. http://www.tcu.gov.on.ca/eng/eopg/publications/OA_LCF_GPD_Secondary_School_Credit_Oct_11.pdf
Academic Key Development Skills			Communication (Oral and Written):
		B2.3	<ul style="list-style-type: none"> Writes logical responses of 2-3 sentences in response to test questions
		B3.2	<ul style="list-style-type: none"> Completes documents using familiar information
		B1.3	<ul style="list-style-type: none"> Prepares and presents information to a familiar audience on various topics
			Numeracy/Mathematics has four strands:
		C1.1	<ul style="list-style-type: none"> Number sense and numerical operations
		C3.3	<ul style="list-style-type: none"> algebra
		C3.3	<ul style="list-style-type: none"> geometry
		C4.2	<ul style="list-style-type: none"> data interpretation and probability
		C3.1	<ul style="list-style-type: none"> performs basic calculations of addition, subtraction, multiplication and subtraction
		C4.2	<ul style="list-style-type: none"> performs calculations using fractions, percentages and ratios
		C4.2	<ul style="list-style-type: none"> calculate costs and expenses involving rates such as discounts and taxes
		C4.3	<ul style="list-style-type: none"> solve basic equations
		C4.2	<ul style="list-style-type: none"> make conversions
		C4.3	<ul style="list-style-type: none"> work with basic algebra factors and integers
			<ul style="list-style-type: none"> use problem-solving strategies
		C4.2	<ul style="list-style-type: none"> make simple comparisons and one-step calculations involving various measurements
			Research:
		E.3	<ul style="list-style-type: none"> locates, selects and assesses information from a variety of resources
		E.3	<ul style="list-style-type: none"> locates information using library, media, internet and primary resources
		E.3	<ul style="list-style-type: none"> evaluates and prioritizes information for various purposes
		E.3	<ul style="list-style-type: none"> analyzes and synthesizes information

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Academic Key Development Skills			Technology:
		D.2	• Keyboarding
		D.2	• Basic word processing
		D.2	• Power Point
		D.2	• Excel
		D.2	• Basic internet search techniques
		D.2	• Use of a calculator
			Self-Direction:
		E.3	• Prioritizes, organizes and manages tasks
		E.3	• Tracks own progress
		E.3	• Uses critical thinking skills
		E.3	• Demonstrates problem-solving skills
		E.3	• Advocates for self
		E.3	• Exercises basic social skills
		E.3	• Takes responsibility for own learning – attends class regularly, completes assignments, participates actively in class, etc.
		E.3	• Uses appropriate test-taking strategies for various kinds of tests and exams

Secondary School Credit Goal Path --- Index of Activities

Competency	Task Group	Name of Activity	Other Competencies
A: Find & Use Information Read Continuous Text	A1.1	A Bus Ride	B2.1 Write Brief text
	A1.2	Six String Nation	B2.2 Write text to explain
	A1.3	Superhighway of Life	B2.3 Write longer text
Interpret Documents	A2.1	Reading Newspaper Ads	A1.1 Read brief text B2.1 Write brief text
	A2.2	School Year Calendar	B2.1 Write brief text C2.1 Measure time
	A2.3	Patient Satisfaction Survey	A1.2 Read text to locate B2.1 Write brief text B2.2 Write text to explain C4.1 Manage data C4.2 Manage data – low level inferences
Extract info from films, broadcasts and presentations	A3.3	Extract Information from Films, Broadcasts and Presentations	B2.2 Write text to explain D2 Use Digital Technology

Competency	Task Group	Name of Activity	Other Competencies
B: Communicate Ideas and Information Interact with Others	B1.1	Practicing Presenting	A1.1 Read brief text D.2 Use Digital Technology F Engage with Others
	B1.2	A Talker or a Listener?	F Engage with Others
	B1.3	Giving an Oral Presentation	A1.1 Read Brief text A2.1 Interpret very simple documents B3.1a Complete documents – straightforward entries
Write Continuous Text	B2.1	A Sticky Note	A1.1 Read brief text A2.1 Interpret very simple documents B3.1a Complete documents - straightforward entries
	B2.2	Writing a Request	A1.2 Read text to locate & connect A2.1 Interpret very simple documents B3.2a Complete documents – Use layout
	B2.3	Writing to Persuade	A1.3 Read text to locate & connect D.2 Perform well-defined multi-step digital tasks E2 Manage Learning

Competency	Task Group	Name of Activity	Other Competencies
B: Communicate Ideas and Information Complete & Create Documents	B3.1a (entries)	Personal Information	A2.1 Interpret very simple documents
	B3.1b (create)	Student Appreciation Day	A1.1 Read brief text B2.1 Write text to explain
	B3.2a (entries)	The VARK Questionnaire	A1.1 Read brief text A2.2 Interpret simple documents to locate & connect D.2 Perform well-defined multi-step digital tasks E.1 Manage Learning
	B3.2b (create)	Mary Jane's Birthday	A1.2 Read text to locate & connect A2.1 Interpret very simple documents D2 Perform well-defined multi-step digital tasks
	B3.3a (entries)	Completing a Program Application	A1.3 Read longer text A2.3 Interpret somewhat complex documents C1.1 Compare costs & make simple calculations C4.1 Manage data D.2 Perform well-defined multi-step digital tasks

Competency	Task Group	Name of Activity	Other Competencies
Complete & Create Documents	B3.3b (create)	Make a Graphic Planner	A1.1 Read brief text A2.2 Interpret simple documents B2.1 Write brief text B3.3a Complete complex documents D3 Perform multi-step digital tasks
Express oneself creatively	B4	Creating an Inspirational Poster	A1.1 Read brief text B1.1 Interact with others B1.2 Maintain interactions with others F Engage with Others
C: Understand and Use Numbers Manage Money	C1.1	Office Supply Flyer	A1.1 Read brief text A2.2 Interpret simple documents B2.1 Write brief text
	C1.2	Calculating a Restaurant Bill	A2.2 Interpret simple documents B3.2a Complete documents – use layout
	C1.3	Money 101	A1.3 Read longer text A2.3 Interpret complex documents B3.2a Complete documents – use layout

Competency	Task Group	Name of Activity	Other Competencies
Manage Time	C2.1	Time and Date	A1.1 Read brief text A2.2 Interpret simple documents B2.1 Write brief text
	C2.2	Dot's Personal Schedule	A1.2 Read brief text to locate & connect A2.2 Interpret simple documents to locate & connect B2.1 Write brief text
	C2.3	Planning a School Fundraiser	A1.2 Read text to locate & connect B3.2a Complete documents – straightforward entries B3.3b Create more complex documents D.3 Perform well-defined multi-step digital tasks E.1 Manage Learning
C: Understand and Use Numbers Use Measures	C3.1	Dimensions of a Desk	A1.1 Read brief text A2.1 Interpret very simple documents
	C3.2	Using Measures	A1.1 Read brief text C2.1 Manage time C3.1 Use measures – one step calculations
	C3.3	Calculating Measures	n/a

Competency	Task Group	Name of Activity	Other Competencies
Manage Data	C4.1	Sports Data	A1.1 Read brief text A2.2 Interpret simple documents to locate & connect
	C4.2	School Enrollment	A1.2 Read text to locate A2.1 Interpret very simple documents B3.1a Complete documents – straightforward entries
	C4.3	Analyzing Data	A1.2 Read text to locate A2.2 Interpret simple documents C1.1 Manage money – simple calculations C1.2 Manage money – calculating costs

Competency	Task Group	Name of Activity	Other Competencies
D: Use Digital Technology Perform simple digital tasks	D.1	Simple Search	A1.1 Read brief text B2.1 Write brief text C4.1 Compare costs & make simple calculations
Perform well-defined, multi-step digital tasks	D.2	Complete an Online Registration	A1.2 Read brief texts to locate A2.1 Interpret very simple documents B3.1a Complete documents - use layout E.1 Manage Learning
Experiment and problem solve to perform multi-step digital tasks	D.3	Making a Brochure for a Business	A1.2 Read brief text to locate A1.3 Read longer text A2.3 Interpret somewhat complex documents B1.1 Interact with Others B2.1 Write brief text B3.3a Complete documents –entries into complex documents B3.3b Create documents – more complex

Competency	Task Group	Name of Activity	Other Competencies
E: Manage Learning	E.1	Identifying Support	A1.1 Read brief text A2.1 Interpret very simple documents B2.1 Write brief text B3.1a Complete documents - straightforward entries
	E.2	Welcome Package Level 2	A1.2 Read text to locate A2.2 Interpret simple documents B2.2 Write text to explain B3.2a Complete documents - use layout F Engage with Others
	E.3	Orientation Package Level 3	A1.3 Read longer text A2.3 Interpret somewhat complex documents B2.3 - Write longer text B3.2a Complete documents - use layout F - Engage with Others

Competency	Task Group	Name of Activity	Other Competencies
F: Engage with Others	F	Team Player or Team Leader?	Team Player A2.2 Interpret simple documents B3.2a Complete documents - use layout to determine entries C4.1 Manage data Team Leader A1.2 Read text to locate A2.2 – Interpret simple documents B1.2 – Maintain interactions B3.2a – Complete documents – use layout

A Bus Ride

Other Task Groups and Levels:
B2.1

Performance Descriptors

- ☐ Decodes words and makes meaning of sentences in a single text
- ☐ Reads short text to locate a single piece of information
- ☐ Follows the sequence of events in straightforward chronological texts
- ☐ Follows simple, straightforward instructional text
- ☐ Identifies the main idea in brief texts
- ☐ Requires support to identify sources and to evaluate and integrate information



Embedded Skills

- ☐ Reads text with simple, concrete information in simple familiar wording
- ☐ Uses knowledge of alphabet and basic phonics to decode common words
- ☐ Use context cues and personal experience to gather meaning from the text
- ☐ Use pictures and illustrations to determine the meaning of unfamiliar words
- ☐ Reads symbols and common sight words
- ☐ Scans simple text to locate a single piece of information

Practitioner Instructions

Review the activity with the learner and have them answer the questions.

Practitioner Notes

Additional Sample Tasks

Read a Short Story for Pleasure

http://taskbasedactivitiesfurlbs.ca/sites/default/files/pdf/ReadaShortStory_SA1.1_B1.1_B2.1_E.1.pdf

Client Booklet reading Level 1

Office of Literacy and essential Skills

<http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/esna/Reading1Client.pdf>

Adapted From:
Voyageur Book 1
Pg. 39

Successful	Yes	No

A Bus Ride

In 1955 Rosa Parks took a bus ride. That ride changed her life. It changed the law, too.

Alabama had an unfair law. The law said that white people could sit anywhere on a bus, but black people had to sit in the back of the bus.

One day Rosa Parks got on a bus. She paid her fare. She sat down, but a white man wanted her seat. Ms. Parks did not move. She did not think the law was fair.



Rosa Parks broke the law. She was arrested. Many people heard about Ms. Parks. Black people were mad. They didn't ride the buses. They didn't ride for 381 days. At last the law was changed. Now people can have any seat on the bus. Rosa Parks took a stand. She helped to change the way people live.

1. In what year did this story take place?
2. What state did this happen in?
3. How did Rosa Parks break the law?
4. How many days did people not ride the bus?
5. How did Rosa Parks change the way people live?
6. Why is Rosa Parks a hero?

A1

Task Group: Read Continuous Text

Level 2

Six String Nation

**Other Task Groups and Levels:
B2.2**

Performance Descriptors

- ☐ Makes connections between sentences and between paragraphs in a single text
- ☐ Scans text to locate information
- ☐ Locates multiple pieces of information in simple texts
- ☐ Reads more complex texts to locate a single piece of information
- ☐ Makes low level inferences
- ☐ Follows the main events of descriptive, narrative, and informational text
- ☐ Obtains information from detailed reading

Embedded Skills

- ☐ Identifies the topic and purpose of a piece of writing
- ☐ Identifies main idea and supporting details
- ☐ Reads one paragraph or page of short paragraphs
- ☐ Scans to find simple information

Practitioner Instructions

Review the activity with the learner and have them answer the questions.



Practitioner Notes

Additional Sample Tasks

10 Legends**Workbook-****Print Based**

Client Booklet:
reading Level 2

<http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/esna/Reading2Client.pdf>

Adapted From:
Ontario Secondary School
Literacy Test

Successful	Yes	No

Six String Nation

Read the selection below and answer the questions that follow it.

The Six String Nation guitar symbolizes Canadian national unity. Radio host Jowi Taylor came up with the idea for the guitar in 1995. He asked George Rizsanyi, a luthier, to build a guitar from materials representing remarkable people and places, diverse geographic regions and natural wonders of Canada. For over 10 years, the two men gathered 64 pieces of wood, metal and bone to make the instrument. The front piece was made from the wood of a 300-year-old golden spruce tree, honoured by the Haida peoples of British Columbia. Other wood pieces came from the deck of the *Bluenose II* (a Nova Scotia sailing ship that appears on the Canadian dime) as well as from Paul Henderson's hockey stick and former Prime Minister Pierre Trudeau's canoe paddle. The most significant piece for Rizsanyi is an inside strut made from Pier 21. This is the Halifax dock where his family entered Canada. The guitar includes metal from a seat at Montreal's famous arena, the Forum, and a gold dot from one of Maurice Richard's Stanley Cup rings. It also contains pieces of the world's oldest rock, found near Great Bear Lake, NWT, and a moose antler used in First Nations ceremonies. The finished guitar made its musical debut on Parliament Hill in Ottawa on July 1, 2006. Since this first performance, it has been on tour across the nation. Canadian musicians such as Feist, Hawksley Workman and Bruce Cockburn have performed with it. Six String Nation is a powerful representation of all Canadians, connecting people, their stories and their communities.



Six String Nation

Circle the best answer for each multiple choice question.

1. Which of the following was used in the guitar to represent one of the “natural wonders of Canada”?
 - a) Wood from a 300 year old tree.
 - b) Wood from Pierre Trudeau’s paddle.
 - c) Wood from the deck of the *Bluenote 11*.
 - d) Wood from Paul Henderson’s hockey stick
2. How are the descriptive details in line 5 to 15 grouped?
 - a) By the age of the pieces.
 - b) By the types of materials.
 - c) By the steps in construction.
 - d) By the importance of the components.
3. Why was July 1, 2006, an important date for the Six String Nation guitar?
 - a. Feist played the guitar that day.
 - b. The guitar’s construction was finished.
 - c. Canada Day was celebrated on Parliament Hill.
 - d. It was the first time the guitar was played for an audience.
4. What is the most likely reason it took over 10 years to build the Six String Nation guitar?
 - a. The guitar required exactly 64 pieces.
 - b. The materials had to be chosen carefully.
 - c. Taylor had to get permission from parliament.
 - d. Several guitar makers contributed to the process.
5. What is the purpose of this selection?
 - a) To persuade readers to listen to the guitar.
 - b) To provide facts about the parts of the guitar.
 - c) To describe the steps in the construction of the guitar.
 - d) To explain the reasons why musicians want to play the guitar.

6. State the main idea and provide one specific detail from the selection to support it.



Superhighway of Life

Other Task Groups and Levels:
B2.3

Performance Descriptors

- ☐ Integrates several pieces of information from texts
- ☐ Manages unfamiliar elements (e.g. vocabulary, context and topics) to complete tasks
- ☐ Identifies the purpose and relevance of the text
- ☐ Skims to get the gist of longer texts
- ☐ Begins to recognize bias and points of view in texts
- ☐ Infers meaning which is not explicit in text Obtains information from detailed reading
- ☐ Uses organizational features such as heading to locate information
- ☐ Follows the main events of descriptive, narrative, informational, and persuasive texts
- ☐ Obtains information from detailed reading

Embedded Skills

- ☐ Identifies the main idea and purpose in writing
- ☐ Identifies important elements of fiction i.e. plot, setting, character, conflict, symbol and point of view
- ☐ Understands concepts and themes, and relationships between ideas

Practitioner Instructions

Review the activity with the learner and have them complete the questions.

Practitioner Notes

Additional Sample Tasks

The Automobile Revolution

Challenger Series Book 6,
pg. 108

Taste Treats

Challenger Series Book 6,
pg. 176

Reading Self-Assessment

The Office of Literacy and
Essential Skills

http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/readin_g_self_assessment.pdf

Adapted From:
Common Assessment of
Basic Skills– Print based,
Pg. 220-223

Successful	Yes	No
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Superhighway of Life

The Superhighway of Life

ALL roads bring different experiences and the same destination

by Vera Asanin and Kurt Halliday

Legs, the walker, Diesel the bus and Wheels the motorcycle all decided to meet at the Superhighway of Life to make their journey together. Legs, who arrived first was quick to tell Wheels, "Everything is so busy here. Each way I turn my head something else is going on."

"Everything seems busy because it's happening so fast. Or feels like it's fast because there's just so much of it." Wheels had a dangerously exciting glimmer in his eye. Legs knows Wheels well and that he likes to do everything at top speed.

