Common Assessment for the OALCF Goal Paths

Post-Secondary

Literacy Northwest
Regional Literacy & Basic Skills Network

EMPLOYMENT ONTARIO
Ontario's employment & training network

Developed by Wendy Olson and Sandra Altenburg

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

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Key Development Skills for Post-Secondary Goal Path

Post-Secondary Goal Path	✓	Comp. & Level	**Key Development Skills:** The Key Development Skills below list the specific skills a learner needs to develop an independence goal. These Skills were drawn from goal path-specific research and development projects in Ontario. http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Postsecondary_Oct_11.pdf
Self-Management Key Development Skills			**Self-Governing Skills:**
		E.1	• Meets attendance expectations
		E.2	• Shows commitment to the program
		E.2	• Demonstrates motivation
		E.2	• Demonstrates a positive attitude
		E.2	• Shows determination
		E.2	• Stays on task
		E.3	• Shows ability to multi-task at a level of maturity appropriate for adult learning
		E.3	• Has well-defined, realistic goals
		E.3	• Sets short-term goals and follows through
		E.3	• Understands own weaknesses and strengths
		E.3	• Uses available resources strategically
		E.3	• Meets both program and self-imposed deadlines
		E.3	• Demonstrates time management in and out of class
		E.3	• Manages workload with outside commitments
		E.3	• Demonstrates ownership of learning needs
		E.3	• Shows willingness to spend time getting help outside the class
		E.3	• Show self-reliance
		E.3	• Demonstrates self- discipline
		E.3	• Possesses self-awareness related to readiness for next steps of learning, testing, etc.
		E.3	• Demonstrates initiative
		E.3	• Works independently
		E.3	• Works with distractions
		E.3	• "asks the right questions"- a willingness to take ownership and request assistance when stuck on a problem or task

Post-Secondary Goal Path	✓	Comp. & Level	**Key Development Skills:** The Key Development Skills below list the specific skills a learner needs to develop an independence goal. These Skills were drawn from goal path-specific research and development projects in Ontario. http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Postsecondary_Oct_11.pdf
Self-Management Key Development Skills		E.2	• Show curiosity; asks questions
		E.3	• Shows persistence
		E.3	• Strives for constant improvement
		E.3	• Exudes a positive attitude; see difficulties as a positive challenge
		F	• Works both independently and as a team member
		F	• Demonstrates interpersonal skills with peers (e.g. group support)
		E.2	• Uses organizational skills
		E.2	• Demonstrates familiarity with college services
		E.2	• Displays good study skills
Academic Key Development Skills		A1.3	• Reads interprets and proceeds with minimal support
		B1.3	• Asks questions which demonstrate higher cognitive thinking
		B1.3	• Uses quantitative thinking
		C1.3 C2.3 C3.3 C4.3	• Masters math skills over and beyond the basic skills numeracy required for the program and demonstrates good algebra skills
			• Tackles postsecondary-type math questions successfully
			• Grasps formula manipulation-this demonstrates cognitive ability
		A1.3	• Demonstrates reading comprehension(e.g. reads and follows instructions to successful completion of the task)
		A1.3	• Follows and carries out instructions especially from several sources; able to synthesize and integrate

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Academic Key Development Skills		A1.3	• Reads an article, or, text of several pages with no clear organization, then demonstrates understanding, reads and extracts information and comments on that information
		B1.2 B2.2	• Uses proper grammar in oral and written work
		B2.2	• Uses correct sentence structure
		B2.3	• Demonstrates a high level of organization, coherence and unity in writing
		B2.3	• Demonstrates essay writing skills
		B2.3	• Uses correct documentation skills
		B2.3	• Writes technical report or essay, proofreads and submits first draft without questions
		B2.3	• Locates , organizes, analyzes and documents information for essays/reports
		B2.3	• Synthesizes information from various sources
		B1.3	• Delivers oral presentations by effectively summarizing text and sources, paraphrasing and quoting sources
		E.3	• goes "above and beyond" -e.g. asks questions to take learning further
			• Uses critical thinking skills
			• Demonstrates problem solving skills
			• Grasps abstract concepts
			• Achieves success on unit tests
			• Answers the questions being asked
			• Completes demonstration activities with minimal or no support
			• Applies learning to own life (e.g. transfers skills and knowledge)

Post-Secondary Goal Path	✓	Comp. & Level	**Key Development Skills:** The Key Development Skills below list the specific skills a learner needs to develop an independence goal. These Skills were drawn from goal path-specific research and development projects in Ontario. **http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Postsecondary_Oct_11.pdf**
Academic Key Development Skills		D.3	• Demonstrates technological proficiency in order to survive in a technology-based learning environment (e.g. Microsoft Office applications
		E.3	• Sets goals and accomplishes them
		E.3	• Demonstrates commitment to the program and to goals
		E.3	• Assumes ownership of goals; set timelines and benchmarks to determines/ assess progress
		E.3	• Confirms commitment to results
		F	• Works in groups successfully(e.g. getting the project completed, dealing with non-contributing members, etc,)
		A1.3	• Possesses strong reading comprehension skills
			• Embraces proactive problem solving, following through to resolution
			• Works to achieve academic levels beyond the necessary basic skill levels for the chosen goal
			• Secures social, housing and financial (e.g. Ontario Works OSAP, EI. etc.)
			• Manages Personal life appropriately including health, childcare, transportation and finances
			• Resolves transportation issues
			• Knows college systems, database and facilities
			• Show excitement about the “next step

Post-Secondary Goal Path -- Index of Activities

Competency	Task Group	Name of Activity	Other Competencies
A: Find & Use Information **Read Continuous Text**	A1.1	A Class of Hopes	B2.1 - Write Brief text
	A1.2	Babe Ruth	B2.2 - Write text to explain
	A1.3	Influenza	B2.3 Write longer text
Interpret Documents	A2.1	Academic Dates	B2.1 - Write brief text C2.1 – Measure time
	A2.2	College Program List	B2.1- Write brief text C2.1 – Measure time
	A2.3	Interpreting a College Website	A1.3 - Read longer text B2.1 – Write brief text B2.2 - Write text to explain C1.1 – Compare costs C4.1 – Manage data – simple comparisons
Extract info from films, broadcasts and presentations	A3	Extract Information from Films, Broadcasts and Presentations	A1.1 – Read brief text D2 - Perform well-defined multi-step digital tasks

Competency	Task Group	Name of Activity	Other Competencies
B: Communicate Ideas and Information **Interact with Others**	B1.1	Organizing Your Ideas	A1.1 – Read brief text A2.1 – Interpret very simple documents B3.1a – Complete documents – straightforward entries D.2 – Use Digital Technology F - Engage with Others
	B1.2	Student Life	A1.2 – Read text to locate & connect A3 – Extract info from films, broadcasts and presentations B2.1 – Write brief text D.2 – Perform well-defined multi-step digital tasks F - Engage with Others
	B1.3	Sharing Ideas	A1.2 - Read text to locate & connect A2.3 – Interpret somewhat complex documents B3.2b – Create simple documents C2.2 – Manage time – low level inferences D.3 – Perform multi-step digital tasks E – Manage Learning F – Engage with Others

Competency	Task Group	Name of Activity	Other Competencies
Write Continuous Text	B2.1	Writing in a Genre	A1.1 - Read brief text A2.1 - Interpret very simple documents B3.1a – Complete documents - straightforward entries D.1 – Perform simple digital tasks
	B2.2	Writing a Journal Entry	A1.2 - Read text to locate & connect
	B2.3	Essay Writing	A1.2 - Read text to locate & connect
Complete & Create Documents	B3.1a (entries)	Request for Transcript	A1.1 – Read brief text A2.2 – Interpret simple documents
	B3.1b (create)	Create a To-Do List	A1.1 - Read brief text A2.1 – Interpret very simple documents B2.1 – Write text to explain E.1 – Manage Learning
	B3.2a (entries)	John's Calendar	A1.2 – Read text to locate & connect A2.2 - Interpret simple documents B2.1 – Write brief text

Competency	Task Group	Name of Activity	Other Competencies
Complete & Create Documents	B3.2b (create)	College Comparison	A1.1 - Read brief text B2.2 – Write text to explain C4.1 – Manage data – simple comparisons 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 – Manage money – simple calculations C4.1 – Manage data D.2 - Perform well-defined multi-step digital tasks
	B3.3b (create)	Create a Bibliography	A1.3 – Read longer text B1.2 – Interact with Others – maintain interactions D3 - Perform multi-step digital tasks E – Manage Learning F – Engage with Others

Competency	Task Group	Name of Activity	Other Competencies
Express oneself creatively	B4	What's Your Learning Style	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 Student Fees	A1.1 – Read brief text A2.2 – Interpret simple documents
	C1.3	Money 101	A1.3 – Read longer text A2.3 - Interpret complex documents B3.2a- Complete documents – use layout
Manage Time	C2.1	Calculating Class Hours	A2.1 – Interpret very simple documents
	C2.2	Class Schedule	A1.1 - Read brief text A2.2 - Interpret simple documents B2.1 – Write brief text

Competency	Task Group	Name of Activity	Other Competencies
Manage Time	C2.3	Planning a Community Event	A1.2 - Read text to locate 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
Use Measures	C3.1	Checking Temperatures	A1.1 – Read brief text A2.1 – Interpret very simple documents
	C3.2	Waling the Trail	A1.1 - Read brief text A2.2 – Interpret simple documents B2.1 – Write brief text C2.1 – Manage time
	C3.3	Calculating Measures	n/a