Diesel approached Legs and Wheels with song in his voice. He felt really certain about the pending journey because he did some research. "I always like to know where I'm going," he said to his friends.

"Then you'll know when you don't get there," laughed Wheels, who knows that Diesel always deviates from his planned course.

"Nonetheless, let me tell you what I learned." And he began to share what he knew.

"On the Superhighway of Life, there are many choices to be made. One road is not better or worse. And some are definitely longer than others. Most predictably, each road will bring a different journey - a different experience."

"On the Superhighway of Life, you can control your speed. It's possible to slow down."

"That's not my style," Wheels quickly jumped in.

"That's very true of you," continued Diesel. "Some people choose to bring their bicycle instead of their sports car. And it's okay to take a side road in which case, the family camper and lots of rest stops are available. It's possible to slow way, way down or even pull over to the side to check the map for a little while."

"So what you're saying, Diesel, is that anyone can totally stop?" asked Legs.

"No, not really," continued Diesel, "on this journey, the Superhighway of Life and Life itself moves us along - quietly or otherwise."

Wheels, who was becoming really anxious to start, made an observation. "Have you noticed that the superhighway isn't the conventional type? It doesn't seem to offer the standard six- or eight-lane blacktop with well-posted signs every kilometer and lots of warning about upcoming options. Why is it not like that?"

"That's true," said Legs. "Where's the Travel Club who can explain all this?"

Diesel, who remembered asking the same question when he did his research, giggled and continued. "On this superhighway, the road is made of the options or choices that you can make. I suppose the Travel Clubs are called Philosophies or Ways of Life. Traveling along the road isn't ordinary, either. You can push the pedals and turn the wheels, but that doesn't really make things happen here. Since the road is made of the options, people

traveling on it get somewhere by making choices."

"It sounds like a sort of creative partnership," said Legs. "Life makes opportunities, alternatives and possibilities available, and then the experienced traveler makes decisions and choices."

"They solve problems and take chances, too" replied Diesel, who was getting close to sharing all his research findings.

"There are at least three kinds of travelers on the ultimate superhighway. They are all creative and well meaning, but they travel at different rates. It is not necessarily true that the fastest travelers have the best ride or see the most sights, either. There are both qualitative and quantitative dimensions to the journey and its understanding."

"Well I like going fast and I want to go it alone. So I'm history," stated Wheels as he revved his motorcycle engine and took the first left turn on the highway.

Diesel continued, "Travelers in the habit of moving at top speed all the time probably reach their destinations, but they can get there almost empty-handed. They are fixed, in their minds, on the one big thing at the end and may well have missed all the little good and helpful things along

the way. They are the ultimate quantity people. The journey, for them, is just starting, movement and stopping."

"People making the trip too slowly, on the other hand, don't build up enough steam. They see (and sometimes feel) the sights one at a time. Making sense of processes and developments as they move along is very difficult. A common result is when they get to important places; they haven't taken a lot in."

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Superhighway of Life

Questions

1. What does the image of a superhighway represent in this article?
Give the passage another title without using the word "superhighway".
2. If Legs, Diesel and Wheels were real people, what would the character of each one be?
3. This article is intended to offer advice about...
4. Explain in your own words: "Making sense of processes and developments as they move along is very difficult. A common result is when they get to important places; they haven't taken in a lot."
5. "The most successful travelers don't just read the signs, they let the signs tell them something." The image of highway signs is used to symbolize something in our lives. What? Give two examples of such signs and what they might teach us.

Reading Newspaper Ads

Other Task Groups and Levels:
A1.1
B2.1

Performance Descriptors

- ☐ Scans to locate specific details
- ☐ Interprets brief text and common symbols
- ☐ Locates specific details in simple documents, such as labels and signs
- ☐ Requires support to identify sources and to evaluate and integrate information



Embedded Skills

- ☐ Uses knowledge of alphabet and basic phonics to decode common words
- ☐ Use context cues and personal experience to gather meaning from the text
- ☐ Use pictures and illustrations to determine the meaning of unfamiliar words
- ☐ Reads symbols and common sight words from everyday life
- ☐ Reads telephone numbers and dates

Practitioner Instructions

Review the activity with the learner and have them answer the questions.

Practitioner Notes

Additional Sample Tasks

Using an Index

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/en04dict-11-w-using-an-index>

Document Use Self-Assessment

http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/du_self_assessment.pdf

Secondary School Credit Self-Assessment

OLACF Implementation Strategy
<http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/8.%20self-assessment%20secondary%20school%20credit.pdf>

Developed by:
Dryden Literacy Association

Successful	Yes	No
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Reading Newspaper Ads

Dryden Literacy's Annual Book Sale

Royal Canadian Legion

34 Queen Street

Friday, June 14th, 2013

9:00 a.m. to 6:00 p.m.

Draw Prizes ALL DAY

For more information please call 223-6486

**Effective driver training is proven to
save lives.**

For more information or to enroll call 807.223.6988

Or visit www.yd.com/dryden

Courses starting: July 4

August 1



**Young
Drivers**

Reading Newspaper Ads

Newspaper Ad #1: Book Sale Ad

1. What is the name of the event?

2. Where is the sale taking place?

3. What is the date of the event?

Newspaper Ad #2: Driver's Ad

1. What does effective driver training do?

2. Who is this ad for?

3. When does this course start?

4. Name two ways to get more information

5. What do the symbols stand for?

School Year Calendar

Other Task Groups and Levels:
B2.1
C2.1

Performance Descriptors

- ☐ Performs limited searches using one or two criteria
- ☐ Extracts information from tables and forms
- ☐ Locates simple information in graphs and charts
- ☐ Uses layout to locate information
- ☐ Makes connections between parts of documents
- ☐ Makes low level inferences
- ☐ Begins to identify sources and evaluate information

Embedded Skills

- ☐ Skims to understand purpose and use of document
- ☐ Makes connections between elements and parts of documents
- ☐ Uses organizational features, such as headings, to locate information
- ☐ Locates multiple pieces of information in forms, tables, simple graphs, maps and flow charts

Practitioner Instructions

Review the activity with the learner and have them answer the questions. Access the following link to download a school year calendar or choose a high school year calendar of your choice.

<http://www.kpdsb.on.ca/>

Practitioner Notes



Successful	Yes	No
------------	-----	----

Additional Sample Tasks

Circle Graph 2.2

Work Write Graphs and Charts
Pg. 22

Document Use Self-Assessment

http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/du_self_assessment.pdf

Document Use Indicator

http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/du_indicator.pdf

Developed by:
Dryden Literacy

School Year Calendar

1. How many months are there in a school year?

2. Which months do you write exams in?

3. How many holidays are there all together?

4. What dates are mid-term reports issued in for both semesters?

5. Which dates are P.D. days and report card days?

6. What day of the week does Christmas land on?

Patient Satisfaction Survey

Other Task Groups and Levels:

A1.2

B2.1

B2.2

C4.1

C4.2



Performance Descriptors

- ☐ Performs complex searches using multiple search criteria
- ☐ Manages unfamiliar elements to complete tasks
- ☐ Integrates several pieces of information from documents
- ☐ Compares or contrasts information between two or more documents
- ☐ Uses layout to locate information
- ☐ Identifies the purpose and relevance of documents
- ☐ Begins to recognize bias in displays, such as graphs
- ☐ Makes inferences and draws conclusions from information displays
- ☐ Identifies sources, evaluates and integrates information

Embedded Skills

- ☐ Reads graphs made with concrete materials and demonstrates understanding
- ☐ Uses organizational features such as headings to locate information
- ☐ Applies critical thinking to data analysis

Practitioner Instructions

Review the activity with the learner and have them complete the questions based on the information given in the documents.
Provide extra paper as needed.

Practitioner Notes

Additional Sample Tasks

Various Task-based Activities

http://measureup.towes.com/english/testskills.asp?skill=document_use

Various Task-based Activities

Workwrite Charts and Graphs

Book 6

Adapted From:

Workwrite Graphs and Charts Book 6. pg. 124

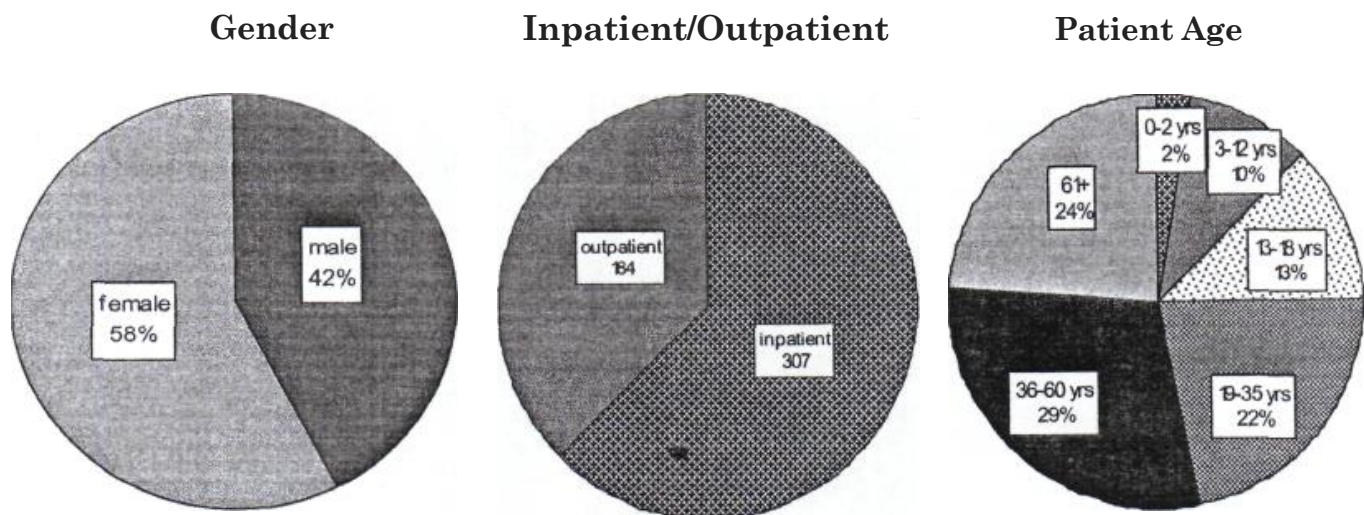
Successful	Yes	No
------------	-----	----

Patient Satisfaction Survey



2012 Patient Satisfaction Survey

In November we conducted a Patient Satisfaction Survey. A total of 491 surveys were completed, for a response rate of 45 percent. The surveys were completed by inpatients, outpatients and/or family members where appropriate. The survey included 15 questions using a five-point response scale ranging from poor to great. Some characteristics of respondents are as follows:



The overall rating of the facility on the quality of care provided: 88% of the respondents ranked the Rapid River Health Sciences Centre as great or good.

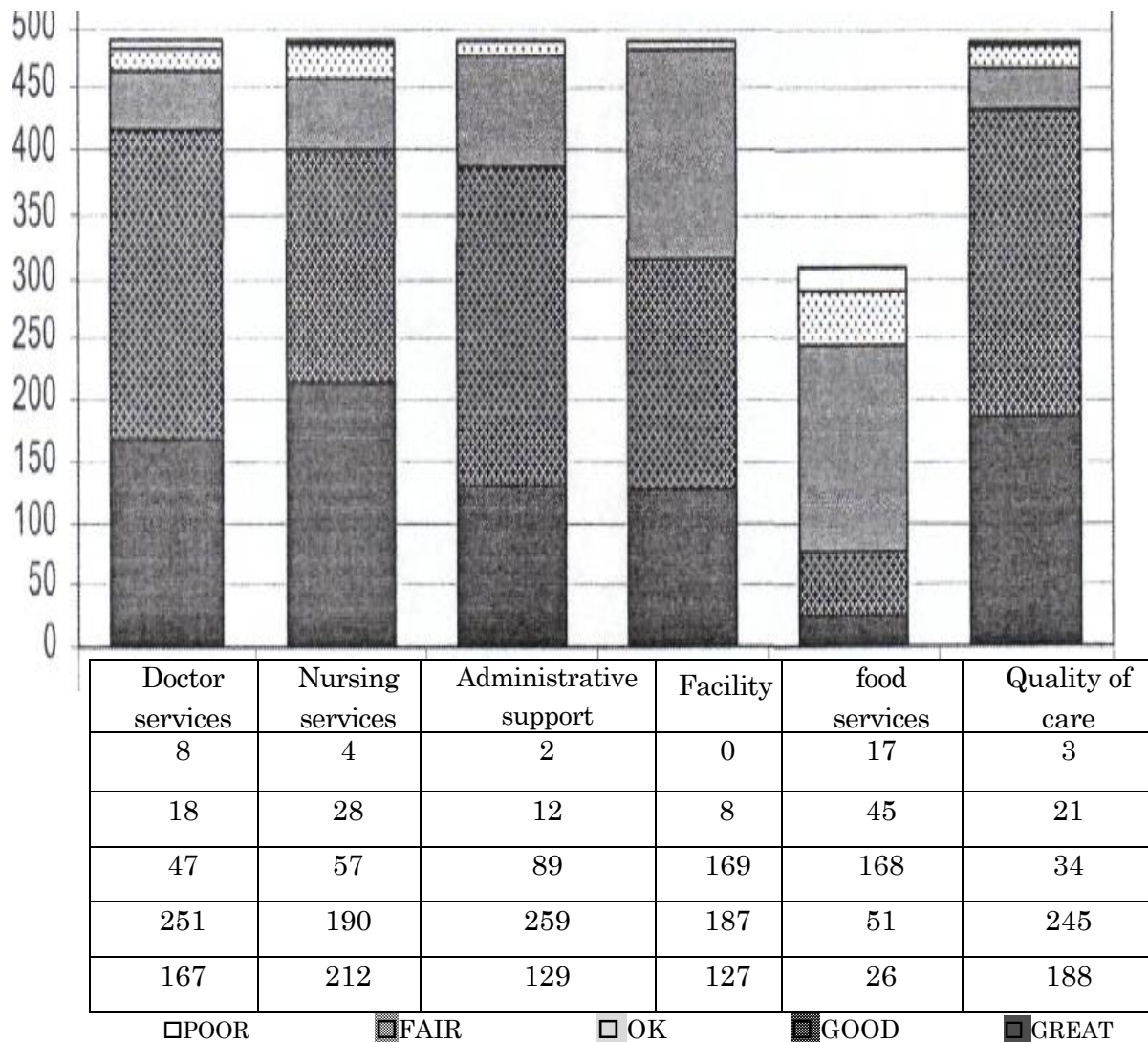
The following are the top four areas that received a great or good rating:

- Availability and helpfulness of the nursing staff (94%)-up from 86% in 2010
- Cleanliness of the buildings (92%)-up from 87% in 2010
- Overall quality of doctors' services (85%)-same as in 2010
- General repair and upkeep (89%)-same as in 2010

There were a number of areas in which fewer patients and families rated the service as good or great when compared with the 2010 results. These areas included:

- Quality of food provided (63%)-down from 67%
- Ability of doctors to provide information clearly (78%)-down from 82%

Overall Quality Ratings



Patient Satisfaction Survey

Look at the report to answer the questions below.

1. In your own words, describe what the following terms mean:

Inpatient

Outpatient

Respondent

2. a) How many people completed the survey?

b) What was the response rate?

3. Approximately how many respondents were male?

4. How often are Patient Satisfaction Surveys completed?

5. What percentage of respondents were inpatients?

6. Which aspect of the hospital received fewer survey responses than others?

Extract Information from Films, Broadcasts and Presentations



**Other Task Groups and
Levels:**
B2.2
D2
E

Performance Descriptors (no indicators)

Types of tasks learners can do at the end of this task group

- ☐ Observe a demonstration to learn about the uses of a new product
- ☐ Listen to a Podcast to learn about recent events
- ☐ Watch a webinar to learn about a topic

Embedded Skills

- ☐ Gets the main idea of a film, broadcast or presentation with familiar subject matter
- ☐ Uses strategies to check and increase understanding (takes notes listing unfamiliar vocabulary and key points, replays audio/video and transcribes information)
- ☐ Identifies the main idea and supporting detail and summaries content of sustained forms or oral communication containing implicit information and specialized vocabulary

Activity

Click on the following link to watch the video and complete the attached questions.

1) **Germination of a Seed;**

<http://science.howstuffworks.com/life/30704-assignment-discovery-germination-of-a-seed-video.htm>

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

**The activities below
require the
practitioners to
develop their own
questions**

Vector Career Video Library

<http://vector.cfee.org/english/explorevideo.php>

E-Channel Demo

<http://studyonline.ca/getting-started/demo-online-courses>

Adapted From:
www.howstuffworks.com

Germination of a Seed

1. Describe the process of germination?

2. Name and describe the four parts of a seed during germination?

1. _____

2. _____

3. _____

4. _____

3. What are the first leaves called?

Practicing Presenting

Other Task Groups and Levels:
A1.1
D.2
F

Performance Descriptors

- ☐ Conveys information on familiar topics
- ☐ Shows an awareness of factors such as social, linguistic and cultural differences, that affect interaction in brief exchanges with others
- ☐ Chooses appropriate language in exchanges with clearly defined purposes
- ☐ Participates in short, simple exchanges with another person
- ☐ Gives short straight, forward instructions or directions
- ☐ Speaks or signs clearly in a focused and organized way
- ☐ Repeats or questions to confirm understanding
- ☐ Uses and interprets non-verbal cues



Additional Sample Tasks

Oral Communication Self-Assessment

http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/oc_self_assessment.pdf

OALCF Implementation Strategy

<http://www.lbspractitionert raining.com/images/stories/PDF/NewerISR/8.%20self-assessment %20secondary %20school%20credit.pdf>

Adapted from:
BBC Skillswise

Embedded Skills

- ☐ Uses linking words to connect and organize ideas in speech
- ☐ Uses familiar vocabulary and oral language structures in conversation
- ☐ Presents information in coherent sequence

Practitioner Instructions

Access the following link and have the learner choose one of the activities to complete.

<http://www.bbc.co.uk/skillswise/worksheet/en38pres-e2-w-practising-presenting>

Practitioner Notes

Successful	Yes	No
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A Talker or a Listener?

Other Task Groups and Levels:
F

Performance Descriptors

- ☐ Shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences
- ☐ Demonstrates some ability to use tone appropriately
- ☐ Uses strategies to maintain communication, such as encouraging responses from others and asking questions
- ☐ Speaks or signs clearly in a focused and organized way
- ☐ Rephrases to confirm or increase understanding
- ☐ Uses and interprets non-verbal cues

Embedded Skills

- ☐ Presents ideas and information in a sensible order
- ☐ Listens to and contributes to discussion on familiar topics expressing own ideas and opinions and responding to questions and comments
- ☐ Reflects on what is heard
- ☐ Retells simple information
- ☐ Uses basic strategies to check understanding (ask questions, asks for repetition)

Practitioner Instructions

Review the activity with the learner and have them decide on a topic to discuss. Follow the instructions on the activity sheet.

Practitioner Notes



Additional Sample Tasks

OALCF Implementation Strategy

http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/8.%20self-assessment_%20secondary%20school%20credit.pdf

Oral Communication Self-Assessment

Office of Literacy and Essential Skills

http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/oc_self_assessment.pdf

Just Say No

Daily Warm-Ups Everyday Skills

Pg. 178

Discussing Current Issues

<http://www.bbc.co.uk/skillswise/worksheet/en36comm-e2-w-discussing-current-issues>

Adapted From:
V.O.I.C.E

Successful	Yes	No
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A Talker or a Listener?

1. Choose a fellow classmate or complete the activity with your instructor.
2. Take turns talking to each other to find out how well you listen and recall what has been said.
3. Talk for three minutes about something important in your life, such as your parents, school, or a hobby.
4. When each person is talking there should be no interruptions, such as asking questions. Simply nod and listen.
5. Once you are done, have the “listener” repeat what you said. Then decide whether or not your partner recalled your story accurately.
6. Switch roles and repeat the process.

Questions for discussion:

- a) Did you prefer to be the talker or the listener? Why?
- b) Do you listen to other people as well as you listened to this partner?
- c) Were you surprised when your partner was able (or not) to accurately recall your story?
- d) Can people tell you things other than what they say in words using body language, tone, and expression of voice? How?

Giving an Oral Presentation

Performance Descriptors

- ☐ Shows an awareness of factors that affect interactions, such as differences in opinion and ideas, and social, linguistic and cultural differences
- ☐ Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- ☐ Participates in lengthier exchanges to problem solve and explore issues
- ☐ Varies, speed, tone, and emphasis to increase effectiveness of exchanges
- ☐ Uses strategies to maintain communication, such as encouraging responses from others and asking questions
- ☐ Speaks and signs clearly in a focused and organized way
- ☐ Chooses appropriate strategies to check and increase understanding
- ☐ Uses and interprets non-verbal cues

Embedded Skills

- ☐ Rehearses and revises material before making a presentation
- ☐ Expresses ideas and opinions confidently, justifying them with details and evidence, facts and examples
- ☐ Responds to audience while presenting and adjusts delivery

Practitioner Instructions

Review the activity with the learner and have them develop a 10 minute presentation.

Practitioner Notes

Other Task Groups and Levels:

A1.1

B2.2

E.2

F

Additional Sample Tasks

OALCF

Implementation

Strategy

<http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/8.%20self-assessment%20secondary%20school%20credit.pdf>

Oral Communication

Self-Assessment

Office of Literacy and essential Skills

http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/oc_self_assessment.pdf

Adapted from:

Academic Studies English-Speaking and Listening

<http://en.copian.ca/library/learning/academic/english/spklistn/module14.pdf>

Successful	Yes	No
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Giving an Oral Presentation

The best way to improve your speaking skills is to speak.

Choose a topic you're already familiar with. Do whatever research is necessary and then present your material, standing in front of the class.

Use a podium, if possible, and be sure to include visuals and/or graphics. If you have access to a microphone, try it out.

If you are having trouble finding topics of your own, here are some ideas to get you started.

Include a question and answer period, which will allow time for discussion.

1. Music (classical, rap, punk, blues)
2. A breed of dog
3. Herbs and health
4. A trip you've taken
5. Biography of your favourite person (a relative, a celebrity, a friend)
6. Gardening and landscaping
7. A medical condition and its treatment
8. Crafts for kids
9. Fishing (recreational or commercial)
10. History of your town or province
11. Collecting (stamps, coins, dolls, teapots, fossils, etc.)
12. A local industry
13. Trivia
14. A true event (scary, funny, happy, exciting, etc.)
15. Biography of a famous person, living or dead

A Sticky Note

Other Task Groups and Levels:
A1.1
A2.1
B3.1a



Performance Descriptors

- ☐ Writes simple text to request, remind or inform
- ☐ Conveys simple ideas and factual information
- ☐ Demonstrates a limited understanding of sequence
- ☐ Uses sentence structure, upper and lower case, and basic punctuation
- ☐ Uses highly familiar vocabulary

Embedded Skills

- ☐ Writes simple notes and short, simple personal letters
- ☐ Writes instructions and directions
- ☐ Uses proper punctuation at the end of sentences
- ☐ Uses capital letters for beginning of sentences, for familiar proper nouns and for the pronoun I
- ☐ Writes for a familiar audience and on familiar day-to-day topics

Additional Sample Tasks

Client Booklet: Writing Level 1

Office of Literacy and Essential Skills

<http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/esna/Writing1Client.pdf>

Writing Self-Assessment

Office of Literacy and Essential Skills

http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/writing_self_assessment.pdf

Adapted From:
Bridging the Employment Gap/Ready for Work
Pg. 515

Practitioner Instructions

Review the activity with the learner and have them complete the sticky note.

Practitioner Notes

Successful	Yes	No
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A Sticky Note

- Write a note to a classmate.
- Use today's date.
- The subject is “English Class 101”.
- In your message, you want to ask your classmate to take notes for you while you’re away.

Note	
To:	
From:	
Date:	
Subject:	

Writing a Request

Other Task Groups and Levels:

A1.2

A2.1

B3.2a

Performance Descriptors

- ☐ Writes texts to explain or describe
- ☐ Conveys intended meaning on familiar topics for a limited range of purposes and audiences
- ☐ Begins to sequence writing with some attention to organizing principles (e.g. time, importance)
- ☐ Connects ideas using paragraph structure
- ☐ Uses a limited range of vocabulary and punctuation appropriate to the task
- ☐ Begins to select words and tone appropriate to the task
- ☐ Begins to organize writing to communicate effectively

Embedded Skills

- ☐ Introduces words from reading into writing
- ☐ Writes simple and compound sentences including proper punctuation
- ☐ Uses organizers such as titles or basic parts of a letter
- ☐ Organizes thoughts to convey a main idea in a paragraph
- ☐ Uses connecting words correctly to link ideas

Practitioner Instructions

Review the activity with the learner. Provide the learner with extra paper so they can draft, edit and revise their final copy.

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Client Booklet; Writing Level 2

Office of Literacy and Essential Skills

<http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/esna/Writing2Client.pdf>

Write a Short Essay About What Makes a Good Friend

http://taskbasedactivitiesforlbes.ca/sites/default/files/pdf/WriteaShortEssayWhatMakesaGoodFriend_SP_B2.2_D2.pdf

Various Activities

Read It Write It, Intermediate



New Readers Press

Developed by:
Dryden Literacy Association

Writing a Request

1. Choose two scenarios below.
2. Create and write an email for each of the two scenarios. Use the sample template provided.
3. Edit your email for spelling and punctuation.
4. Hand in your final copies to your instructor.

Scenario #1: You are a full-time student and also work part-time in the evenings and on the weekends. Your place of employment is severely understaffed and you've been taking on extra shifts. You've realized that you're behind on a major assignment that needs to be submitted by the end of the week. You need to write an email to your instructor, Mr. Ward, asking for an extension. Explain your situation and ask permission to hand it in on the following Monday.

Scenario #2: You are a full-time student and you'll be missing 3 weeks of classes due to a scheduled surgery. Write an email to your instructor explaining why you will be missing so much school and request that he provide you with the work that you'll be missing. Let him know that you've made arrangements for your friend Elizabeth Montgomery to pick up your work at the end of each week.

Scenario # 3: You are part-time distance education student working towards your grade 12. You're having difficulty with the learning environment and would like to request a personal appointment with your instructor to discuss the options for tutoring. Write an email explaining your situation and request a time and date for your appointment.

Writing a Request

Email:
To:
Subject:

Writing to Persuade



Performance Descriptors

- ☐ Writes text to present information, express opinions, present arguments, convey ideas, or persuade
- ☐ Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- ☐ Selects and used vocabulary, tone, and structure appropriate to the task
- ☐ Organizes and sequences writing to communicate effectively
- ☐ Uses a variety of vocabulary, structures, and approaches to convey main ideas with supporting details

Embedded Skills

- ☐ Writes to narrate, report, persuade, argue, inform, explain, summarize, compare, establish a cause-and-effect relationship, clarify personal concerns, explore social issues, evaluate information, and state a position
- ☐ Selects essential supporting details skillfully for effect
- ☐ Uses colons, parenthesis and quotation marks
- ☐ Spells difficult, unfamiliar and technical words using word knowledge and generalizations

Practitioner Instructions

Click on the following link to access the activity. Review and discuss with your learner the format and timeline for completion.

http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/WriteaBookReport_SP_A1.3_B2.3_D2_E2.pdf

Practitioner Notes

Other Task Groups and Levels:

A1.3
D.2
E.2

Additional Sample Tasks

Various Activities

Read It Write It,
Advanced
New Readers Press

Essay Writing

http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/EssayWritingTask_SP_A1.1_B2.3_0.pdf

Adapted From:

www.taskbasedactivitiesforlbs.ca

Successful	Yes	No
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Personal Information

Other Task Groups and Levels:
A2.1

Performance Descriptors

- ☐ Makes a direct match between what is requested and what is entered
- ☐ Makes entries using familiar vocabulary



Embedded Skills

- ☐ Gives personal information (writes own name, names of family members, and address, fills out a simple form)
- ☐ Uses basic phonics to spell unfamiliar words
- ☐ Presents text and numbers below one or more headings in a list
- ☐ Prints and writes legibly
- ☐ Writes number symbol 1-10
- ☐ Writes number words 1-10

Practitioner Instructions

Review the activity with the learner and have them complete the form.

Practitioner Notes

Additional Sample Tasks

Filling Out a Personal Information Form

Common Assessment of Basic Skills

Pg. 91

Joining a Library

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/en10fill-e2-w-joining-a-library>

Filling in a Form

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/en10fill-11-w-completing-a-form>

Developed By:
Dryden Literacy
Association

Successful	Yes	No

Personal Information

Name _____

Address _____

Phone # _____ Cell # _____

Date of Birth _____

Medical Conditions _____

Family Doctor _____

Phone # _____

Medications _____

Emergency Contact _____

Phone # _____

Student Appreciation Day

Other Task Groups and Levels:
A1.1
B2.1

Performance Descriptors

- ☐ Follows conventions to display information in lists, labels, simple forms, signs
- ☐ Organizes lists to suit purpose chronologically, alphabetically, numerically, sequentially
- ☐ Includes titles where required
- ☐ Uses labels and headings to organize content
- ☐ Presents text and numbers below one or more headings in lists



Embedded Skills

- ☐ Creates signs, labels and simple forms
- ☐ Makes connections between elements and parts of documents
- ☐ Scans to locate specific information
- ☐ Uses context cues and personal experience to determine the meaning of unfamiliar words

Practitioner Instructions

Review the activity with the learner. Provide them with extra paper as needed

Practitioner Notes

Additional Sample Tasks

Document Use Self-Assessment

Office of Literacy and Essential Skills

http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/document_use_self_assessment.pdf

Stress Less

My Front Yard,
Dartmouth Literacy Network

Pg. 75

Developed by:
Dryden Literacy Association

Successful	Yes	No

Student Appreciation Day

Create a poster that announces a student appreciation day, to be held on the first Monday of the month of June.

Be sure to include:

- A title
- The date of the first Monday in June
- The time
- Lunch will be served at noon
- What events are taking place(include at least 3 events)
- All students are welcome

Note: Be sure your poster is colorful and attractive

The VARK Questionnaire

Other Task Groups and Levels:

A1.1
A2.2
D2
E.1

Performance Descriptors

- ☐ Uses layout to determine where to make entries
- ☐ Begins to make some inferences to decide what information is needed, where and how to enter the information
- ☐ Makes entries using a limited range of vocabulary
- ☐ Follows instructions on documents

Embedded Skills

- ☐ Makes entries on simple forms and tables
- ☐ Makes a direct match between what is requested and what is entered
- ☐ Skims to understand purpose and use of document
- ☐ Identifies basic parts of a form, table, simple graph and chart

Practitioner Instructions

Access the activity by clicking on the following link below and have the learner print their results.

<http://www.vark-learn.com/english/page.asp?p=questionnaire>



Additional Sample Tasks

Following Instructions on Forms

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/en10fill-e3-w-following-instructions-on-forms>

Assessment-Find Your Strengths

<http://www.literacyworks.org/mi/assessment/findyourstrengths.html>

Adapted From:
VARK

<http://www.vark-learn.com/english/page.asp?p=questionnaire>

Practitioner Notes

Successful	Yes	No



Mary Jane’s Birthday

Other Task Groups and Levels:
A1.2
A2.1
D2 if computer generated

Performance Descriptors

- ☐ Follows conventions to display information in simple documents (use of font, color, shading, bulleted lists)
- ☐ Sorts entries into categories
- ☐ Displays one or two categories of information organized according to content to be presented
- ☐ Identifies parts of documents using titles, row and column headings, and labels

Embedded Skills

- ☐ Creates simple forms, tables, hand drawn maps and floor plans
- ☐ Reads text to locate and connect ideas and information
- ☐ Make inferences to decide what information is needed where and how
- ☐ Sorts information
- ☐ Manages data and probability

Practitioner Instructions

Review the activity with the learner and have them create a table using either a computer or graph paper.

Practitioner Notes

Additional Sample Tasks

Circle Graph

Workwrite Charts and Graphs Book 6

Pg. 28

Temperature Highs and Lows

CABS Online

http://www.lleo.ca/col/cabs_online.html

(requires registration)

CABS print based

Pg. 198-199

Adapted From:

Building Basic Computer Skills

Successful	Yes	No

Mary Jane's Birthday

1. Mary Jane is having a birthday party. 12 guests have been invited. Last year, Mary Jane's mother found that, after the dust had settled, neither she nor Mary Jan could remember which guest had brought which gift. The posed a problem, as Mary Jane's mother wanted her to write thank-you notes to each guest. This year she will be prepared. She wants you to make a table for her to fill in as the gifts are opened. There should be a column for the guests' names, one for the gifts they bring, and a narrow one to check off thank-you notes as they are written. The table should have a suitable title and a place for the date to be written at the top of the page.

2. The names of the guests are as follows:

Susan	Jenny	Freda	Rosa
Shawna	Celine	Janice	Hannah
Barbara	Linda	Kelly	Debbie

3. Make sure to include some formatting features such as shading, borders, fonts etc.
4. When you have completed your table, print off a coy and hand it in to your instructor.