Competency	Task Group	Name of Activity	Other Competencies
Manage Data	C4.1	College Stats	A1.1 – Read brief text A2.2 - Interpret simple documents to locate & connect
	C4.2	Graduate Employment Rates	A1.2 - Read text to locate A2.2 - Interpret simple documents B2.1 - Write brief text 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
D: Use Digital Technology **Perform simple digital tasks**	D.1	Digital Notes	A1.1 - Read brief text B2.1 - Write brief text
Perform well-defined, multi-step digital tasks	D.2	Create a Pie Chart	A1.1 - Read brief text A2.2 - Interpret simple documents C4.1 – Manage data – simple comparisons

Competency	Task Group	Name of Activity	Other Competencies
Experiment and problem solve to perform multi-step digital tasks	D.3	Create a Presentation	A1.2 - Read brief text to locate A2.2 – Interpret simple documents B1.1 – Interact with Others B2.1 - Write brief text B3.2a – Complete documents –use layout B3.3b – Create documents – more complex F – Engage with Others
E: Manage Learning	E.1	My Support Network	A1.1 - Read brief text A2.1 - Interpret very simple documents B2.1 - Write brief text B3.1a – Complete documents - straightforward entries
	E.2	Setting Goals	A1.2 - Read text to locate A1.3 – Read longer text A2.2 – Interpret simple documents B2.2 - Write text to explain B3.2a – Complete documents – use layout C2.1 – Manage time - measure

Competency	Task Group	Name of Activity	Other Competencies
E: Manage Learning	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
F: Engage with Others	F	Group Setting Rubric	A1.2 - Read text to locate A2.2 – Interpret simple documents B1.2 – Maintain interactions B3.2a – Complete documents – use layout

A1

Task Group: Read Continuous Text

Level 1

A Class of Hopes

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

Successful	Yes	No

Additional Sample Tasks

Read a Short Story for Pleasure
http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/ReadaShortStory_S_A1.1_B1.1_B2.1_E.1.pdf

Client Booklet Reading Level 1
Office of Literacy and Essential Skills
http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/esna/Reading1Client.pdf

Adapted From:
Voyageur Book 1
Pg. 13

A Class of Hopes

Ken goes to school. He wants to learn to read. He wants to read stories to his son, Russ.

Jan goes to school too. She wants to read better. She hopes to work in a shop. She has to read to work in a shop.

Brad has a job. He cuts grass. But he wants a better job. He hopes to go to College, too. Brad has to read well to go to College.

Ken, Jan, and Brad all hope for better lives. They work hard. They know that they must learn to read better.

1. Why does Ken want to read better?

2. Why does Jan want to read better?

3. Why does Brad want to read better?

4. What are Ken, Brad and Jan doing to make their dreams come true?

5. How will reading better help you? What changes will reading better make in your life?

A1

Task Group: Read Continuous Text

Level 2

Babe Ruth

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
- ❑ Begins to identify sources and evaluate information

Embedded Skills

- ❑ Reads one paragraph or page of short paragraphs
- ❑ Scans to find simple information
- ❑ Identifies supporting details

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No

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: Challenger Series Book 4, Lesson 2, Pg. 11

Babe Ruth

George Herman Ruth (1895-1948) had many nicknames including "Babe," "Bambino," and "the Home Run King." Even though he was a hero to millions of people, he certainly didn't live the way many people thought heroes should live. For example, the president of the American league, who really respected Ruth's skill as a baseball player, was once quoted as saying, "Ruth has the mind of a fifteen-year-old."

The New York Yankees tried many different ways to get Ruth to act more like a hero. They chewed him out, benched him, and fined him. However, nothing worked. Ruth loved to have a good time, and he liked everything a dollar could buy.

Babe Ruth grew up in the streets of Baltimore. Neither his mother nor father didn't want him or know what to do with him, so they sent him to reform school in 1902 when Ruth was seven years old. The only time Ruth seemed at peace with himself was when he was pitching a ball or knocking the cover off it with a bat.

When Ruth was nineteen years old, the Boston Red Sox paid $2,900 for his contract. When the manager saw how Ruth hit, he moved him from the pitching mound to the outfield so he could play every day. This scheme paid off. In 1919, Ruth hit twenty-nine home runs, a new record in baseball.

The New York Yankees were so impressed with Ruth's hitting that they spent $125,000 to bring him to New York. It was worth it. Ruth hit fifty-four home runs for the Yankees in 1920 and fifty-nine the next year. Babe's bat brought so many fans into the rented polo grounds that the Yankees decided to build their own park. This is why Yankee stadium is called "The House that Ruth Built." In 1927, Babe Ruth broke his own record and hit sixty home runs.

Ruth spent the money he made as fast as he earned it. One season he made $40.000; yet a friend had to lend him money so he could get to training camp the next spring. Another time, he lost $35,000 on a single horse race.

Even when Babe Ruth's legs gave out, and the Yankees traded him after he had played with them for fifteen years, the fans stayed with him. When he died of cancer in 1948, eighty thousand people filed into the Yankee Stadium to pay respect to their hero.

1. In what city did Babe Ruth grow up?

2. In what kind of place did he grow up?

3. What was the name for the first team for which Babe Ruth played?

4. What is “The House that Ruth Built”?

5. How long did Babe play for the New York Yankees?

6. Why did the Yankees trade Babe Ruth?

7. What was the cause of Babe Ruth’s death?

8. How old was Babe Ruth when he died?

9. Explain why some people thought that Babe Ruth didn’t live the way a hero should live?

A1

Task Group: Read Continuous Text

Level 3

Influenza

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 headings to locate information
- ❑ Follows the main events of descriptive, narrative, informational, and persuasive texts

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

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Alaska's Big Bears

Read It Write It, Advanced 6, Pg. 10

To Have or To Be
Challenger Series Book 7 pg. 202

Reading Self-Assessment
The Office of Literacy and Essential Skills
http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/reading_self_assessment.pdf

Adapted From:
Read It Write It, Advanced
Pg. 6

Influenza

1. Every year, influenza, or flu, afflicts millions of people. This common illness is caused by a virus, and generally, it results in nothing more inconvenient than a slight fever and a cough. Sometimes, however, the flu develops into an epidemic. It may spread throughout a region or country. And occasionally, the flu erupts as a pandemic, which is a far greater threat. Flu pandemics have taken millions of lives in a single year.

2. An epidemic is a rapidly spreading infectious disease that affects a large number of people in a certain area. Seasonal flu epidemics are caused by subgroups of flu viruses that are already carried by people. People who get this kind of flu usually get just a mild fever, headache, and cough, and stuffy nose. Symptoms can be more severe among older people or those with health problems. In these cases, the flu can be a deadly threat. About 36,000 people die each year in the United States from common flu.

3. A flu pandemic is different from a seasonal flu outbreak. First, it is far more widespread. It will affect millions of people in a large part of the world. Secondly, flu pandemics are caused by new subtypes of flu viruses or by new subtypes that have not appeared for a long time. Symptoms of pandemic flu include those typical of milder common flu, but they may then progress into eye infections, pneumonia, respiratory distress and other life- threatening problems. Flu pandemics have in the past caused massive death tolls around the world.

4. Three great pandemics swept through the world in the twentieth century. The first struck in 1918-1919. It was known as the "Spanish flu." About 50 million people died worldwide, including 500,000 in the United States. Other less deadly pandemics occurred in 1957-1958 and in 1968-1969.

5. What makes the flu so hard to control is that the virus mutates rapidly. As a result, it becomes immune to existing vaccines. Until a new vaccine is developed, the flu can spread out of control. In the case of pandemic flu viruses, the result can be devastating.

6. At the present time, doctors are worried about the bird flu. This is a form of the flu that is common to birds. Sometimes, bird flu passes to people. Because it is new to humans, our bodies have no resistance to it. The bird flu had the potential to be become a new global pandemic.

Read the above informational text and complete the task below.

Task:

In a well-developed paragraph (Introduction-3 supporting sentences-closing), compare and contrast a flu epidemic and a flu pandemic. Identify two similarities and two differences.

A2

Task Group: Interpret Documents

Level 1

Academic Dates

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

Performance Descriptors

- Scans to locate specific details
- Interprets brief text and common symbols
- Locates specific details in simple documents, such as labels and signs
- Identifies how lists are organized
- 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
- Identifies the type of information that can be found in the list
- Reads symbols and common sight words from everyday life
- Locates a single piece of information in lists, and simple tables

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Using an Index
BBC Skillswise
http://www.bbc.co.uk/skillswise/worksheet/en04dict-l1-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
OALCF Implementation Strategy
http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/9.%20self-assessment_%20postsecondary.pdf

Developed by:
Dryden Literacy Association

Academic Dates

ACADEMIC DATES 2013 – 2014
Fall Session - 2013
Fall Orientation Week August 26-August 31
Labour Day (no classes) September 2
Fall Semester Classes Start September 3
Thanksgiving Day (no classes) October 14
Convocation November 2
Assessment Period December 9-13*
Intersession (no classes) December 16-January 3/14**

Winter Session - 2014
Winter Orientation January 2
Winter Semester Classes Start January 6***
Family Day (no classes) February 17
Study Week February 17-21**
Good Friday (no classes) April 18
Assessment Period April 21-25*
Intersession (no classes) April 28-May 2**

Spring Session - 2014
Spring/Summer Semester Classes Start May 5
Victoria Day (no classes) May 19
Convocation June 10, 11, 12
Canada Day (no classes) July 1
Tuition fees due July 9
Civic Holiday (no classes) August 4
End period for 12 week semester July 25
End period for 15 week semester August 15
Intersession (no classes) August 18-August 29**
Labour Day (no classes) September 1
Fall Semester Classes Start September 2

***** Programs with exams outside this time frame will be notified by the academic area.
****** Some Apprenticeship and Corporate Training courses and programs, as well as programs with irregular start dates, may have classes during the intersession periods.
*** Apprenticeship Programs will resume classes on January 6/14.