Completing a Program Application



Other Task Groups and Levels:

A1.3

A2.3

C1.1

C4.1

D2

Performance Descriptors

- ☐ Uses layout to determine where to make entries
- ☐ Makes inferences to decide what, where, and how to enter information

Embedded Skills

- ☐ Use context cues and personal experience to gather meaning from the text
- ☐ Follows directions to complete a more complex document
- ☐ Makes multiple entries on more complex forms, tables, timelines, and flow charts
- ☐ Draws from multiple sources as required

Practitioner Instructions

Prior to completing this activity, the learner is required to research a part-time program at a College of their choice. They will need to have, decided on a program and have ready with them, details about the course offering including course costs. The learner is then required to complete the Program Application for Part-Time Students. The following link will take you to the printable application.

<https://osap.gov.on.ca/prodconsum/groups/forms/documents/forms/prdr007524.pdf>

Practitioner Notes

Additional Sample Tasks

Document Use Self-Assessment Office of Literacy and Essential Skills

http://www.hrsdc.gc.ca/en/g/jobs/les/tools/assessment/document_use_self_assessment.shtml

Literacy and Basic Skills, Participant Registration Form

EOPG Partners Gateway

<http://www.tcu.gov.on.ca/eng/eopg/tools/forms.html>

Adapted From:

<https://osap.gov.on.ca/>

Successful	Yes	No

Make a Graphic Planner

Other Task Groups and Levels:

A1.1

A2.2

B2.1

B3.3a

D.3 if digitally generated

Performance Descriptors

- ☐ Follows conventions to display information in more complex documents (use of abbreviations and symbols)
- ☐ Sorts entries into categories and subcategories
- ☐ Displays many categories of information
- ☐ Organizes information in a variety of ways
- ☐ Identifies parts of documents using titles, row and column headings, sub headings and labels

Embedded Skills

- ☐ Creates documents using titles, row and column headings, sub-headings, and labels
- ☐ Creates more complex forms, tables, timelines and flow charts

Practitioner Instructions

Provide the learner with the instruction sheet and discuss the details, timeframe, format and method to be used to complete the activity. To increase the complexity, have the learner create it digitally.

Provide extra paper as needed.

Practitioner Notes

Additional Sample Tasks

Create a Digital Budget

Using Digital Technology

Pg. 77

Various Activities

Math Sense Measurement and Data Analysis

Successful	Yes	No
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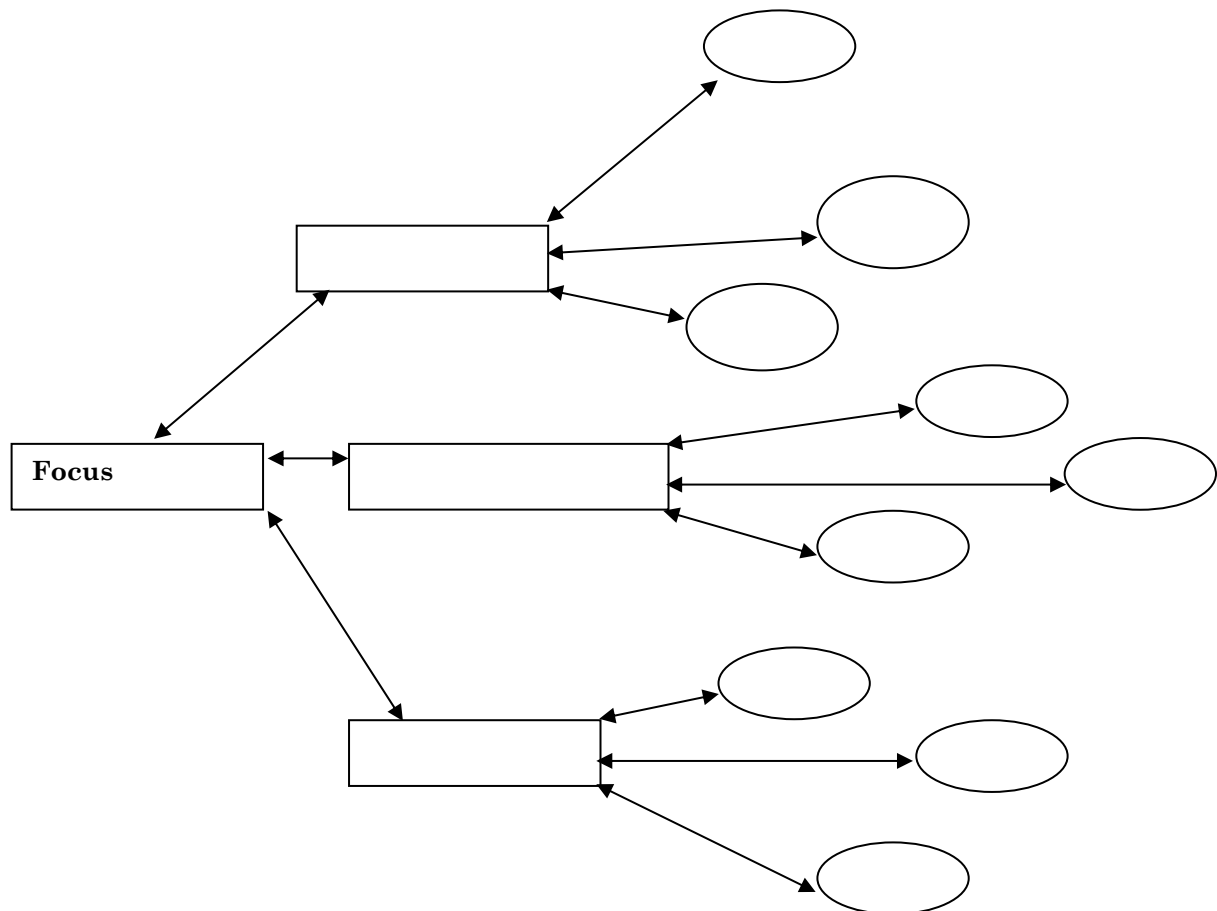
Adapted from:

GED Scoreboost, Writing and Organization Skills

Organizing Ideas with a Focus Tree

A focus tree is like a tree trunk with branches. Your focus is the trunk, which branches out to your supporting ideas and details.

Write your focus in the trunk to the far left. Write your key supporting ideas in the three main branches. Write your best details in the “leaves” – the ovals attached to the branches. Each of the main branches will become a body paragraph in your essay. (Again, this tree is an example, you may have more leaves.)

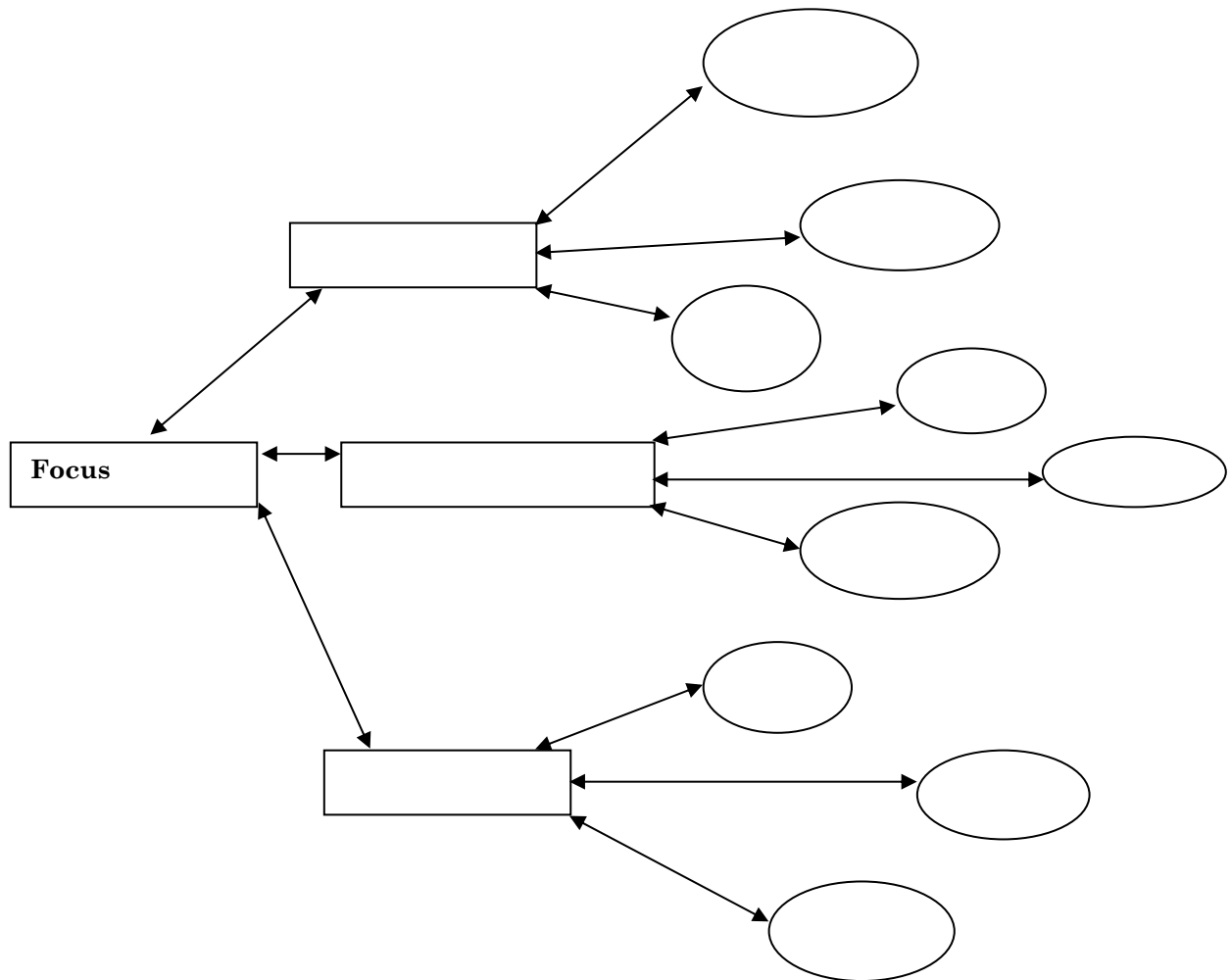


Read the topic below. On another sheet of paper, use a cluster to generate ideas about it and a focus tree to organize your thoughts.

Topic:

What is one problem in your community, and a possible solution for it?

Your Focus Tree



Creating an Inspirational Poster



Other Task Groups and Levels:

A1.1

B1.1

B1.2

F

Performance Descriptors

Express oneself creatively, such as by writing journal entries, telling a story and creating art

Embedded Skills

- ☐ Conveys information on a familiar topic
- ☐ Participates in short, simple exchanges
- ☐ Speaks or signs clearly in a focused and organized way
- ☐ Understands one's role and seeks clarification as required

Practitioner Instructions

This task can be done with a group of learners or an individual learner.

Review the activity with the learner. A pdf version can also be downloaded from the web by visiting (Pg. 81) on the following link;

<http://en.copian.ca/library/learning/christine/voice/page76.htm>

Practitioner Notes

Additional Sample Tasks

Wordle

<http://www.wordle.net/create>

Comic Generator

<http://www.makebeliefc.comix.com/Comix/>

Poetry

<http://www.poetry.com/?vm=r>

Adapted From:

V.O.I.C.E

<http://www.nald.ca/library/learning/christine/voice/toc.htm>

Successful	Yes	No
------------	-----	----

Creating an Inspirational Poster

Inspiration: “the act or power of moving the intellect or emotions”.

1. For this activity the learner will need:
 - a) Poster paper
 - b) Magazines/newspapers
 - c) Markers
2. Discuss with the learner what inspiration means to them. Do they know anyone that inspires them? Sometimes, a walk along the beach or listening to music can inspire a person.
3. The learner will make an inspirational poster for their life.
4. Choose mostly words or phrases, and a few pictures that they feel are inspiring to them. They can also add their own words or phrases to the poster using coloured markers.
5. When the poster is completed, have the learner discuss what their poster means to them.
6. The learner can keep the poster and refer to it to remind them of the life they want and feel inspired by.

Office Supply Flyer

Other Task Groups and Levels:

A1.1

A2.2

B2.1



Performance Descriptors

- ☐ Adds, subtracts, multiplies and divides whole number and decimals
- ☐ Recognizes value in numbers and word formats
- ☐ Understands numerical order
- ☐ Identifies and performs required operation
- ☐ Interprets and represents costs using monetary symbols and decimals
- ☐ Follows apparent steps to reach solutions
- ☐ Rounds to the nearest dollar
- ☐ Uses strategies to checks accuracy

Embedded Skills

- ☐ Reads and writes money values from \$0.01 to \$1000
- ☐ Identifies and performs required 1-step operations
- ☐ Adds and subtracts multi-digit whole numbers and decimals
- ☐ Multiplies and divides multi-digit whole numbers and decimals
- ☐ Makes purchases and change for money amounts up to \$100, and estimates
- ☐ Follows apparent steps to reach solutions

Practitioner Instructions

Review the activity with the learner and have them answer the questions.

Practitioner Notes

Successful	Yes	No
------------	-----	----

Additional Sample Tasks

Numeracy Indicator

Office of Literacy and
Essential Skills

<https://srv212.services.gc.ca/ihst/Exam.aspx?sid=16a569d5-5283-454f-915e-1d1fa3d68f38&lc=eng&iffappid=BACE-OLES&iffssid=f472c635-4441-4d68-bf6f-828004fc1e02>

Client Booklet:

Numeracy Level 1

Office of Literacy and
Essential Skills

<http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/esna/Numeracy1Client.pdf>

Developed by:
Dryden Literacy
Association

Office Supply Flyer



STAPLES
Poly or Laminated
Paper Pocket and Prong
Report Covers
320929 (In-store only)

ONLY 68¢ Each



STAPLES
Sheet Protectors
• 25/pack
40714

SAVE 22%
2.99 After Savings



Zwipes
1.5" Zipper Binders
• Comes with Zwipes pen
650827

SAVE 10%
16.98 After Savings



Earn 10 Bonus AIR MILES[®]†
reward miles

Buy any two
Staples brand bright or
pastel letter-sized colour
paper packs and receive
Bonus Air Miles



STAPLES
Staples Pastel or Brights
Colour Paper Packs
• 8½" x 11"
• 500 sheets/ream
(In-store only.)

FROM 9.96 Each



hp
Multiuse Paper
3-Pack Case
• 8½" x 11"
• Forest Stewardship
Council certified
• Higher brightness for
improved image clarity
• ColorLok[®] technology for bolder
blacks and more vivid colours
• 1500 sheets per case
55029

500 sheets/pack 96 bright

HOT BUY 12.99 1500 sheets per case



Earn 5 Bonus AIR MILES[®]†
reward miles



STAPLES
Multiuse Bright
White Paper
• Forest Stewardship
Council certified
• 8½" x 11"
• Extra-bright, heavyweight paper
• **500 sheets/pack**
651659

SAVE 25%
5.99 500 sheets/pack After Savings



STAPLES
Inkjet Paper
• 8½" x 11"
• Forest Stewardship
Council certified
• Extra-bright,
heavyweight paper
• 500 sheets/pack
517386/517385

96 + 24



STAPLES
Laser
Paper
• 8½" x 11"
• Forest Stewardship
Council certified
• Extra-bright,
heavyweight paper
• 500 sheets/pack
517386/517385

96 + 24

Your Choice
500 sheets/pack 96 bright

HOT BUY 7.99 Each

Review the *Staples* sale flyer to answer questions 1 to 5 on the Response Sheet.

Questions:

1. Which item do you receive a free pen with?
2. Which item is approximately a dollar?
3. What is the total cost of 10 report covers and 1 package of sheet protectors?
4. What would the cost per package be if you bought the 3-Pack Case of paper?
5. Your total purchase comes to \$22.78 and you pay with \$30.00. How much change would you receive?

Calculating a Restaurant Bill

Other Task Groups and Levels:
A2.2
B3.2a

Performance Descriptors

- ☐ Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- ☐ Calculates percentages
- ☐ Interprets and applies rates
- ☐ Chooses and performs required operation (s); may make inferences to identify required operation (s)
- ☐ Selects appropriate steps to reach solutions
- ☐ Represents costs and rates using monetary symbols, decimals and percentages
- ☐ Makes simple estimates
- ☐ Interprets, represents and converts amounts using whole numbers, decimals, percentages, ratios and simple common fractions
- ☐ Uses strategies to check accuracy (e.g. estimating, using a calculator, repeating) a calculation, using the reverse operation)

Embedded Skills

- ☐ Adds, subtracts, multiplies and divides multi-digit whole numbers and decimals

Practitioner Instructions

Click on the following link to print the activity and review the instructions with the learner.

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/Calculating aRestaurantBill E A2.2 B3.2a C1.2.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/Calculating%20aRestaurantBill_E_A2.2_B3.2a_C1.2.pdf)

Practitioner Notes

Additional Sample Tasks



Check Your Receipt

GCF Learn Free

<http://www.gcflearnfree.org/everydaylife/checkyourreceipt/play>

Activity 8.3

Workwrite Series,
Numeracy Book 7,
Section 8
Pgs. 67 & 68

Adapted From:

www.taskbasedactivitiesforlbs.ca

Successful	Yes	No
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Money 101

Performance Descriptors

- ☐ Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- ☐ Manages unfamiliar elements (e.g. context, content) to complete the task
- ☐ Chooses and performs required operation (s); makes inferences to identify operations
- ☐ Selects appropriate steps to reach solutions from among options
- ☐ Finds, integrates, and analyses numerical information, and makes estimates
- ☐ Organizes and displays numerical information (e.g. tables, graphs)
- ☐ Uses strategies to checks accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

Embedded Skills

- ☐ Evaluates expressions containing fractions, decimals, percent and ratios, using the correct order of operations
- ☐ Represents costs and rates using monetary symbols, decimals, and percentages
- ☐ Reads and writes money values to \$100,000

Practitioner Instructions

Click on the following link to print the pdf workbook, “Money 101”. Have the learner read and complete pgs. 1-9.

<https://www.practicalmoneyskills.com/downloads/pdfs/StudentWorkbook.pdf>

Practitioner Notes



Successful	Yes	No

Other Task Groups and Levels:
A1.3
A2.3
B3.2a

Additional Sample Tasks

Using Digital Technology, Package 1 (all sections)

Pg. 73

<http://alphaplus.ca/en/oalcf/use-digital-technology-instructional-resources.html>

Towes/Measure Up

<http://measureup.towes.com/pdfs/SA7-N2.pdf>

Money Management and Budgeting

http://creditcanada.com/images/documents/ccds_money_management_budgeting.pdf

Developed by:

www.practicalmoneyskills.com

Time and Date

Performance Descriptors

- ☐ Adds, subtracts, multiplies and divides whole numbers and decimals
- ☐ Recognizes value in number and word format
- ☐ Understands and uses common date format
- ☐ Reads time on analogue and digital clocks
- ☐ Identifies and performs required operation
- ☐ Represents dates and times using standard conventions
- ☐ Measures time using common instruments, such as clocks, timers, and stop watches
- ☐ Chooses appropriate units of measurement (e.g. hours, minutes, seconds)
- ☐ Interprets and represents time using whole numbers, decimals and simple common fractions

Embedded Skills

- ☐ Adds minutes to current time to determine new time
- ☐ Estimates and measures passage of time using minutes and hours
- ☐ Reads and writes dates and times
- ☐ Demonstrates understanding of standard units of measure for time

Practitioner Instructions

Click on the following link to access and print the activity.

<http://www.bbc.co.uk/skillswise/worksheet/ma25time-e3-w-using-a-calendar>

Practitioner Notes

Successful	Yes	No
------------	-----	----

Other Task Groups and Levels:
A1.1
A2.2
B2.1

Additional Sample Tasks

Time Unit

Ready for Work, print based

Pg. 595

What Time does the Program Start?

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/ma25time-e2-w-what-time-does-the-programme-start>

Adapted From:
BBC Skillswise



Dot's Personal Schedule

Performance Descriptors

- ☐ Calculates using numbers expressed as whole numbers, fractions, decimals and percentages
- ☐ Converts between units of time (e.g. millennia, centuries, decades, years, months, weeks, days hours, minutes, seconds)
- ☐ Makes simple estimates
- ☐ Interprets, represents and converts time using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g. 1/2, 1/4)
- ☐ Chooses and performs required operations , may make inferences to identify required operation
- ☐ Selects appropriate steps to reach solutions
- ☐ Understands and converts time between 12 and 24 hour clocks
- ☐ Converts between time zones

Embedded Skills

- ☐ Reads and writes time to the hour and half-hour using analog clocks
- ☐ Adds, subtracts, multiples and divides multi-digit whole numbers and decimals

Practitioner Instructions

Review the activity with the learner and have them answer the questions.

Practitioner Notes

Other Task Groups and Levels:

A1.2

A2.2

B2.1

Additional Sample Tasks

Using Units of Time

Math Sense
Measurement and Data
Analysis
Print –Based
Pg. 40

Working with Time Zones

Math Sense
Measurement and Data
Analysis
Pg. 46

Break Schedule

Workwrite Volume 1
Pg. 114 & 115

Developed by:
Dryden Literacy
Association

Successful	Yes	No
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Dot's Personal Schedule

Name: <i>Dorothy</i>		Date: 31-10-13
9:00	Class orientation (to 10:30)	
9:30		
10:00		
10:30	School Library tour	
11:00	Math class (to 12:00)	
11:30		
12:00	Lunch with Bob	
12:30		
1:00	English class (to 2:00)	
1:30		
2:00	French class (to 3:30)	
2:30		
3:00		
3:30	School Ends - Meeting with guidance counsellor	
4:00	Volunteer at Animal shelter	
4:30		
5:00	Study group	
5:30		
6:00	Pick up Bob	

Read the page from Dot's planner and answer the following questions.

1. What month and day is the schedule for?

2. How many items does Dot have on her schedule?

3. What is the first thing Dot will do in the morning?

4. What time does the library tour begin?

5. What time will the meeting with the guidance counsellor finish?

6. Who does Dot meet with at 3:00?

7. What time will Dot's volunteer work finish?

8. How long, all together, is Dot in class? What percent of her day does that add up to?

9. Dot's study group is online at 5:00 Central Standard Time. What time will that be for her peers in Toronto?

10. If Dot's Math class ended at 11:45, how much extra time would she have for lunch?

11. Dot picks Bob up at 6:00 p.m., at the Army Cadets. What time will Bob expect her if he is using a 24h clock?

Planning a School Fundraiser

Other Task Groups and Levels:

A1.2

B3.2a

B3.3b

D.3

E.1

Performance Descriptors

- ☐ Calculates using numbers expressed as whole numbers expressed as whole numbers, fractions, decimals and percentages
- ☐ Manages unfamiliar elements to complete tasks (e.g. context, content)
- ☐ Makes estimates
- ☐ Chooses and performs required operations; makes inferences to identify required operations
- ☐ Selects appropriate steps to reach solutions from amongst options
- ☐ Identifies a variety of ways to complete tasks
- ☐ Finds, integrates and analyzes numerical information (organizes numerical information)
- ☐ Organizes and displays numerical information (e.g. Gantt chart, Schedules)
- ☐ Uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

Embedded Skills

- ☐ Estimates how much time an activity should take to complete
- ☐ Select appropriate steps to reach solutions

Practitioner Instructions

Review the activity with the learner and provide any additional information that may be required. Provide extra paper as needed.

Additional Sample Tasks

Scheduling

Employability Success
Chapter 3, Maria Uses Math
Pg. 207-213

What's On Next

Making Essential Skills
Work for You
print based
Chapter 4, Problem solving, pg. 142

Panning a Project

Self-Management and Goal Setting
Print based, Pg. 62



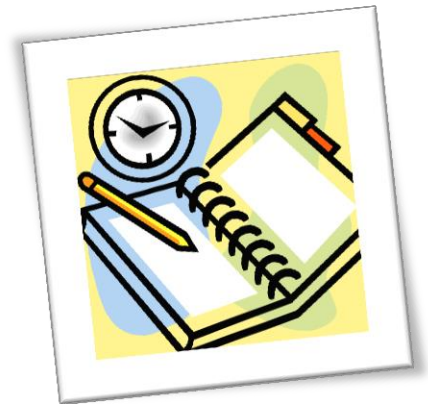
Developed by:
Dryden Literacy Association

Practitioner Notes

Successful	Yes	No

Planning a School Fundraiser

1. Work with your practitioner to decide on a topic for your fundraiser. Some examples would include; student lunch, school dance or ticket raffle. Create a Gantt chart or schedule to display your information using either a word processor or template.
2. Make a list of at least 10 tasks that need to be accomplished to complete the activity.
3. Organize your list into categories such as, person responsible, tasks that need to be accomplished before, during, and at the end of the activity, etc.
4. Within each category put tasks in order, starting with the task that needs to be done first.
5. Decide how long each task will take.
6. Decide on the period of time over which each task will take place.
7. Organize the information in a table, be sure to include:
 - Title
 - Label rows, columns and categories of information including heading headings and sub-headings
 - Identify the person responsible for each task
 - Include the amount of time each task will take



Dimensions of a Desk

Performance Descriptors

- ☐ Adds and subtracts whole number measurements
- ☐ Recognizes value in whole number and word format
- ☐ Recognizes simple, common shapes (e.g. circle, square, rectangle and triangle)
- ☐ Measures distance, length, width, height, weight, liquid volume, angles and temperature
- ☐ Uses common measuring tools, such as rulers, scales and thermometers
- ☐ Chooses appropriate units of measurements (e.g. temperature, elevation)
- ☐ Uses common standard units (e.g. meters, inches)
- ☐ Identifies and performs required operation
- ☐ Interprets and represents measures using whole numbers, decimals and simple common fractions (e.g. 1/2, 1/4)

Embedded Skills

- ☐ Estimates and measures length using common measurements (e.g. ruler, measuring tape)
- ☐ Selects the most appropriate standard unit to measure
- ☐ Interprets and represents measures using symbols and abbreviations (e.g. inches as in, centimetres as cm, pounds as lbs, kilograms as kilos or kg)

Practitioner Instructions

Review the activity with the learner and provide them with various measuring tools to complete the activity.

Practitioner Notes

Successful	Yes	No
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Other Task Groups and Levels:
A1.1
A2.1

Additional Sample Tasks

Make a Cake from a Cake Mix

http://taskbasedactivitiesforlrs.ca/sites/default/files/pdf/FollowingARecipe_EI_A1.1_A2.1_B1.1_B2.1_C2.1_C3.1.pdf

Various Measuring Activities

<http://www.bbc.co.uk/skills/wise/topic-group/measuring>

Office of Literacy and Essential Skills

http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/numeracy_indicator.pdf

Math Measurement Test

http://taskbasedactivitiesforlrs.ca/sites/default/files/pdf/MathMeasuresTest_EASP_A1.1_A2.1_C3.1_C3.2.pdf

Developed By:
Dryden Literacy
Association

Dimensions of a Desk

In order to do your homework you need to order a new desk for the computer you just purchased. Measure the height and width of a door (in your program) using standard and metric measurements and then measure the height and width of a desk to make sure it will fit.



Standard	Height_____	Width _____
Metric	Height_____	Width _____



Standard	Height_____	Width _____
Metric	Height_____	Width _____

Using Measures

Performance Descriptors

- ☐ Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- ☐ Makes estimates
- ☐ Understands and uses ratios and proportion
- ☐ Interprets and represents area and volume using symbols and abbreviations
- ☐ Converts units of measurement within the same system and between systems
- ☐ Understands and uses formulas for finding the perimeter, area, and volume of simple common shapes
- ☐ Chooses and performs the required operation (s); may make inferences to identify required operation
- ☐ Selects appropriate steps to solution
- ☐ Interprets, represents and converts measures using whole numbers, decimals, percentages, ratios, and simple, common fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$)

Embedded Skills

- ☐ Demonstrates an understanding of the order of operations with brackets and applies the order of operations in evaluating expressions that involves whole numbers and decimals

Practitioner Instructions

Review the activity with the learner and have them complete the quiz.

Practitioner Notes



Successful	Yes	No
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Other Task Groups and Levels:

A1.1

C2.1

C3.1

Additional Sample Tasks

Working Out Volumes of Everyday Objects

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/ma23c-apa-11-w-practical-examples>

Numeracy Client Workbook

Office of Literacy and Essential Skills

<http://www.hrsdc.gc.ca/english/jobs/les/docs/tools/esna/Numeracy2Client.pdf>

Math Measurement Test

http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/MathMeasuresTest_EASP_A1.1_A2.1_C3.1_C3.2.pdf

Adapted from:

Math Sense Placement Test

Using Measures

Solve the following problems.

1. 20 cups = _____ quarts
2. $2\frac{1}{2}$ feet = _____ inches
3. 320 centimeters = _____ meters
4. 1 pound 12 ounces + 4 pounds 5 ounces = _____ pounds _____ ounces
5. 350 grams X 12 = _____ kilograms
6. 3 cups – 1 cup 3 fluid ounces = _____ cup _____ fluid ounces
7. At what average speed (in miles per hour) must Lynn drive to travel 248 miles in 4 hours? _____
8. Barbara has a meeting at 1:30 p.m. The list below shows a few things she needs to get done before the meeting and the amount of time she estimates each task will take.

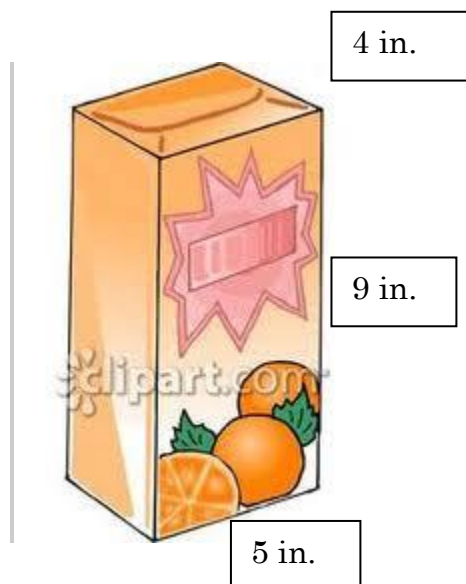
Things To Do:
Pick up copies – 30 minutes
Print agendas – 15 minutes
Set up conference room – 20 minutes

What is the latest time that Barbara can begin to do the things on her list and still finish in time for her meeting? _____

9. How much more than $1\frac{1}{2}$ pounds does the package on the scale weight?



Problems 10-11 refer to the following drawing:



10. A new protein drink will be sold in the container shown above. What is the volume of the container in cubic inches? _____
11. The manufacturer has placed a label on the front face of the container. Which of the following expressions could be used to find the area in square inches of the label for the container?
- a) $9 \times 5 \times 4$
 - b) $2(9) + 2(5)$
 - c) 9×5
 - d) $2(9) + 2(4)$
 - e) 4×5
12. At noon, a hospital patient's temperature was 102.6°F . An hour later, the patient's temperature dropped 1.8° . What was the patient's temperature at 1 p.m.? _____

Calculating Measures

Performance Descriptors

Other Task Groups and Levels:
N/A

- ☐ Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- ☐ Calculates the radius, diameter, and circumference of circles
- ☐ Understands and uses properties of angles and triangles to solve problems
- ☐ Understands and uses formulas for finding the perimeter, area and volume of non-rectangular composite shapes
- ☐ Manages unfamiliar elements (e.g. context, content) to complete tasks
- ☐ Makes estimates involving many factors where precision is required
- ☐ Interprets and represents measurements taken with specialized tools (e.g. callipers, multimeters)
- ☐ Chooses and performs the required operation (s); makes inferences to identify required operation,
- ☐ Selects appropriate steps to solutions from among options
- ☐ Interprets, represents and converts measures using whole numbers, decimals, percentages, ratios, and simple, common fractions



Additional Sample Tasks

Backyard Swimming Pool

CABS-print based
Pg. 313

Construction Workers

Workwrite, Numeracy
Book 7
Pg. 86

Embedded Skills

- ☐ Solves multi-step numerical and word problems involving fractions, decimals, percent and ratios
- ☐ Understands and uses ratio and proportion

Practitioner Instructions

Review the activity the learner and have them answer the questions. Provide extra paper if needed.

Practitioner Notes

Successful	Yes	No

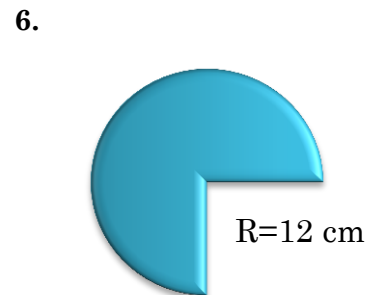
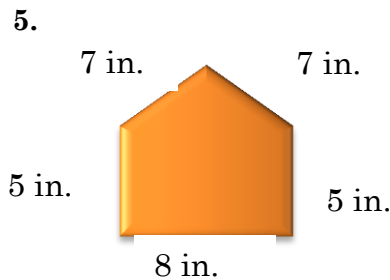
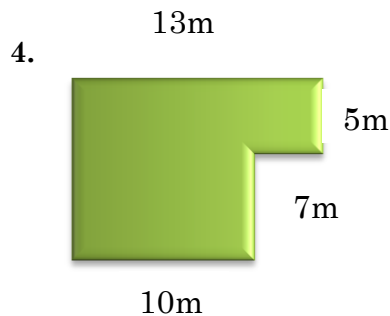
Adapted from:
Math Sense Algebra and
Geometry

Calculating Measures

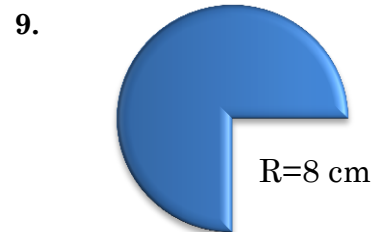
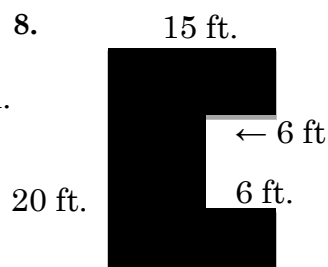
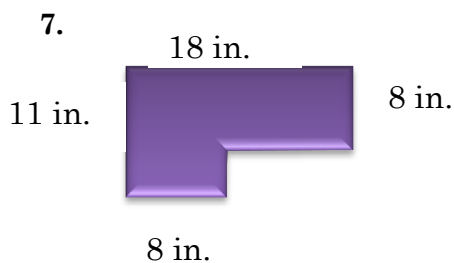
Part A: Choose the correct answer.