Academic Dates

1. How many days have no classes?

   _____

2. How is this list organized?

   _____

3. How many convocation days are there? What are the dates?

   _____

4. When do fall and winter semesters start?

   _____

5. How many sessions can you attend throughout the academic year?

   _____

6. What do two asterisks mean?

   _____

7. Which classes resume on January 6th?

   _____

8. When do you think exams will be written?

   _____

9. What is due by July 9th?

   _____

10. What is the week of February 17th to the 21st for?

    _____

A2

Task Group: Interpret Documents

Level 2

College Program List

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.

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Don't Be Late for Class
Daily Warm Ups, Daily Skills Level 2
Pg. 111

Document Use Self-Assessment
http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/du_self_assessment.pdf

Document Use Indicator
http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/du_indicator.pdf

Developed by:
Dryden Literacy Association

College Program List

PROGRAM TITLE	COLLEGE	CAMPUS	AVAILABILITY	PROGRAM LENGTH	START DATE	WEBSITE
(AUTO) MOTIVE POWER FUNDAMENTALS - PARTS AND COUNTER PERSONNEL	LOYALIST	MAIN	CLOSED	1 ACADEMIC YEARS (PERIODS OF 8 MONTHS)	2013 - SEP	Visit
(AUTO) MOTIVE POWER FUNDAMENTALS - PARTS AND COUNTER PERSONNEL	LOYALIST	MAIN	OPEN	1 ACADEMIC YEARS (PERIODS OF 8 MONTHS)	2014 - SEP	Visit
3D MODELING & VISUAL EFFECTS PRODUCTION CERTIFICATE	HUMBER	NORTH	CLOSED	2 SEMESTERS	2013 - SEP	Visit
3D MODELING & VISUAL EFFECTS PRODUCTION CERTIFICATE	HUMBER	NORTH	OPEN	2 SEMESTERS	2014 - SEP	Visit
911 AND EMERGENCY SERVICES COMMUNICATIONS	SENECA	KING	CLOSED	1 ACADEMIC YEARS (PERIODS OF 8 MONTHS)	2013 - SEP	Visit
911 AND EMERGENCY SERVICES COMMUNICATIONS	SENECA	KING	OPEN	1 ACADEMIC YEARS (PERIODS OF 8 MONTHS)	2014 - JAN	Visit
911 AND EMERGENCY SERVICES COMMUNICATIONS	SENECA	KING	OPEN	1 ACADEMIC YEARS (PERIODS OF 8 MONTHS)	2014 - SEP	Visit
911 AND EMERGENCY SERVICES COMMUNICATIONS	SENECA	KING	OPEN	1 ACADEMIC YEARS (PERIODS OF 8 MONTHS)	2015 - JAN	Visit
ACCOUNTING CLERK-MICROCOMPUTER	CENTENNIAL	PROGRESS	CLOSED	2 SEMESTERS	2013 - SEP	Visit
ACCOUNTING CLERK-MICROCOMPUTER	CENTENNIAL	PROGRESS	OPEN	2 SEMESTERS	2014 - JAN	Visit
ACCOUNTING CLERK-MICROCOMPUTER	CENTENNIAL	PROGRESS	OPEN	2 SEMESTERS	2014 - MAY	Visit
ACCOUNTING CLERK-MICROCOMPUTER	CENTENNIAL	PROGRESS	OPEN	2 SEMESTERS	2014 - SEP	Visit
ACCOUNTING CLERK-MICROCOMPUTER	CENTENNIAL	PROGRESS	OPEN	2 SEMESTERS	2015 - JAN	Visit
ACCOUNTING CLERK-MICROCOMPUTER	CENTENNIAL	PROGRESS	OPEN	2 SEMESTERS	2015 - MAY	Visit
ACCOUNTING TECHNIQUES	SENECA	NEWNHAM	CLOSED	1 ACADEMIC YEARS (PERIODS OF 8 MONTHS)	2013 - SEP	Visit
ACCOUNTING TECHNIQUES	SENECA	NEWNHAM	OPEN	1 ACADEMIC YEARS (PERIODS OF 8 MONTHS)	2014 - JAN	Visit
ACCOUNTING TECHNIQUES	SENECA	NEWNHAM	OPEN	1 ACADEMIC YEARS (PERIODS OF 8 MONTHS)	2014 - SEP	Visit
ACCOUNTING TECHNIQUES	SENECA	NEWNHAM	OPEN	1 ACADEMIC YEARS (PERIODS OF 8 MONTHS)	2015 - JAN	Visit

College Program List

Refer to the above program list to answer the questions:

1. How many different colleges are listed?

2. How many categories of information are listed in the chart?

3. What does the word "**visit"** suggest that you can do?

4. You want to attend Humber College, how many courses are listed and which could you attend?

5. What is the time period that this program list covers?

6. How long is 1 academic year?

7. How many classes will be offered in the year 2015?

8. From looking at this chart, where would you go to find more information?

9. How many programs are closed for September 2013?

10. What do you think the difference is between 1 academic year and two semesters?

A2

Task Group: Interpret Documents

Level 3

Interpreting a College Website

Other Task Groups and Levels:
A1.3
B2.1
B2.2
C1.1

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

- ❑ Uses various conventions of more complex forms, tables, graphs, maps, to obtain meaning i.e. legends, symbols, and icons to comprehend and interpret data
- ❑ 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.

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Various Task-based Activities

http://measureup.towes.com/pdfs/SA4-D2.pdf

Workwrite Graphs and Charts Book 6. pg. 124

Telephone Directory

Document Use Refresher for Apprentices

Pg. 290

Developed by:
Dryden Literacy Association

Interpreting a College Website

1

AODA Training | College Network | Aboriginal Portal | mynorthern.ca | LEID

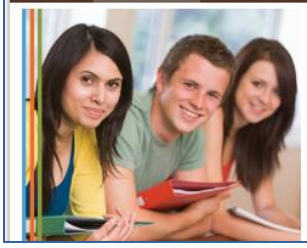
Northern COLLEGE
Your College. Your Community.

BOOK A CAMPUS TOUR
HAILEYBURY | KIRKLAND LAKE | MOOSONEE | TIMMINS

Search

A A+ A‡

About | Admissions | Programs | Apprenticeship Programs | Continuing Education | Distance Learning | Corporate Training | Home



Welcome to Admissions

Did You Get Your Admissions 2013 - 2014 Package?

If you received your Admissions Package and are looking for program information and forms - click here.

Information relating to tuition and fees - click here.

Housing and residence information - click here.

2013 - 2014 Payment / Registration form click here.

2

ADMISSIONS

- How to Apply
- Admission Requirements
- International Students
- Registration Procedures
- Awards & Bursaries
- Financial Assistance
- Tuition and Fees
- Transfer Agreements

INFORMATION

- About Northern College
- Current Students
- Advising Services
- Student Services
- International Students
- Second Career
- Learning Resource Centres
- Alumni
- Foundation
- Online Housing
- Careers at Northern
- News NC Blog

CAMPUS LOCATIONS

- Haileybury Campus
- Kirkland Lake Campus
- Moosonee Campus
- Timmins Campus
- Access People Finder

How to Apply

Applications to Northern are submitted year round to the Ontario College Application Service (www.ontariocolleges.ca) in Guelph. For post-secondary programs beginning in September, applications received by Ontario Colleges.ca by February 1, 2012 will receive equal consideration. Applications received after that date will be considered on a first-come first-served basis until no vacancies remain in the program in question.

• To apply online visit: www.ontariocolleges.ca or to apply by telephone: 1.888.892.2228

If there are more qualified applicants than spaces available in a given program, selection of those to be offered admission shall be made based on specific academic requirements, grades, testing and other criteria as determined by the College, respecting the equal consideration date.

Confirming Your Offer of Admission

You must confirm your acceptance on or before May 1, 2013. If you receive this package after May 1, 2013, please refer to the confirmation deadline noted in your offer of admission letter. An offer of admission does not guarantee you a seat in the program. To hold your program seat, you must confirm your offer of admission by the date specified and achieve any outstanding academic admission requirements by July 31, 2013.

How do I confirm my offer online?
• Go to the Ontario Colleges website at ontariocolleges.ca
• Login using your USERNAME and PASSWORD
• Click on the VIEW OFFERS tab
• Click the CONFIRM button in the left column for the offer you wish to accept

How do I confirm my offer by telephone?
• Call Ontario Colleges at 1.888.892.2228
• Make sure you have your OCAS number available

When and How to Pay Your Fees

Reminder: tuition fee deposit deadline is June 17, 2013.

If a minimum tuition fee deposit is not paid by the June 17th deadline you may forfeit your seat in the program. For offer of admission packages received after June 17, 2013, your tuition fee deposit deadline is the same as the confirmation date stated in your offer of admission letter. Please contact the campus you will be attending when submitting your tuition fee payment.

For students studying at a distance, please contact distance-ed@northern.on.ca or call 705.235.3211 ext. 2409.