- Cubic feet is a unit of measurement for:
a) Perimeter b) area c) volume d) surface area
- Area is a measure of the space inside a:
a) Flat figure b) cylinder c) three-dimensional figure
- The sum of the areas of the faces of a three-dimensional figure is called the:
a) Volume b) perimeter c) diameter d) surface area

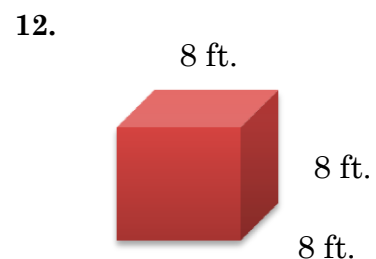
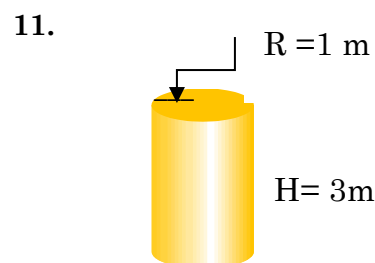
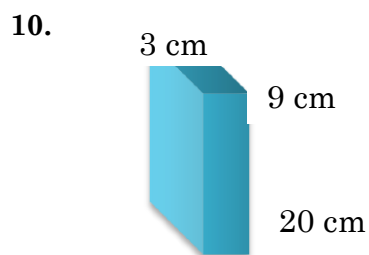
Part B: Find the perimeter of each figure.



Part C: Find the area of each figure.



Part D: Find the Volume of each figure.



Sports Data

Other Task Groups and Levels:
A1.1
A2.2

Performance Descriptors

- ☐ Adds, subtracts, multiplies and divides whole numbers and decimals
- ☐ Recognizes values in number and word format
- ☐ Identifies and compares quantities of items
- ☐ Understands numerical order
- ☐ Identifies and performs required operation
- ☐ Makes simple estimates
- ☐ Interprets simple, common probabilities, such as, the chance of precipitation from a weather forecast
- ☐ Follows apparent steps to reach solutions
- ☐ Uses strategies to check accuracy



Embedded Skills

- ☐ Evaluates data presented in charts and graphs
- ☐ Reads and interprets from chart and graphs
- ☐ Identifies and compares quantities of items
- ☐ Understands fractions and percent as representing part of a whole

Practitioner Instructions

Review the activity with the learner and have them answer the questions.

Practitioner Notes

Additional Sample Tasks

Tables and Graphs

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/ma36list-l1-w-reading-more-tables>

Interpreting Line Graphs

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/ma37graph-l1-w-interpreting-line-graphs>

Adapted from:
BBC Skillswise

Successful	Yes	No

Sports Data

Answer the questions using the tables below:

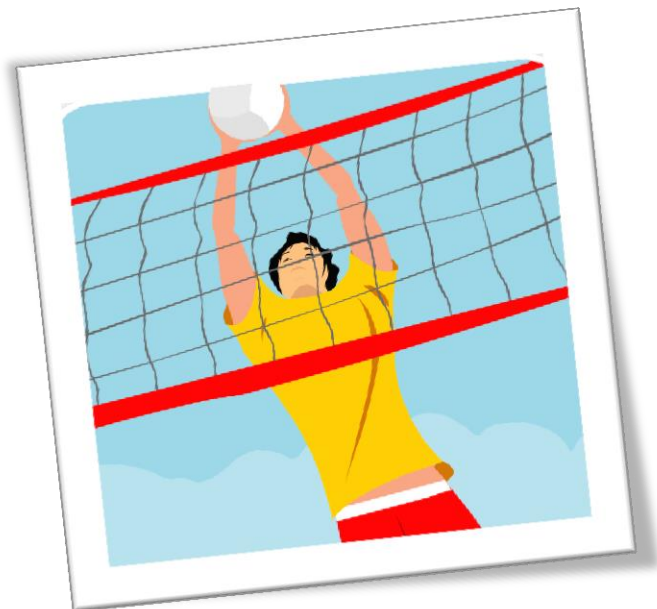
January	
Sports Activity	Number of people playing the activity
Badminton	7
Football	5
Gym	10
Swimming	8
Squash	4

February	
Sports Activity	Number of people playing the activity
Badminton	7
Football	9
Gym	10
Swimming	8
Squash	2

March	
Sports Activity	Number of people playing the activity
Badminton	7
Football	10
Gym	18
Swimming	8
Squash	4

Sports Data

1. What sport is played the most? _____
2. What sport is played the least? _____
3. How many people in total played in February? _____
4. What is the difference between February and March's total? _____
5. Which two sports are the most popular? _____
6. After looking at the first three charts do you predict an increase or a decrease in the number people playing sports? _____



School Enrollment



Other Task Groups and Levels:
A1.2
A2.1
B3.1a

Performance Descriptors

- ☐ Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- ☐ Understands and uses ratio and proportion
- ☐ Makes estimates
- ☐ Finds ranges for data sets
- ☐ Calculates averages (mean) and percentages
- ☐ Identifies medians and modes
- ☐ Collects, organizes and represents data using a simple tables and graphs
- ☐ Interprets, represents and converts values using whole numbers, decimals, percentages, ratios and simple, common fractions
- ☐ Chooses and performs required operations; may make inference to identify required operations
- ☐ Recognizes patterns and begins to identify trends in data
- ☐ Uses strategies to check accuracy

Embedded Skills

- ☐ Calculates the mean and mode of a set of data; calculates percent

Practitioner Instructions

Review the activity with the learner and have him/her complete the questions without a calculator.

Practitioner Notes

Additional Sample Tasks

Marine Weather Forecasts

CABS-Print based

Pg. 218

CABS-Online

http://www.lleo.ca/col/cabs_online.html

(requires registration)

Math Sense-Measurement and Data Analysis

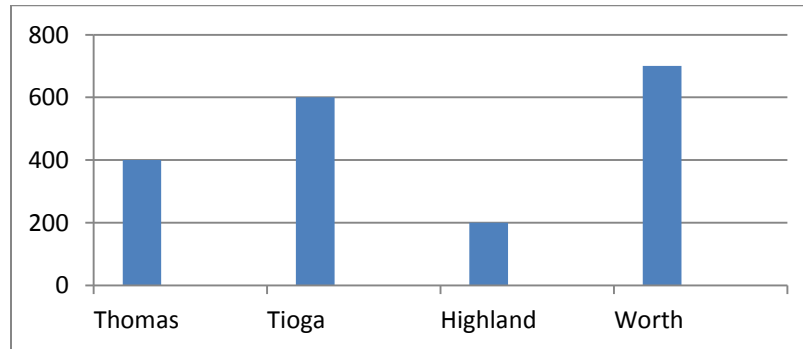
Adapted from:
Math Sense-Measurement
and Data Analysis

Successful	Yes	No

School Enrollment

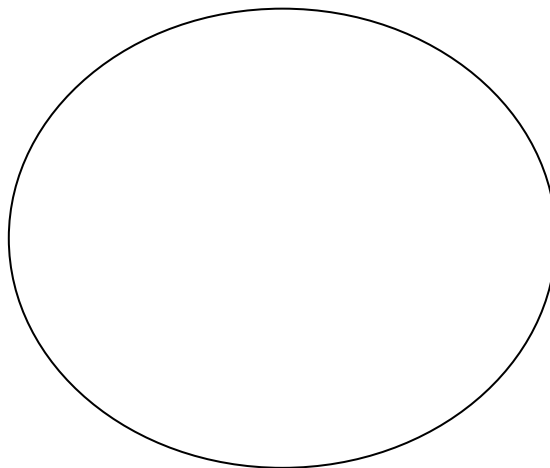
Part A: The bar graph below shows the enrollment totals for each of four middle schools.

Middle School Enrollment Total (number of students in each school)



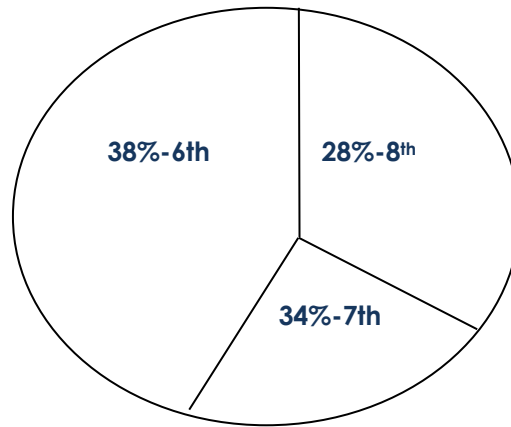
Middle School Enrollment Total (percent of students in each school)

1. How many students are enrolled in all four schools combined? _____
2. What percent of the total is enrolled in each middle school?
a) Thomas: _____, b) Tioga: _____,
b) c) Highland: _____, d) Worth: _____
3. Complete the circle graph below to show the percent of students enrolled in each school. Be sure to include a school name, next to each percent.



Part B: The circle graph below shows the percent of students in each grade.

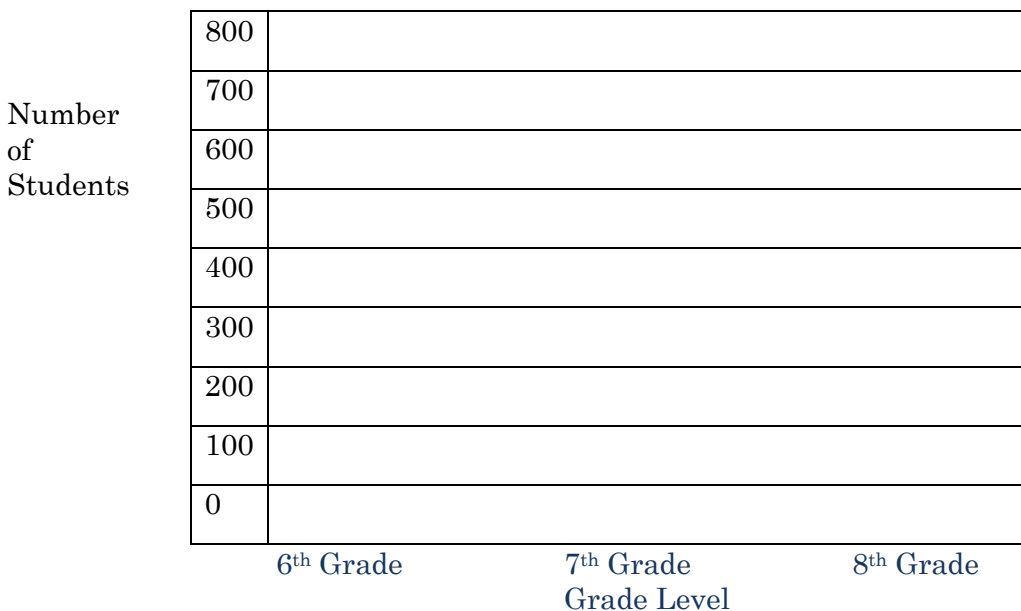
Middle School Enrollment (percent by grade level)



Total Enrollment: 1,900 Students

- Determine the total number of students enrolled at each grade level.
a) 6th grade: _____, 7th grade: _____, c) 8th grade: _____
- Complete the bar graph to show the number of students enrolled in each grade. Draw a vertical bar above each grade level on the horizontal axis.

Middle School Enrollment



Analyzing Data

Performance Descriptors

- ☐ Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- ☐ Manages unfamiliar elements to complete tasks
- ☐ Makes estimates involving many factors where precision is required
- ☐ Begins to recognize bias in data and in displays, such as graphs
- ☐ Calculates and interprets summary measures (e.g. mean, median, mode) and percent change
- ☐ Applies statistics (e.g. population change, growth rates)
- ☐ Chooses and performs required operations; makes inferences to identify required operations
- ☐ Interprets, represents and converts values using whole numbers, decimals, percentages, ratios, and fractions
- ☐ Finds, integrates and analyses data
- ☐ Organizes and represents numerical information (e.g. tables, graphs)
- ☐ Makes predictions using data; identifies trends

Embedded Skills

- ☐ Recognizes patterns and begins to identify and trends in data
- ☐ Finds ranges for sets of data



Practitioner Instructions

Review the activity with the learner and have them answer the questions.

Practitioner Notes

Other Task Groups and Levels:

A1.2

A2.2

C1.1

C1.2

Additional Sample Tasks

OALCF

Implementation

Strategy Resource

<http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/8.%20self-assessment%20secondary%20school%20credit.pdf>

Reaching Northern Hiring Targets

Numeracy at Work-Skillplan

Pg. 267

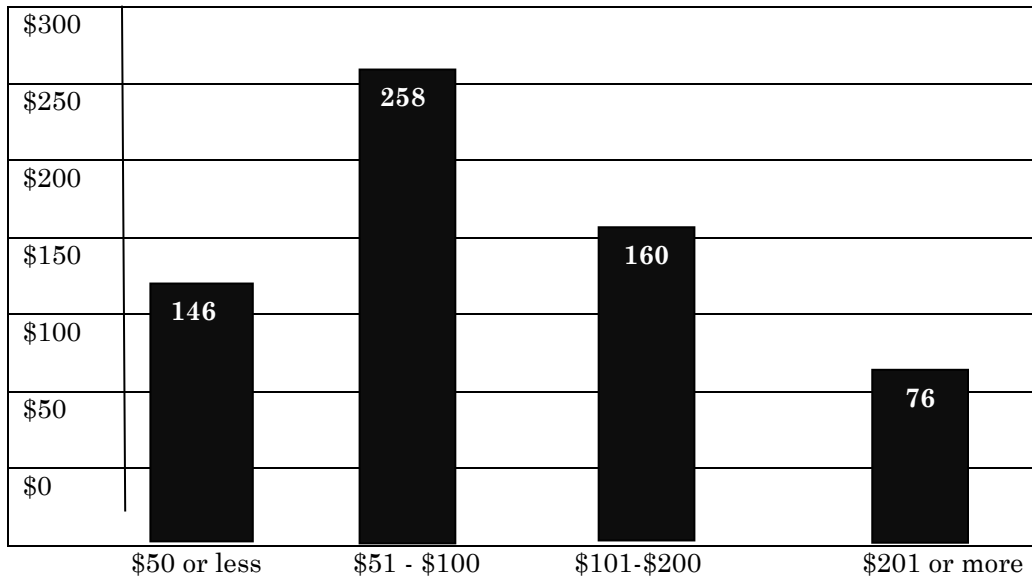
Adapted from:

Math Sense

Measurement and Data Analysis

Successful	Yes	No
------------	-----	----

Analyzing Data



Questions 1 and 2 are based on the above graph

1. In which of the following ranges would the median purchase for the week belong?
 - a) \$50 or less
 - b) \$51 - \$100
 - c) \$101-\$200
 - d) \$201 or more
2. If a circle graph was made, what percent would be assigned to the range \$101-\$200?
 - a) 14%
 - b) 16%
 - c) 20%
 - d) 25%
 - e) 62%
3. The number of students enrolled in a school's eight music classes are; 18, 25, 32, 14, 38, 24, 31 and 34. What is the mean (average) number of students per class?

Alphonso Trailer Co. Financial Data			
Model	Production Cost	Selling Price	Profit
Carrier	\$2,400	\$4,500	\$2,100
Move All	\$3,000	\$5,800	\$2,800
Big Millie	\$4,200	\$6,800	\$2,600
Mighty Moe	\$5,700	\$7,500	\$1,800

Questions 4 – 7 are based on the above table

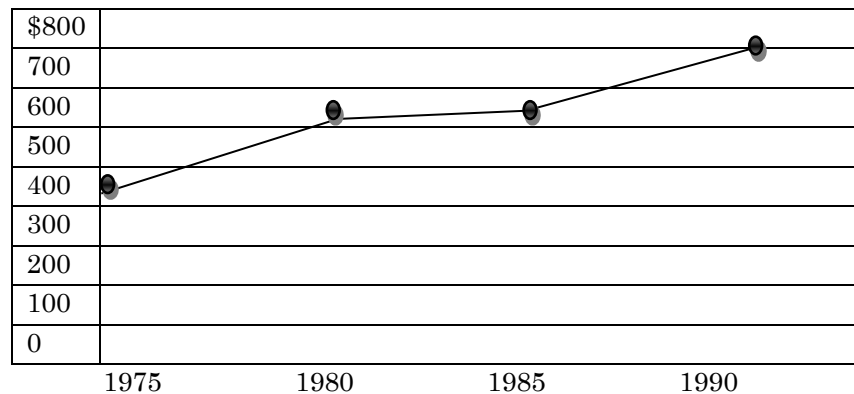
4. How much more profit does Alphonso Trailer Company make on each Move All trailer than on each Mighty Moe trailer?
 - a) \$1,000
 - b) \$1,400
 - c) \$1,800
 - d) \$2,400
 - e) \$2,800

5. What is the mean (average) profit that the company makes on its trailers?
 - a) \$1,925
 - b) \$2,050
 - c) \$2,175
 - d) \$2,325

6. What is the mode, if any, of the selling prices of the four listed trailer models?
 - a) \$4,500
 - b) \$5,800
 - c) \$6,800
 - d) \$7,500
 - e) no mode

7. If the above data were sorted by profit, writing largest profit first, which model would be first on the list and which last?
 - a) Mighty Moe first, Carrier last
 - b) Move All first, Mighty Moe last
 - c) Carrier first, Big Millie last
 - d) Mighty Moe first, Move All last
 - e) Move All first, Carrier last

**Average Yearly Car Insurance Premiums
Western Insurance Company**



Questions 8-10 are based on the above line graph

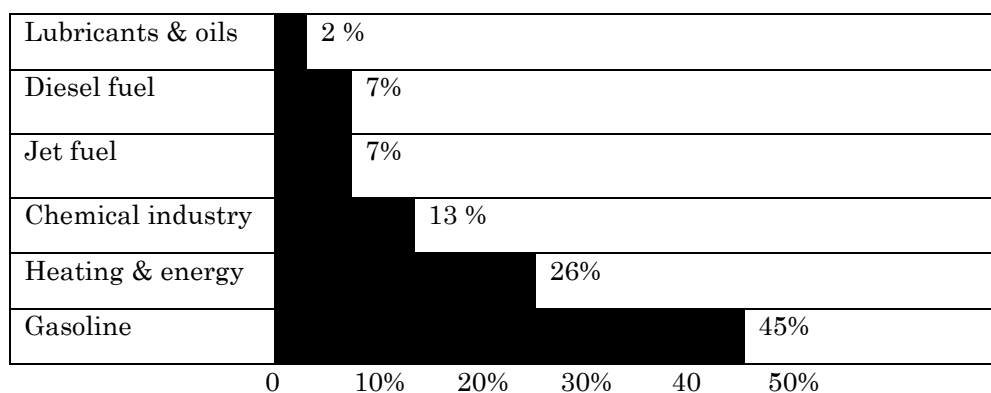
8. In which two years listed were Western's insurance premiums about the same?
 - a) 1975 and 1980
 - b) 1975 and 1985
 - c) 1980 and 1985
 - d) 1980 and 1990
 - e) 1985 and 1990

9. If the 1985-1990 trend continues, what is the most reasonable estimate of Western's average premiums in the year 2000?
 - a) Between \$400 and \$600
 - b) Between \$575 and \$775
 - c) Between \$750 and \$950
 - d) Between \$1,000 and \$1,200
 - e) Between \$1,300 and \$1,500

10. What was the approximate percent increase in Western's average premiums between 1975 and 1990?
 - a) 10%
 - b) 25%
 - c) 50%
 - d) 75%
 - e) 100%

Questions 11 to 13 are based on the bar graph below:

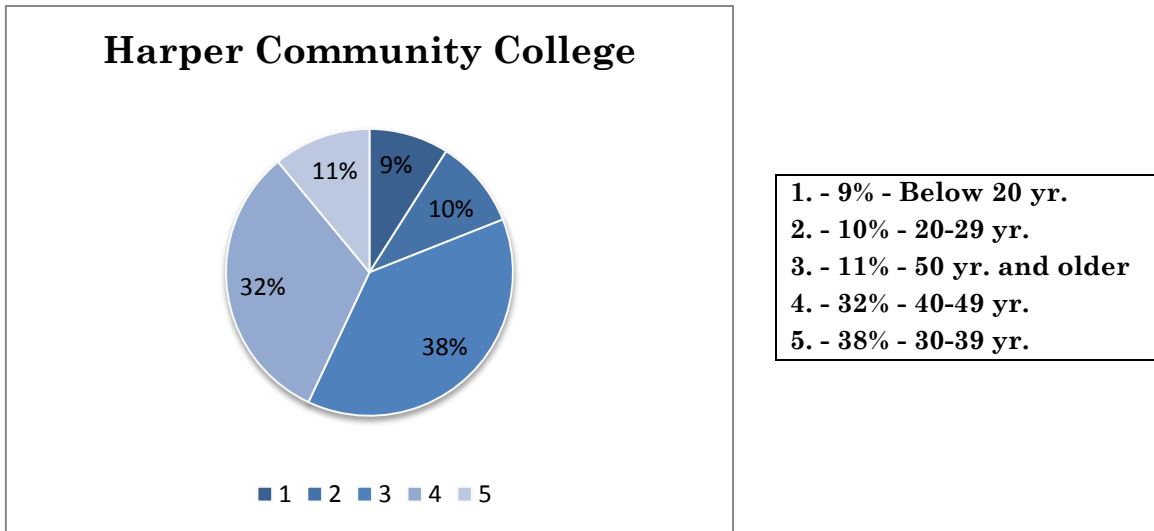
Oil Use in the United States 1990
(percent of total used)



11. Of each 100 gallons of oil used in the United States in 1990, how many gallons were used in the chemical industry (production of plastic, etc.)?
- a) 2
 - b) 7
 - c) 13
 - d) 26
 - e) 45
12. The phrase that best describes gasoline use compared to diesel fuel use in the United States in 1990 is:
- a) About 2 times as much
 - b) Almost 3 times as much
 - c) Approximately 4 times as much
 - d) Nearly 5 times as much
 - e) Almost 7 times as much
13. You can conclude from the graph that in 1990:
- a) Gasoline was the major use of oil in the United States
 - b) Heating and energy costs were higher than in 1980
 - c) Gasoline cost more per gallon than diesel fuel
 - d) More air pollution was caused by the use of gasoline than by chemical industries
 - e) Diesel fuel and jet fuel were about the same price per gallon

Questions 14 to 18 are based on the circle graph below:

Age breakdown of Students in Adult Programs (Total 7,200 students)
Margin of Error $\pm 2\%$



14. About how many students in the adult programs at Harper Community College are in the group identified as 40-49 yr?
- a) Between 1,500 and 1,800
 - b) Between 2,100 and 2,400
 - c) Between 2,500 and 2,800
 - d) Between 2,900 and 3,200
 - e) Between 3,300 and 3,600
15. What's the probability that the next student who enrolls in an adult program at Harper will be in the 20-29 yr. age group?
- a) $\frac{1}{10}$
 - b) $\frac{1}{8}$
 - c) $\frac{1}{5}$
 - d) $\frac{1}{3}$
 - e) $\frac{1}{2}$

16. Of the next 200 students who register in the adult programs at Harper, how many probably will be younger than 20 years old?
- a) 4
 - b) 9
 - c) 14
 - d) 18
 - e) 23
17. Taking the margin of error into account, you can say of each 100 students, the number in the 30-39 yr. age group is probably between:
- a) 28 and 37
 - b) 36 and 40
 - c) 48 and 51
 - d) 49 and 51
 - e) 98 and 102
18. What two age groups represent almost 75% of all age groups? _____
19. A baseball pitcher gave up 20 home runs in his first season. During his next four seasons, he gave up 11, 14, 4, and 26 home runs. How many home runs did he give up on average per season? _____
20. You have received six packages. If the packages weigh 4.5 lbs., 5.2 lbs., 3.8 lbs., 4.7 lbs., 3.6lbs., and 4.3lbs. What is the average weight of the packages?

Simple Search

Other Task Groups and Levels:
A1.1
B2.1
C4.1

Performance Descriptors

- ☐ Follows simple prompts
- ☐ Follows apparent steps to complete tasks
- ☐ Interprets brief texts and icons
- ☐ Locates specific functions and information
- ☐ Requires support to identify sources and to evaluate and integrate information
- ☐ Begins to perform simple searches (e.g. Internet, software help menu)



Additional Sample Tasks

Office of Literacy and Essential Skills

http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cu_self_assessment.pdf

Using Digital Technology

<http://alphaplus.ca/en/oalcf/use-digital-technology-instructional-resources.html>

Eskargo and OALCF

Implementation Strategy Resource

<http://www.lbspracticonertraining.com/images/stories/PDF/NewerISR/8.%20self-assessment %20secondary%20school%20credit.pdf>

Developed by:
Dryden Literacy
Association

Embedded Skills

- ☐ Operates a mouse
- ☐ Understands the purpose and use of a pointer and hand cursor
- ☐ Locates and understands and begins to use common keys and icons
- ☐ Understands and uses search engines for simple Internet searches
- ☐ Understands conventions of Internet addresses; uses address bar
- ☐ Interprets brief text and icons

Practitioner Instructions

Review the activity with the learner and observe the learners ability to complete the task.

Practitioner Notes

Successful	Yes	No

Simple Search



With your Instructor please complete the following 2 activities.

1. Sit down at an available computer and show your instructor;
 - a) How to log onto a computer
 - b) How to log into a personal account

2. Once logged on show your instructor how to;
 - a) Perform a simple search for the words:
“Contact North”
 - b) Write down how many results you get

Complete an Online Registration

Other Task Groups and Levels:

A1.2

A2.1

B3.1a

E.1

Performance Descriptors

- ☐ Selects and follows apparent steps to complete tasks
- ☐ Locates and recognizes functions and commands
- ☐ Makes low level inferences to interpret icons and text
- ☐ Begins to identify sources and evaluate information
- ☐ Performs simple searches using (e.g. Internet, software help menu)

Embedded Skills

- ☐ Conducts key word searches
- ☐ Locates information on a web page with some distracting elements
- ☐ Uses website tabs and menu bars
- ☐ Uses hyperlinks and navigation buttons



Practitioner Instructions

Review the activity with the learner and observe the learners ability to complete the task.

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Online Mobile Phone Quiz

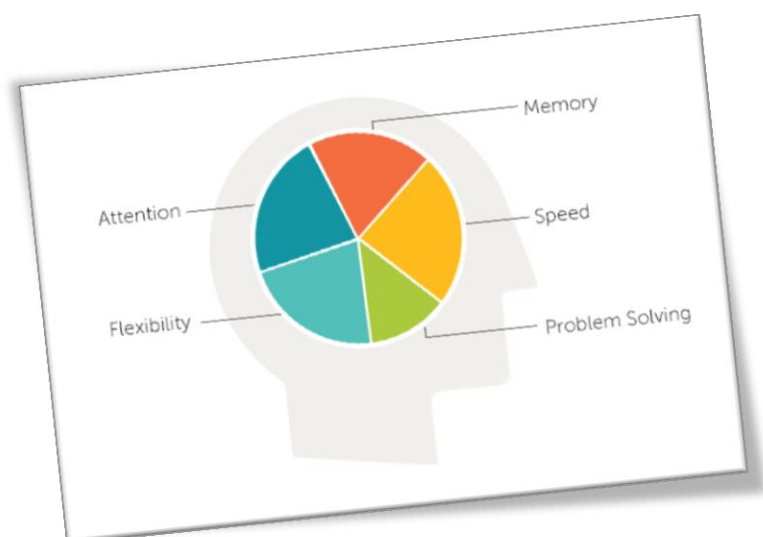
<http://www.bbc.co.uk/websites/level-one/using-mobiles/quiz/>

Computers-Word Processing

http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/ComputersWordProcessing_EASPI_B3.1a_D2.pdf

Developed by:
Dryden Literacy
Association

Complete an Online Registration



1. Complete a search for the website “**Lumosity**”
2. Click on the link “***Get Started Now***”
3. Complete the online questionnaire.
4. Complete the first exercise.

Make a Brochure for a Charity



Performance Descriptors

- ☐ Experiments and problem solves to achieve the desired results
- ☐ Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- ☐ Makes inferences to interpret icons and text
- ☐ Selects appropriate software when required by the task
- ☐ Identifies sources, evaluates and integrates information
- ☐ Customizes software interfaces (e.g. toolbar, homepage settings)
- ☐ Performs advanced searches (e.g. refines search terms, uses advanced search features. cross-refers between websites)

Embedded Skills

- ☐ Uses a wide range of functions and commands in multi-page documents
- ☐ Selects appropriate software when required by the task
- ☐ Inserts and moves clip art pictures; changes size of clip art
- ☐ Formats font, colors, borders
- ☐ Adds text and aligns
- ☐ Saves, prints and edits document
- ☐ Writes text to explain or describe

Practitioner Instructions

Provide the learner with a copy of the activity and make sure they have adequate time to complete it. Provide extra paper as needed.

Practitioner Notes

Successful	Yes	No
------------	-----	----

Other Task Groups and Levels:

A1.2
A1.3
A2.3
B1.1
B2.1
B3.3a
B3.3b
F

Additional Sample Tasks

Task W4, Task W5

Using Digital Technology
Pg. 33– 39

Share What You're Good At

Moving Forward
Pg. 86-88

Computer Use Self-Assessment

Office of Literacy and Essential skills

http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cu_self_assessment.pdf

Adapted from:

http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/MakingaBrochureforaBusiness_E_A1.1_A1.2_A1.3_A2.1_B1.1_B2.1_B3.1b_B3.2b_D.1_D.2_D.3.pdf

Make a Brochure for a Charity

You have been asked by your teacher to create a 3-panel brochure to promote a local charity of your choice, for example; food bank, literacy program or Big-Brothers and Big-Sisters.

In this task, you must create the brochure using Microsoft Office Publisher or Word program.

It will be:

- a 3-panel brochure
- double-sided
- on letter-sized paper (8.5" x 11")

It should include the key pieces of information about the charity:

- kinds of fundraising
- membership information
- benefits of such services/products
- location(s)
- contact information
- business hours
- other helpful, important information for customers to know.

The brochure should be clearly worded and visually attractive. It should help promote the charity you have chosen.

Task 1: **a)** What is the name of the business or community agency that you have chose?

b) List the address, phone number, email and website address (if available).

Task 2: From the website (if available), list four pieces of information that you want to include in the brochure. (You can include more if you want.)

Staying on Track

Other Task Groups and Levels:

A1.1

A2.1

B2.1

B3.1a



Performance Descriptors

- ☐ Demonstrates a positive attitude towards learning
- ☐ Accepts positive feedback and constructive criticism
- ☐ Recognizes and expresses when one does not know something
- ☐ Accepts new learning challenges
- ☐ Willing to work independently
- ☐ Takes responsibility for learning; takes initiative; takes risks in learning situations
- ☐ Manages time (e.g. makes realistic estimates about time, meets deadlines, completes activities and tasks in logical order)
- ☐ Attends class regularly and punctually
- ☐ Checks accuracy of work

At this level, learners:

Set short term goals, begin to use limited learning strategies, and begin to monitor own learning

Practitioner Instructions

Discuss the activity with the learner and have them complete the map. Note: Practitioners may want to include this as part of ongoing assessment and follow-up to help learners stay focused on their goal.