How do I make a tuition fee payment?
• In person: visit the Student Services department at your campus between the hours of 8:00 a.m. and 4:00 p.m., pay by cash, cheque, VISA, MasterCard, debit card, or money order
• Phone: pay by VISA or MasterCard
• Fax: pay by VISA or MasterCard
• Mail: send cheque or money order (payable to Northern College) to the campus you will be attending with your OCAS number clearly noted – ensure that your payment arrives by June 17, 2013

Important Information for Sponsored Students
Applicants who are being sponsored by a third party and/or government agency must provide a letter verifying the sponsorship to the Student Services department at the campus you will be attending by June 17, 2013, or as indicated in your offer of admission letter.

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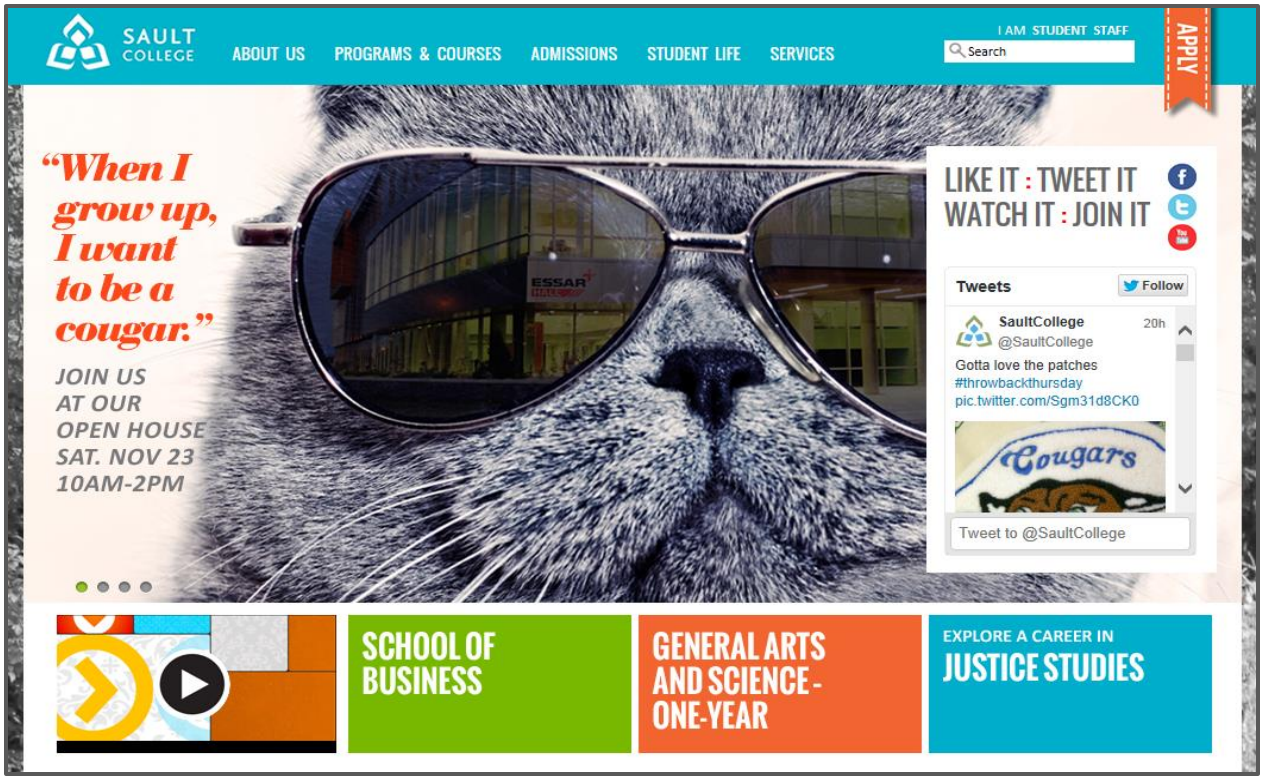
4

First Year Fee Table 2013-14

Program Name	Campus Code	Program Code	Tuition Fees	Mandatory Ancillary Fees	Total Fees
Addiction Counsellor	PC	A193	$2,607.52	$861.71	**$3,469.23**
Agriculture	HL	H146	$2,607.52	$861.71	**$3,469.23**
Animal Grooming	HL	H133	$2,607.52	$861.71	**$3,469.23**
BScN Nursing	KL	H152	$5,751.50	$861.71	**$6,613.21**
BScN Nursing	PC	H112	$5,751.50	$886.71	**$6,638.21**
Building Inspection Technician	PC	T092	$2,607.52	$1,861.71	**$4,469.23**
Building Inspection Technician - via Blackboard	PC	T092B	$2,607.52	$967.71	**$3,575.23**
Business Administration - Information Systems	KL	T015	$2,607.52	$836.71	**$3,444.23**
Business Administration - Information Systems	PC	T060	$2,607.52	$861.71	**$3,469.23**
CESD - 2yr	CK	B240	$2,607.52	$967.71	**$3,575.23**
CESD - 2yr	HL	B244	$2,607.52	$861.71	**$3,469.23**
CESD - 2yr	KL	B238	$2,607.52	$836.71	**$3,444.23**
CESD - 3yr (Compressed)	CK	B241B	$3,911.28	$967.71	**$4,878.99**
CESD -3yr (Compressed)	KL	B239B	$3,911.28	$836.71	**$4,747.99**
CESD - 3yr (Compressed)	HL	B245B	$3,911.28	$861.71	**$4,772.99**
Child & Youth Worker (Compressed)	KL	A086	$3,911.28	$836.71	**$4,747.99**
Child & Youth Worker (Compressed)	PC	A001	$3,911.28	$861.71	**$4,772.99**
Civil Engineering Technology	PC	T003	$3,911.28	$1,861.71	**$5,772.99**
College Vocational	HL	A197	$2,607.52	$861.71	**$3,469.23**

5



6

2013-2014 Fee Summary - First Year						
PROG	AAL	PROGNAME	Fall Total	Winter Total	Summer Total	Year Total
5212	1	ADVENTURE RECREATION	$2,134.60	$1,905.60		$4,040.20
4067	1	AIRCRAFT STRUCT TECH	$1,878.44	$1,825.44		$3,703.88
4061	1	AVIATION TECHNOLOGY	$2,951.00	$2,828.00	$2,828.00	$8,607.00
2035	1	BUSINESS	$1,765.35	$1,642.35		$3,407.70
2050	1	BUSINESS -ACCOUNTING	$1,765.35	$1,642.35		$3,407.70
2102	1	BUSINESS MANAGEMENT	$1,886.50	$1,763.50		$3,650.00
1055	1	CHILD & YOUTH WORKER	$1,765.35	$1,642.35		$3,407.70
4080	1	CIVIL ENG TECHNICIAN	$1,988.60	$1,905.60		$3,894.20
3400	1	COLLAB BSCN	$3,380.65	$3,247.65		$6,628.30
1120	1	COMMUNITY INTEGRATN	$1,765.35	$1,642.35		$3,407.70
2090	1	COMPUTER PROGRAMMER	$1,785.50	$1,662.50		$3,448.00
4097	1	CONS CARPENTRY TECH	$1,785.50	$1,662.50		$3,448.00
2078	1	CULINARY MANAGEMENT	$1,988.60	$1,905.60		$3,894.20

Answer the questions below by referring to the above online College information.

1. Which homepage link would you click to find the year Northern College opened?

2. The words in blue on the Northern's homepage are used to:
   a) Organize the website into sections
   b) Summarize the colleges activities
   c) Provide additional information on specific topics
   d) Introduce the school to students

3. What purpose does the link on Northern's homepage called "Continuing education" serve?
   a) To help students learn about available awards or bursaries
   b) To put relevant information about the college in one location
   c) To highlight positive college initiatives
   d) To give information about part-time general course offerings

4. How do you, and what are the steps to confirm your offer of admission online at Northern College?

5. Which link, on document three, should a high school graduate from Italy, living outside of Canada select to learn about tuition and fees?

6. What program at Northern do these codes belong to, **KL** and **B239B?**

7. Which two social media sites are both colleges affiliated with?

8. Which college offers the lowest tuition fees for the Child and Youth Worker Program? What is the difference in price?

9. What is the most expensive course listed for each college?

10. What is the price difference between the Civil Engineering Program offered at both Colleges?

A3

Competency: Find and Use Information

Not Rated

Extract Information from Films, Broadcasts and Presentations

Other Task Groups and Levels:
B2.1
D2
E1

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 details and summarizes content of sustained forms or oral communication containing implicit information and specialized vocabulary

Activity

Click on the following link to watch the video. Have the learner take notes and share what they have learned with their instructor.
http://www.apprenticesearch.com/Resources/Video

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Vector Career Video Library

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

E-Channel Guided Tour

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

Adapted From:
http://www.apprenticesearch.com

B1

Task Group: Interact with Others

Level 1

Organizing Your Ideas

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

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 to complete the activity.
http://www.bbc.co.uk/skillswise/worksheet/en38pres-l1-w-organising-your-ideas

Practitioner Notes

Successful	Yes	No

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.lbspractitionertraining.com/images/stories/PDF/NewerISR/9.%20self-assessment_%20postsecondary.pdf

Emergency and Safety
Daily Warm Ups, Every Day Skills
Pg. 32

Adapted from:
BBC Skillswise

B1

Task Group: Interact with Others

Level 2

Student Life

Other Task Groups and Levels:
A1.2
A3
B2.1
D.2
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
- ❑ Reflects on what is heard
- ❑ Retells simple information
- ❑ Uses basic strategies to check understanding (ask questions, asks for repetition)

Practitioner Instructions

Click on the link to listen to the video "Student Life" and have the learner write down important facts that they've learned and share with classmates.

http://www.youtube.com/watch?v=KBOByQN-_tk&feature=player_embedded

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

OALCF Implementation Strategy
http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/9.%20self-assessment_%20postsecondary.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

Developed by:
Dryden Literacy Association

B1

Task Group: Interact With Others

Level 3

Sharing Ideas

Other Task Groups and Levels:
A1.2
B2.1
C2.2
E
F

Performance Descriptors

- ❑ Shows an awareness of factors that affect interactions, such as differences in opinion sand 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 an 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 verbal presentation. Provide extra paper if needed.

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

OALCF Implementation Strategy
http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/9.%20self-assessment_%20postsecondary.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

Developed by:
Dryden Literacy Association

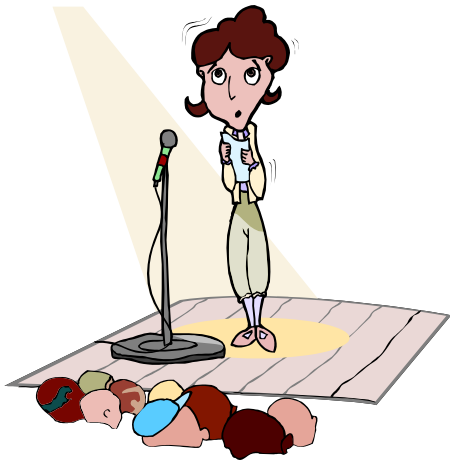
Sharing Ideas

The best way to improve your speaking skills is to speak.
Choose a topic you're already familiar with. Do whatever research is necessary (i.e. internet, library, informal interviews and magazines).

1. Plan, prepare and practise your presentation
2. Use a podium, if possible, and be sure to include visuals and/or graphics.
3. If you have access to a microphone, try it out.
4. Include a question and answer period, which will allow time for discussion.

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

1. Student Life at a College
2. Which College would you like to attend and why?
3. Living in residence
4. Music (classical, rap, punk, blues)
5. Living away from home
6. How to live on a shoestring budget
7. Comparing small town life to city life
8. Biography of your favourite person (a relative, a celebrity, a friend)
9. How the student union can help you
10. A medical condition and its treatment
11. Fishing/Hunting (recreational or commercial)
12. History of your town or province
13. Your favorite sport



B2

Task Group: Write Continuous Text

Level 1

Writing in a Genre

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

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

- ❑ 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

Practitioner Instructions

With the learner access the following link and complete the activity.
http://www.bbc.co.uk/skillswise/worksheet/en14para-l1-w-genre-writing

Practitioner Notes

Successful	Yes	No

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

Composing an Email
BBC Skillswise
http://www.bbc.co.uk/skillswise/worksheet/en11lett-l1-w-writing-an-email

Adapted From:
BBC Skillswise

B2

Task Group: Write Continuous Text

Level 2

Writing a Journal Entry

Other Task Groups and Levels: A1.2

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

Access the activity by clicking on the following link.

http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/WritingaPSWjournalentry_EASP_B2.2.pdf

Practitioner Notes

Successful	Yes	No

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://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/WriteaShortEssayWhatMakesaGoodFriend_SP_B2.2_D2.pdf

Various Activities

Read It Write It, Intermediate

New Readers Press

Adapted from:

www.taskbasedactivitesforlbs.ca

B2

Task Group: Write Continuous Text

Level 3

Essay Writing

Other Task Groups and Levels: A1.2

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 uses 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/EssayWritingTask_SP_A1.1_B2.3.pdf

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Various Activities

Read It Write It, Advanced

New Readers Press

Create a Personal Story

http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/PersonalStory_SP_A1.3_B2.3_D1.pdf

Adapted From:
www.taskbasedactivitesforlbs.ca

B3

Task Group: Complete and Create Documents A, "entries"

Level 1a

Request for Transcript

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

Performance Descriptors

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

Embedded Skills

- ❑ Enters information accurately in the appropriate place
- ❑ Completes a simple form with personal information
- ❑ 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

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Training Request

Document Use Refresher for Apprentices
Pg. 251

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-l1-w-completing-a-form

Developed By:
Dryden Literacy Association

Request for Transcript

You have completed your first semester of college and are considering transferring to another college located closer to home. You need a copy of your transcript to send to the local campus coordinator. Complete the transcript request form below. Note: The cost for one transcript by mail is $15.07, (includes taxes). Remember to include your Student ID number 450673.

First Name: Middle Name:

Last Name: Previous (or other) Name(s):

Student ID: Date of Birth: (DD/MM/YY)

Current Mailing Address:

Phone Number: Work Number:

Cell Number: E-Mail:

Student Signature:

☐ Transcript (s) Only ☐ Certificate / Diploma (includes transcript)

Program Attended: Years: to

☐ Pick-Up

☐ Fax To:

☐ E-Mail To:

☐ Mail (to above address)

☐ Mail To:

Number of Transcripts Requesting:

Total fee payable $

Remarks:

B3

Task Group: Complete and Create Documents B "create"

Level 1b

Create a To-Do List

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

- ❑ Writes a short list using familiar words
- ❑ Prints and writes legibly
- ❑ Makes a direct match between what is requested and what is entered

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Document Use Self - Assessment
Office of Literacy and Essential Skills
http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/du_self_assessment.pdf

Stress Less
My Front Yard, Dartmouth Literacy Network
Pg. 75

Adapted from:
Self-Management and Goal Setting
Pg. 79

Create a To-Do List

Select a long-term project from work or home that needs to be done. Set a completion deadline for it, if you don't already have one. Now break it down into smaller steps and specific tasks. List them one by one, and set up a timetable for all of them.

Task	**Start Date**	**Finish Date**

Now ask yourself: Is this timetable realistic? If not, revise it. When you decide that it is realistic try it!

B3

Task Group: Complete and Create Documents A "entries"

Level 2a

John's Calendar

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

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

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

Practitioner Notes

Successful	Yes	No

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

Ontario Learn
http://www.ontariolearn.com/en/?option=com_k2&view=item&id=3569

Adapted From:
Moving Forward
Pg. 274-275

John's Calendar

◄ May ~ June 2013 ~ July ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	Notes:					

Use John's calendar on the previous page to mark in John's appointments and tasks.

1. On June 11th, John has a dentist appointment at 3:00 p.m.

2. On June 14th John is going to a ball game with his friend, Bradley. He is meeting him at the west stadium entrance at 6:00 p.m.

3. From June 16th to the 22nd John is on vacation. He is going camping in Algonquin Park. He is leaving at 7:00 a.m. on the 16th.

4. John needs to buy a new cell phone card on the Friday before he goes away.

5. John wants to make a note to remember to pack his tent, sleeping bag, bug repellent, sunscreen, matches, flashlight, towel and camera, as well as his clothes.

6. On June 4th, John has a doctor's appointment at 10:00 a.m.

7. John goes to school two days a week – Mondays and Wednesdays from 9:00 a.m. to 2:00 p.m.

8. John's sister, Andrea, has a birthday on June 8th.

9. John's mother wants him to come over on June 9th for dinner.

B3

Task Group: Complete and Create Documents B "create"

Level 2b

College Comparison

Other Task Groups and Levels:
A1.1
B2.2
C4.1
D.2

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

Practitioner Instructions

Review the instructions with the learner and have them complete the activity. Provide extra paper as needed.

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Making a Timetable
Self-Management and Goal Setting Quick Skills
Pg. 17

Temperature Highs and Lows
CABS Online
http://www.lleo.ca/col/cabs_online.html
(requires registration)
CABS print based
Pg. 198-199

How Am I Doing?
Daily Warm Ups, Everyday Skills
Pg. 117

Developed by:
Dryden Literacy Association

College Comparison

You are preparing to go to college to study in Business Marketing, and haven't decided yet where you would like to go. Create a table that compares at least two colleges based on the following criteria:

a) Location – How far from home?

b) Costs and fees related to tuition

This task can be generated on a computer or done by hand. Either way, make sure it is well presented with proper formatting.

At the bottom of your page include a short summary of which college you would choose and why.

B3

Task Group: Complete and Create Documents A "entries"

Level 3a

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

Successful	Yes	No

Additional Sample Tasks

Document Use Self-Assessment Office of Literacy and Essential Skills
http://www.hrsdc.gc.ca/eng/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/

B3

Task Group: Complete and Create Documents B "create"

Level 3b

Create a Bibliography

Other Task Groups and Levels:
A1.3
B1.2
D.3 if digitally generated
E
F

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
- ❑ Draws from multiple resources as required (e.g. other documents and texts)

Practitioner Instructions

Review the activity with the learner and discuss the details, timeframe, format and method to be used. Provide extra paper as needed.

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Create a Digital Budget

Using Digital Technology

Pg. 77

Academic Studies English Research Skills,

Pg. 45

http://en.copian.ca/library/learning/academic/english/research/module2.pdf

Developed by:
Dryden Literacy Association

Create a Bibliography

Your task is to create a bibliography of resources you could use to write a research paper on one of the topics below. Use at least ten sources (books, pamphlets, magazine articles, web sites, etc.)

Step 1: Choose a topic from the ideas below

- How is technology affecting the youth of today?
- A career of your choice
- The environmental impact of the mining industry
- A current issue in your community or region

Step 2: Develop a rough draft of your bibliography using either MPA or APA format and discuss with your practitioner prior to completing your final copy.

Step 3: Revise your rough draft accordingly

Step 4: Create and print your final copy using a word processor of your choice.

B4

Task Group: Express Oneself Creatively

What's Your Learning Style

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

Have the learner complete the survey by clicking on the link below. Print the results and have the learner create a collage (i.e. use a variety of media), depicting the information that they've learned about themselves. http://www.ldpride.net/learning-style-test.html

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Wordle

http://www.wordle.net/create

Comic Generator

http://www.makebeliefscomix.com/Comix/

Poetry

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

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C1

Task Group: Manage Money

Level 1

Office Supply Flyer

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

Performance Descriptors

- ❑ Adds, subtracts, multiplies and divides whole numbers 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 leaner 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&iffsappid=BACE-OLES&iffssid=f472c635-4441-4d68-bf6f-828004fc1e02

Client Booklet: Numeracy Level 1
Office of Literacy and Essential Skills
http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/esna/Numeracy1Client.pdf

Developed by:
Dryden Literacy Association

Office Supply Flyer

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 I 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?

C1

Task Group: Manage Money

Level 2

Calculating Student Fees

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

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 checks accuracy (e.g. estimating, using a calculator, repeating)

Embedded Skills

- ❑ Adds, subtracts, multiplies and divides multi-digit whole numbers and decimals
- ❑ Converts between fractions, decimals and percent
- ❑ Finds a percent of a number

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Numeracy Self-Assessment

Office of Literacy and Essential Skills

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

Developed by:
Dryden Literacy Association

Calculating Student Fees

First Year Fee Table 2013-14					
Program Name	**Campus Code**	**Program Code**	**Tuition Fees**	**Mandatory Ancillary Fees**	**Total Fees**
Addiction Counsellor	PC	A193	$2,607.52	$861.71	**$3,469.23**
Agriculture	HL	H146	$2,607.52	$861.71	**$3,469.23**
Animal Grooming	HL	H133	$2,607.52	$861.71	**$3,469.23**
BScN Nursing	KL	H152	$5,751.50	$861.71	**$6,613.21**
BScN Nursing	PC	H112	$5,751.50	$886.71	**$6,638.21**
Building Inspection Technician	PC	T092	$2,607.52	$1,861.71	**$4,469.23**
Building Inspection Technician - via Blackboard	PC	T092B	$2,607.52	$967.71	**$3,575.23**
Business Administration - Information Systems	KL	T015	$2,607.52	$836.71	**$3,444.23**
Business Administration - Information Systems	PC	T060	$2,607.52	$861.71	**$3,469.23**
CESD - 2yr	CK	B240	$2,607.52	$967.71	**$3,575.23**
CESD - 2yr	HL	B244	$2,607.52	$861.71	**$3,469.23**
CESD - 2yr	KL	B238	$2,607.52	$836.71	**$3,444.23**
CESD - 3yr (Compressed)	CK	B241B	$3,911.28	$967.71	**$4,878.99**
CESD -3yr (Compressed)	KL	B239B	$3,911.28	$836.71	**$4,747.99**
CESD - 3yr (Compressed)	HL	B245B	$3,911.28	$861.71	**$4,772.99**
Child & Youth Worker (Compressed)	KL	A086	$3,911.28	$836.71	**$4,747.99**
Child & Youth Worker (Compressed)	PC	A001	$3,911.28	$861.71	**$4,772.99**
Civil Engineering Technology	PC	T003	$3,911.28	$1,861.71	**$5,772.99**
College Vocational	HL	A197	$2,607.52	$861.71	**$3,469.23**

1. Calculate your total cost, including a 13% tax, to attend the Civil Engineering Technology Program.

2. If fees are paid by September 30th students receive a 15% discount. What would the discount be for the BScN Nursing (H112) Program?

3. You have received $1500.00 bursary to put towards your college fees. How much will your total be to attend the Animal Grooming Program? What percent of the total cost are you saving?

4. What percent of the total cost of attending the Civil Engineering Program are the Mandatory Ancillary Fees?

C1

Task Group: Manage Money

Level 3

Money 101

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

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

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

Adapted from:
www.practicalmoneyskills.com

C2

Task Group: Manage Time

Level 1

Calculating Class Hours

Other Task Groups and Levels: A2.1

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

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

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Math Sense Measurement and Data Analysis
Unit 1 and 2

What Time Does the Program Start?
BBC Skillswise
http://www.bbc.co.uk/skillswise/worksheet/ma25time-e2-w-what-time-does-the-programme-start

Time Practice
GCF Learn Free
http://www.gcflearnfree.org/everydaylife/timepractice

Developed by:
Dryden Literacy Association

Calculating Class Hours

Northern COLLEGE

Northern College

Beth Crema
705-567-9291, ext./poste 3673
705-567-9295
distance-ed@northern.on.ca
www.northernc.on.ca

Business

Communications I **CM1903**
Sept. 4 - Dec. 5
E Tues, Wed & Thurs, 12:30pm - 1:20pm

Computer Applications for Business and Technology **IN1093**
Sept. 9 - Dec. 3
Mon, 9:30am - 10:20am
E Tues, 10:30am - 12:20pm

1. What is the total time spent in **Communications 1** per week?
2. What is the total time spent in **Computer Applications for Business and Technology** per week?
3. What is the total time spent in both classes per week?
4. If you missed Communications class on Tuesday, how many hours would you have attended for that class for 1 week?
5. How many weeks does each course run?
6. The courses above are listed in Eastern Standard Time. What time would the classes start if you lived in Central Standard Time?
7. Your Communications class ends at 1:20. What time is that using a 24 hour clock?
8. What number would you call for more information?

C2

Task Group: Manage Time

Level 2

Class Schedule

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

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

Successful	Yes	No

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

Class Schedule

Name: *Enrique*	Date: 19-11-13
9:00	Class orientation (to 10:00)
9:30	
10:00	
10:30	School Library tour
11:00	Math class (to 12:00)
11:30	
12:00	Lunch with Jill
12:30	
1:00	English class (to 2:00)
1:30	
2:00	Spanish class (to 3:30)
2:30	
3:00	School Ends
3:30	Meeting with guidance counsellor
4:00	Volunteer at Animal shelter
4:30	
5:00	Study group
5:30	
6:00	Pick up Jill

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

1. What month and day is the schedule for?

   _____

2. How many items does Enrique have on his schedule?

   _____

3. Enrique's Spanish class runs 4 times per week. How long does he spend in this class all together?

   _____

4. What fraction of Enrique's school day is spent in class?

   _____

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

   _____

6. Who does Enrique meet with at 12:00?

   _____

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

   _____

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

   _____

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

   _____

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

    _____

11. Enrique picks Jill up at 6:00 p.m., at the Army Cadets. What time will Jill expect him if she is using a 24h clock?

    _____

C2

Task Group: Manage Time

Level 3

Planning a Community Event

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. content, context)
- ❑ 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.

Practitioner Notes

Successful	Yes	No

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

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

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Planning a Community Event

Work with your practitioner to decide on a topic for your event. Some examples would include;

- Volunteer Recognition Event
- Bake Sale for Senior Centre
- Food Drive for Local Charity
- Community Garden Project
- Winter Clothing Round-up

1. Create a Gantt chart or table 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. Be sure to include:
   - Title
   - Label rows, columns and categories of information including headings and sub-headings
   - Identify the person responsible for each task
   - Include the amount of time each task will take

8. Edit your first draft and review it with your instructor prior to printing/handing in.

C3

Task Group: Use Measures

Level 1

Checking Temperatures

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

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

- ❑ Demonstrates understanding of standard units of measurement for length, weight, capacity and temperature
- ❑ Interprets and represents measures using symbols and abbreviations (e.g. inches as “, centimetres as cm, pounds as lbs., kilograms as kilos or kg)

Practitioner Instructions

Click on the link below to access and print the above activity. Review it with the learner and have them answer the questions. For additional assessment activities click on the sidebar link labeled “Various Measuring Activities”

http://www.bbc.co.uk/skillswise/worksheet/ma27temp-e3-w-reading-thermometers

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Make a Cake from a Cake Mix
http://taskbasedactivitiesforlbs.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/skillswise/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://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/MathMeasuresTest_EASP_A1.1_A2.1_C3.1_C3.2.pdf

Adapted From:
BBC Skillswise

C3

Task Group: Use Measures

Level 2

Walking the Trail

Other Task Groups and Levels:
A1.1
A2.2
B2.1
C2.1

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. 1/2, 1/4)

Embedded Skills

- ❑ Use common measuring tools such as ruler, scales and thermometers
- ❑ Chooses appropriate units of measurements (e.g. centimeters, meters, kilometers)

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Working Out Volumes of Everyday Objects
BBC Skillswise
http://www.bbc.co.uk/skillswise/worksheet/ma23capa-l1-w-practical-examples

Numeracy Client Workbook Level 2
Office of Literacy and Essential Skills
http://www.hrsdc.gc.ca/eng/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

Developed by:
Dryden Literacy Association

Walking the Trail

Walking the Trail

Use the above map to answer the following questions.

1. Use the map scale to estimate the distance between Queen Street and Lakeside drive.

2. If you were to walk the *Dryden Signature Trail,* approximately how many kilometres would it be? How many miles would it be?

3. If you were to walk from *Heather Drive* to *Grand Trunk Avenue* and decided to have a break at *Wice Road*, what fraction of the trip have you completed? What percentage is that?

4. What is the walking distance in meters to travel the length of *Sandy Beach Road*?

5. a) The distance between *Maple Road* to *Laura Howe Marsh* and along the *river* is approximately 9 km. If the average person walks 4.8 km per hour, how long would it take to walk the 9km?

   b) If you drink 1 liter of water for every 1.5 km you walk, how many litres of water would you drink?

C3

Task Group: Use Measures

Level 3

Calculating Measures

Other Task Groups and Levels: N/A

Performance Descriptors

- ❑ 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. calipers, multi-meters)
- ❑ 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
- ❑ Uses strategies to check accuracy

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 as needed.

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Backyard Swimming Pool
CABS-print based
Pg. 313

Construction Workers
Workwrite, Numeracy Book 7
Pg. 86

Adapted from:
Math Sense Algebra and Geometry

Calculating Measures

Part A: Choose the correct answer.

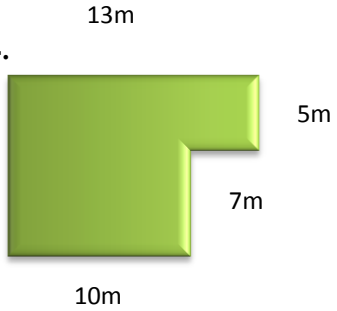
1. Cubic feet is a unit of measurement for:
a) Perimeter b) area c) volume d) surface area

2. Area is a measure of the space inside a:
a) Flat figure b) cylinder c) three-dimensional figure

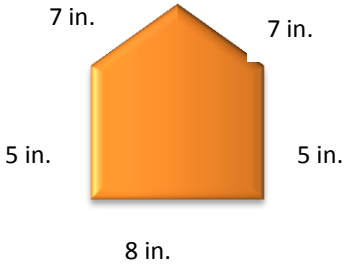
3. The sum of the areas of the faces of a three-dimensional figure is called the:
a) Volume b) perimeter c) diameter d) surface area

Part B: Find the perimeter of each figure.

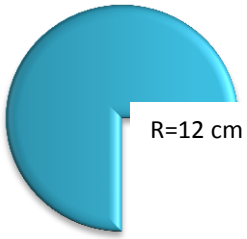
4.



5.

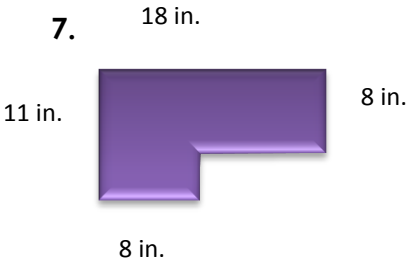


6.



Part C: Find the area of each figure.

7.



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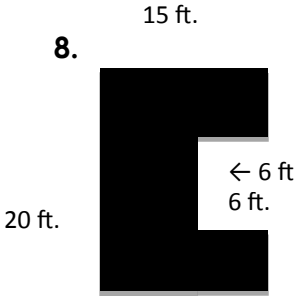

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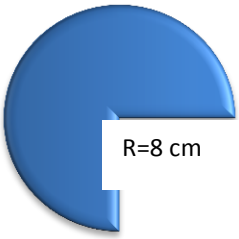
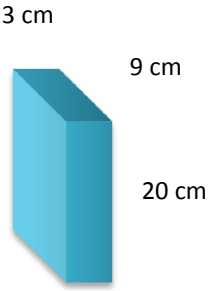
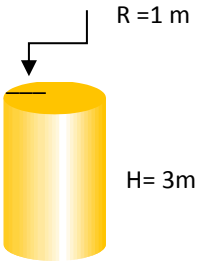


Part D: Find the Volume of each figure.

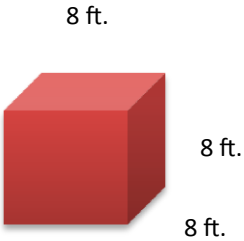
10.



11.



12.



C4

Task Group: Manage Data

Level 1

College Stats

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

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 charts 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

Successful	Yes	No

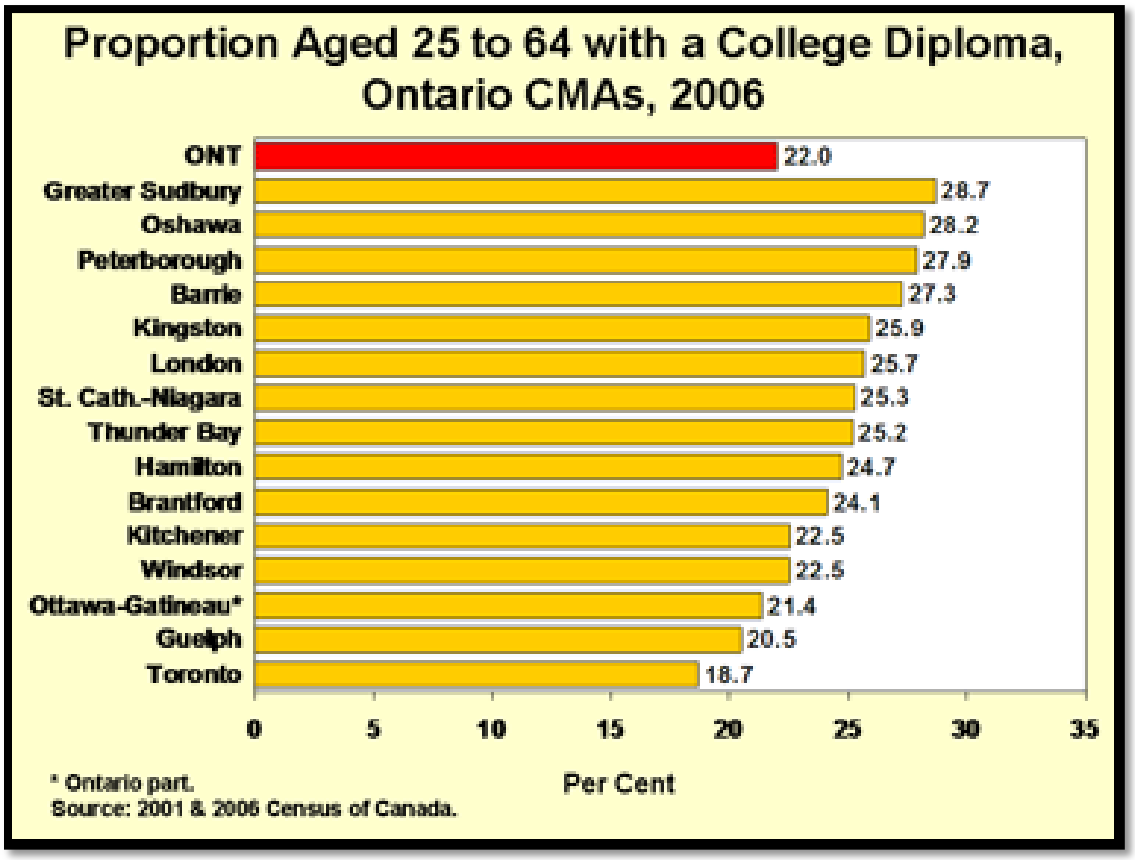
Additional Sample Tasks

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/ma37grap-l1-w-interpreting-line-graphs

Developed by:
Dryden Literacy Association

College Stats



Answer the questions by referring to the above survey.

1. What age group is this data referring to?
2. How many areas are represented in Ontario?
3. Who has the highest percentage of College Diplomas?
4. Which two have the same percentage of College Diplomas?
5. Which four have approximately the same percent of Diplomas?
6. Which areas are closest to the Ontario average?
7. How much more does the Greater Sudbury area have than Toronto?
8. Which area is closest to 20% and by how much?

C4

Task Group: Manage Data

Level 2

Graduate Employment Rates

Other Task Groups and Levels:
A1.2
A2.2
B2.1
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 rates and ratios
- ❑ 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

- ❑ Converts between fractions, decimals, and percent

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No

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

Developed by:
Dryden Literacy Association

Graduate Employment Rates

Part A

1. Which college has the highest graduate employment rate?

2. Calculate the difference between the highest and lowest rates.

3. What is the average among the top three colleges?

4. What is the median percent of the top 5 colleges?

5. What is the La Cité Collégiate graduate employment rate written as a fraction in lowest terms?

Graduate employment rate
April 17th, 2009 • Macleans.ca
Ontario Colleges Key Performance Indicators Survey

Survey of 2007-2008 graduates six months after graduation:

Graduate Employment Rate

College	Employed (%)
Algonquin	89.6
Collège Boréal	93.0
Cambrian	88.6
Canadore	87.8
Centennial	84.3
La Cité Collégiale	90.0
Conestoga	94.2
Confederation	92.2
Durham	86.5
Fanshawe	88.5
Fleming	87.9
George Brown	89.0
Georgian	92.4
Humber	89.1
Lambton	92.8
Loyalist	90.8
Mohawk	89.5
Niagara	88.9
Northern	93.0
St. Clair	89.2
St. Lawrence	91.6
Sault	87.8
Seneca	85.1
Sheridan	88.2
Provincial average	88.9

* Source: Colleges Ontario

6. Calculate how many colleges are in the 80 percent range and how many are in the 90 percent range and write this as a ratio.

Part B

Graduate satisfaction rate

April 17th, 2009 • Macleans.ca

Ontario Colleges Key Performance Indicators Survey

Six months after graduation, respondents were asked how satisfied they were with the usefulness of their college education in achieving goals after graduation.

Graduate Satisfaction Rate

College	Very Satisfied/ Satisfied (%)	Neither Satisfied/ Nor Dissatisfied (%)	Very Dissatisfied/ Dissatisfied (%)
Collège Boréal	87.2	8.1	4.8
Sault	87.0	8.3	4.7
Confederation	86.8	8.7	4.5
St. Lawrence	86.5	7.3	6.3
Canadore	86.3	8.8	4.9
St. Clair	86.3	7.4	6.3
Lambton	85.9	7.2	6.8
Northern	85.5	9.8	4.7
Cambrian	85.4	8.1	6.4
Algonquin	83.9	9.2	7.0
La Cité Collégiale	83.8	9.2	7.0
Georgian	83.6	9.2	7.3
Conestoga	83.2	9.9	6.9
Humber	82.9	9.5	7.6
Loyalist	82.7	9.4	8.0
Mohawk	82.7	9.0	8.3
Provincial average	82.7	9.6	7.7
George Brown	82.2	9.4	8.5
Sheridan	82.0	10.6	7.4
Fanshawe	81.1	10.3	8.7
Seneca	81.1	10.7	8.2
Niagara	80.7	10.6	8.7
Durham	80.0	10.2	9.8
Fleming	80.0	10.6	9.5
Centennial	78.4	11.5	10.1

* Source: Colleges Ontario

7. How many colleges are below the Provincial Average?

8. What is the median for column 2, Neither Satisfied nor Dissatisfied?

9. What is the mode of column 3, Very Dissatisfied/Dissatisfied?

10. Looking at both surveys, which college would you choose to attend and why?

C4

Task Group: Manage Data

Level 3

Analyzing Data

Other Task Groups and Levels:
A1.2
A2.2
C1.1
C1.2

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. Provide extra paper as needed.

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

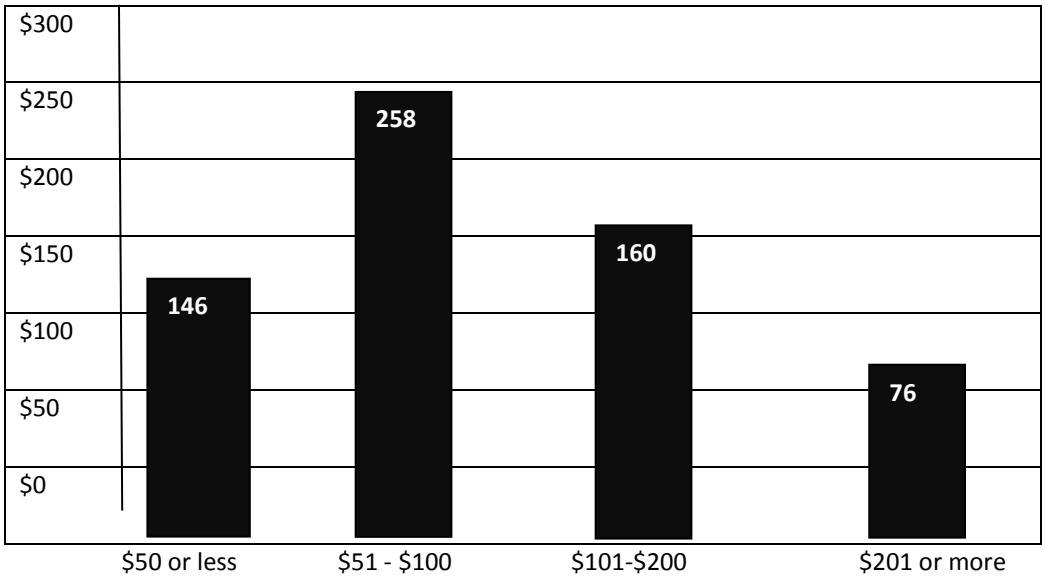
OALCF Implementation Strategy Resource
http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/9.%20self-assessment_%20postsecondary.pdf

Reaching Northern Hiring Targets
Numeracy at Work-Skillplan
Pg. 267

Adapted from:
Math Sense Measurement and Data Analysis

Analyzing Data

Questions 1 and 2 are based on the graph below



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?

Questions 4 – 7 are based on the table below

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

4. How much more profit does Alphonso Trailer Company make on each Move All trailer than on each Mighty Moe trailer?

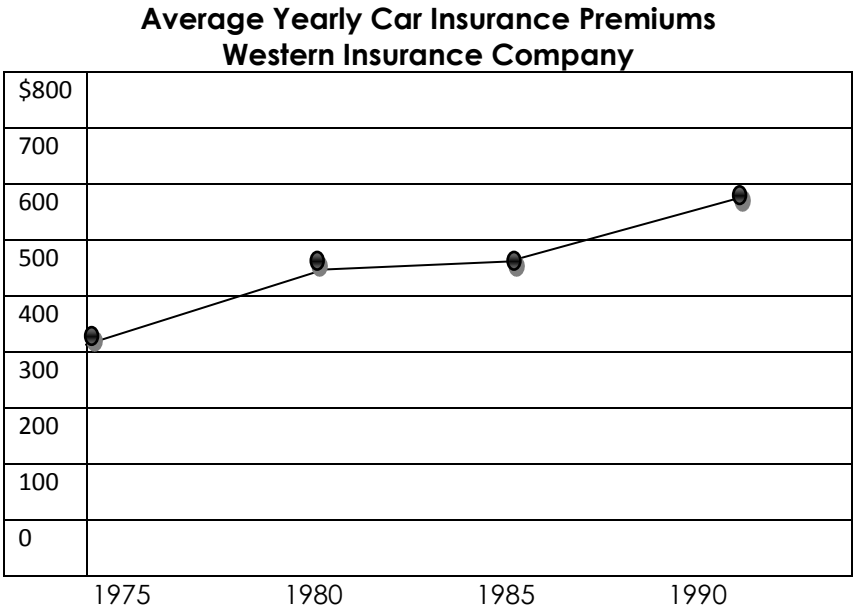
   a) $1,000 b) $1,400 c) $1,800
   d) $2,400 e) $2,800

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

Questions 8-10 are based on the line graph below



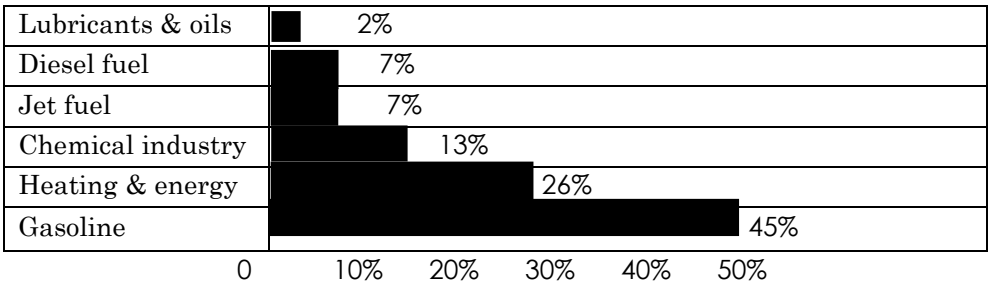
8. In which two years listed were Western's insurance premiums about the same?
   a) 1975 and 1980 b) 1975 and 1985 c) 1980 and 1985
   d) 1980 and 1990 e) 1985 and 1990

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)

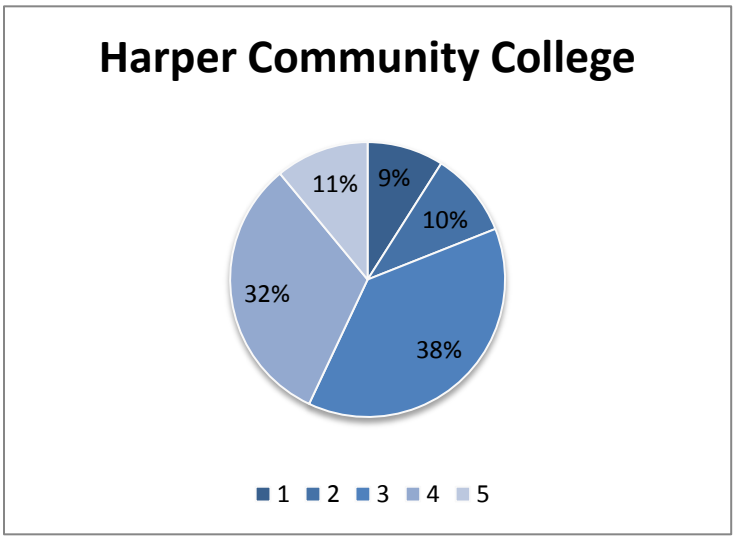


11. Of each 100 gallons of oil used in the United States in 1990, how many gallons were used in the chemical industry (production of plastic, etc.)?
    a) 2 b) 7 c) 13 d) 26 e) 45

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 ± 2%

1. - 9% - Below 20 yr.	**2. - 10% - 20-29 yr.**	**3. - 11% - 50 yr. and older**
4. - 32% - 40-49 yr.	**5. - 38% - 30-39 yr.**	

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) 1/10
    b) 1/8
    c) 1/5
    d) 1/3
    e) 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 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?

    _____

D

Task Group: Use Digital Technology

Level 1

Digital Notes

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

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)

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
- ❑ Interprets brief text and icons
- ❑ Opens files and documents from "Documents"
- ❑ Locates, describes and begins to use features of an MS Word Window

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Office of Literacy and Essential Skills
http://www.hrsdc.gc.ca/eng/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.lbspractitionertraining.com/images/stories/PDF/NewerISR/9.%20self-assessment_%20postsecondary.pdf

Developed by:
Dryden