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Self-Assessments

Office of Literacy and Essential Skills

1. Continuous Learning;
http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cl_self_assessment.pdf

2. Thinking;
http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/thinking_self_assessment.pdf

Multiple Self-Assessments

Learning With Swagger-
 Print-based resource

OALCF

Implementation Strategy Welcome Package Level 1

http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/3.%20welcome%20package_%20oalcf%20level%201.pdf

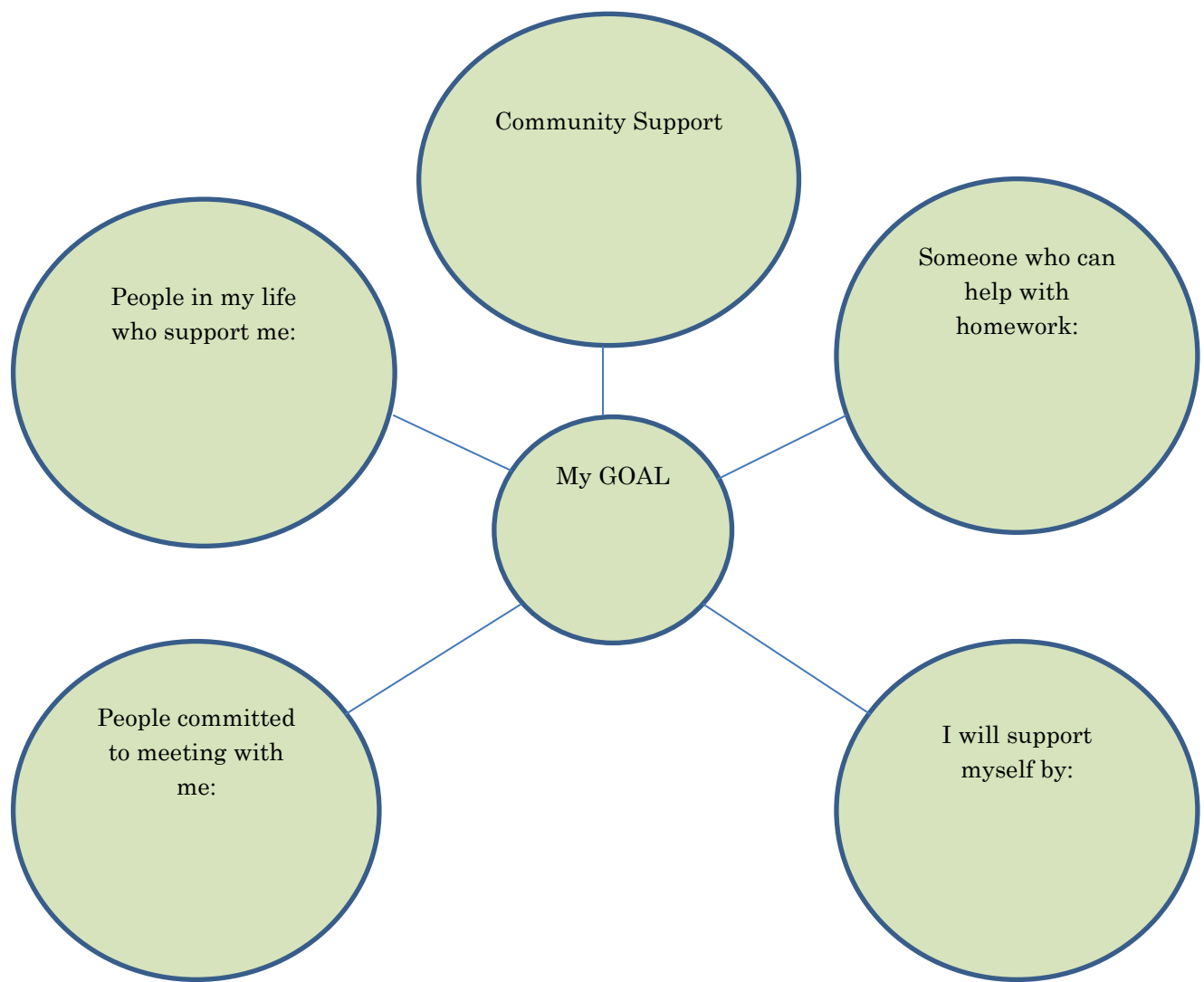
Adapted from: VOICE,
<http://www.ocdsb.ca/programs/continweb/workplacebasicskills/workplacebasicskillsdocs/voice.pdf>

Staying on Track



Use the handout to chart your support structures as follows:

1. Who are the people in my life who want me to succeed in my studies? Write their names.
2. Do I know where to go for tutoring if I need help? Or, do I know anyone who knows someone who can assist me with tutoring? Write their names.
3. Can I enlist at least three people to commit to meeting with me to keep me on track? Write their names.
4. Are there any school support groups in my community? Write their names.
5. How can I best support myself to achieve my goals? Write what is required from you.



Welcome Package Level 2



Other Task Groups and Levels:

A1.2
A2.2
B2.2
B3.2a
F

Performance Descriptors

- ☐ Demonstrates a positive attitude towards learning
- ☐ Accepts positive feedback and constructive criticism
- ☐ Recognizes and expresses when one does not know something
- ☐ Accepts new learning challenges; willing to work independently
- ☐ Takes responsibility for learning; takes initiative; takes risks in learning situations
- ☐ Manages time (e.g. makes realistic estimates about time, meets deadlines, completes activities and tasks in logical order)
- ☐ Attends class regularly and punctually
- ☐ Checks accuracy of work

At this level, learners:

Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning

Practitioner Instructions

The OALCF Implementation Strategy has a Welcome Package with level 2 tasks and self-assessment for this competency. To access this resource follow the link below.

http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/4.%20welcome%20package_%20oalc%20level%202.pdf

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Self-Assessments

Office of Literacy and Essential Skills

1. Continuous Learning;
http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cl_self_assessment.pdf

2. Thinking;
http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/thinking_self_assessment.pdf

Multiple Self-Assessments

Learning With Swagger-
Print-based resource

Tip:

The Welcome Packages, if completed with the practitioner would follow the above competencies. If completed by the learner independently, it would be considered a B3.3 level task.

Orientation Package Level 3

Other Task Groups and Levels:

A1.3
A2.3
B2.3
B3.2a
F

Performance Descriptors

- ☐ Demonstrates a positive attitude towards learning
- ☐ Accepts positive feedback and constructive criticism
- ☐ Recognizes and expresses when one does not know something
- ☐ Accepts new learning challenges; willing to work independently
- ☐ Takes responsibility for learning; takes initiative; takes risks in learning situations
- ☐ Manages time (e.g. makes realistic estimates about time, meets deadlines, completes activities and tasks in logical order)
- ☐ Attends class regularly and punctually
- ☐ Checks accuracy of work

At this level, learners:

Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning

Practitioner Instructions

The OALCF Implementation Strategy has an Orientation Package with tasks and self-assessment on a level three for this competency. To access this resource follow the link below.

http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/5.%20welcome%20package_%20oalcf%20level%203.pdf

Practitioner Notes



Additional Sample Tasks

Self-Assessments

Office of Literacy and Essential Skills

1. Continuous Learning;
http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/continuous_learning_self_assessment.pdf

2. Thinking;
http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/thinking_self_assessment.pdf

Multiple Self-Assessments

Learning With Swagger-
Print-based resource

Tip:

A learner at this level should be able to complete this package independently.

Successful	Yes	No
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Group Setting Rubric

Other Task Groups and Levels:

A1.2

A2.2

B1.2

B3.2a

Performance Descriptors

- ☐ Understands one's role; seeks clarification as required
- ☐ Recognizes roles of others
- ☐ Acknowledges/identifies responsibilities
- ☐ Accepts one's share of responsibilities
- ☐ Acknowledges and accepts others' perspectives
- ☐ Adapts behavior to the demands of the situation
- ☐ Shows an awareness of group dynamics
- ☐ Meets group expectations
- ☐ Demonstrates tolerance and flexibility
- ☐ Demonstrates a willingness to help others
- ☐ Makes contributions that take into account one's strengths and limitations
- ☐ Recognizes areas of agreement and disagreement
- ☐ Contributes to finding a mutually agreeable situation
- ☐ Takes action to resolve the conflict



Additional Sample Tasks

OALCF Implementation Strategy

<http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/8.%20self-assessment%20secondary%20school%20credit.pdf>

Multiple Self-Assessments

Learning With Swagger-
Print-based

Practitioner Instructions

With the learner complete the rubric at intake, ongoing and exit.

Access the following link to print the document;

Tool # 1 - <http://en.copian.ca/library/learning/groundup/mtlgs/final.pdf>

Tool #2 - <http://en.copian.ca/library/learning/groundup/mtlgs/final.pdf>

Practitioner Notes

Successful	Yes	No
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Adapted from:
Monitoring Tools for
Learners in a Group
Setting: Rubrics and
Spinners

Secondary School Credit Answers

A1.1	<ol style="list-style-type: none"> 1. 1955 2. Alabama 3. She would not move out of the bus seat 4. 381 5. Any reasonable answer
A1.2	<ol style="list-style-type: none"> 1. A 2. B 3. D 4. B 5. B 6. Guitar symbolizes National unity
A1.3	<ol style="list-style-type: none"> 1. The superhighway of life represents life. Other titles could suggest ideas such as, “Life’s Journey” or something similar 2. Legs might be someone inquisitive and cautious. Diesel would be someone knowledgeable and perhaps wise. Wheels would be someone impulsive and speedy. 3. Life or decision making 4. They haven’t learned from their past experiences 5. Highway signs are like events that we learn from. For example a friendship that turns sour teaches us how to choose companions in the future; the job that you have and enjoyed and were successful at shows your strengths and helps you decide on future jobs
A2.1	<ol style="list-style-type: none"> 1. Dryden Literacy’s Annual Book Sale 2. Royal Canadian Legion 3. Friday, June 14th, 2013 1. It’s proven to save lives 2. Anyone wanting to get their driver’s license 3. July 4 and August 1 4. Call 807-223-6988 or visit www.yd.com/dryden 5. Y is for Young and D is for Drivers
A2.2	<p>Answers will vary depending on the calendar used</p> <p>The learner must demonstrate enough of the Performance Descriptors to be successful</p>
A2.3	<ol style="list-style-type: none"> 1. Answers will vary 2. A) 491 B) 45% 3. Approximately 206 4. Every two years (references to 2010 survey) 5. 62.5 % (307 out of 491) 6. Food services 7. Nursing services 8. Facility (0+8)


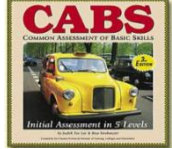



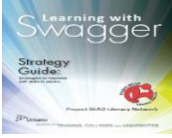

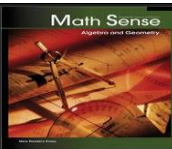
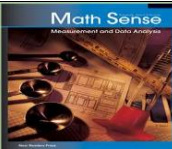
	9. Food services 10. 5% (8+18=26 as percentage of 491)
A3	1. The germination of a seed is the process in which the seed breaks apart, and the embryo inside begins to grow with the help of water and nutrients from the soil. 2. 1) seed coat, 2) embryo, 3) radicle – (first root), 4) plumule (shoot) 3. Cotyledons
B1.1	The learner must demonstrate enough of the Performance Descriptors to be successful
B1.2	The learner must demonstrate enough of the Performance Descriptors to be successful
B1.3	The learner must demonstrate enough of the Performance Descriptors to be successful
B2.1	The learner must demonstrate enough of the Performance Descriptors to be successful
B2.2	The learner must demonstrate enough of the Performance Descriptors to be successful
B2.3	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.1a	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.1b	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.2a	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.2b	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.3a	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.3b	The learner must demonstrate enough of the Performance Descriptors to be successful
B4	The learner must demonstrate enough of the Performance Descriptors to be successful
C1.1	1. Zwipes Zipper Binder 2. Report Cover 3. \$9.79 4. \$4.33 5. \$7.22

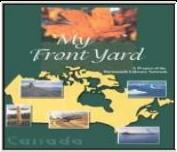



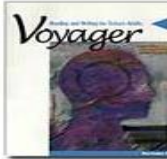

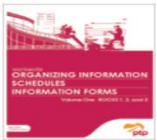
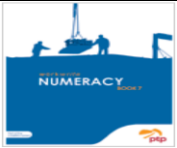
C1.2	Answers are included in the task
C1.3	Calculations will have to be reviewed by the instructor The learner must demonstrate enough of the Performance Descriptors to be successful
C2.1	<ol style="list-style-type: none"> 1. May 17 on calendar 2. Wednesday 3. Sunday May 23 4. 31 days 5. Friday 6. Wednesday 7. 4 8. 5 9. 2 public holidays 10. May 13 11. 4 times (not May 31) 12. May 24
C2.2	<ol style="list-style-type: none"> 1. October 31st, 2013 2. 9 3. Class orientation 4. 10:30 5. 4:00 6. Nobody she is in French class 7. 5:00 8. 5/9 and 55.5% 9. 6:00 10. 15 min 11. 1800 hours
C2.3	Review the learner's answers- The learner must demonstrate enough of the Performance Descriptors to be successful
C3.1	Instructor will have to recheck the measurements taken

C3.2	<ol style="list-style-type: none"> 5 quarts 30 inches 3.2 meters 6 lbs 1 oz 4.2 kilograms 1 cup 5 oz 62 mph 12:20 or 12:25, it will take her 65 min all together 3 lbs more 180 C 100.8
C3.3	<ol style="list-style-type: none"> (3) (1) (4) 50 meters 32 inches 80.52cm 168 square inches 264 square feet 214.72 square inches 540 cubic centimeters 9.42 cubic meters 512 cubic feet
C4.1	<ol style="list-style-type: none"> Gym Squash 36 11 more people in March Gym and Football increase
C4.2	<ol style="list-style-type: none"> 1900 21%, 31.5%, 10.5 %, 37% Review circle graph 722, 646, 532 Review completed graph
C4.3	<ol style="list-style-type: none"> \$51-\$100 (4) 25% 27 (1) \$1000 (4) \$2325 (5) no mode (2) Move all first, Mighty Moe last (3) 1980 and 1985 (4) between \$1000 and \$1200

C4.3	10.(4) 75% 11.(3) 13 12.(5) almost 7 times as much 13.(1) gasoline was the major use of oil in the United States 14.(2) 15. 1/10 or 10% 16.(4) 18 17.(2) 36 and 40 18. 30-39 and 40-49 19. 15 home runs 20. 4.35lbs
D1	The learner must demonstrate enough of the Performance Descriptors to be successful
D2	The learner must demonstrate enough of the Performance Descriptors to be successful
D3	The learner must demonstrate enough of the Performance Descriptors to be successful
E1	The learner must demonstrate enough of the Performance Descriptors to be successful
E2	The learner must demonstrate enough of the Performance Descriptors to be successful
E3	The learner must demonstrate enough of the Performance Descriptors to be successful
F	The learner must demonstrate enough of the Performance Descriptors to be successful









Secondary School Credit Goal Path Resources

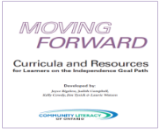








Print Based Resources	
Building Basic Computer Skills	
Common Assessment of Basic Skills (CABS)	
Challenger Series	
Daily Warm Ups for Every Day Skills	
GED Scoreboost Writing and Organizational Skills	
Learning With Swagger	
Making Essential Skills Work for You	
Math Sense-Algebra and Geometry	
Math Sense-Measurement and Data Analysis	




My Front Yard	
Read It Write It	
Using Digital Technology	
V.O.I.C.E	
Voyageur Book 1	
Workwrite Graphs and Charts Book 6	
Workwrite Volume 1- organizing information, schedules, information forms	
Workwrite Numeracy Book 7	

For access to these resources please click on the link provided or visit the EOPG Partners Gateway to download the [Selected Assessment Tools](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf) and [Selected Learning Materials List](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf) documents at:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf

Web Based Resources	
BBC Skillswise www.bbc.co.uk/skillswise	
Bridging the Employment Gap, Ready for Work http://en.copian.ca/library/learning/gap/ready/pdf/ready.pdf	
CABS online www.lleo.ca/col/cabs_online.html	
Comic Generator http://www.makebeliefscomix.com/Comix/	
Credit Canada http://creditcanada.com/money-management/how-to-create-a-monthly-budget	
Employability Success http://www.quillnet.org/e-resources/emsu/emsu_wrkbbk.pdf	
E-Channel http://studyonline.ca/getting-started/demo-online-courses	
EOPG Partners Gateway http://www.tcu.gov.on.ca/eng/eopg/tools/forms.html	

Essential Skills Indicator http://www.hrsdc.gc.ca/eng/jobs/les/tools/assessment/online_indicator.shtml	
GCF Learn Free www.gcflearnfree.org	
How Stuff Works http://www.howstuffworks.com/	
HRSDC http://www.hrsdc.gc.ca/eng/jobs/les/index.shtml	
Literacy Works http://www.literacyworks.org/mi/home.html	
Math Sense Placement Test http://www.newreaderspress.com/Downloads/3630361638_Math-Sense_PT.pdf	
Measure Up/Skillplan http://measureup.towes.com	
Monitoring Tools for Learners in a Group Setting: Rubrics and Spinners http://en.copian.ca/library/learning/groundup/mtlgs/final.pdf	

<p>Moving Forward http://www.communityliteracyofontario.ca/resource/Moving_Foward_HI_RES_01.pdf</p>	
<p>Numeracy at Work http://www.skillplan.ca/tools-and-publications</p>	
<p>OALCF Implementation Strategy www.lbspractitionertraining.com</p>	
<p>Office of Literacy and Essential Skills http://www.hrsdc.gc.ca/eng/jobs/les/index.shtml</p>	
<p>OSAP www.osap.gov.on.ca</p>	
<p>Ontario Secondary School Literacy Test http://www.eqao.com/Students/Secondary/10/10.aspx?Lang=E&gr=10</p>	
<p>Poetry www.poetry.com/?vm=r</p>	
<p>Practical Money Skills www.practicalmoneyskills.com</p>	
<p>Self-Management and Goal Setting http://www.alibris.com/Quick-Skills-Self-Management-and-Goal-Setting-Douglas-Gordon/book/7660710</p>	

Task Based Activities for LBS http://taskbasedactivitiesforlbs.ca/	
VARK www.vark-learn.com	
Vector http://vector.cfee.org/english/login.php	
Wordle www.wordle.net/create	

For access to these resources please click on the link provided or visit the EOPG Partners Gateway to download the Selected Assessment Tools and Selected Learning Materials List documents at:

http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf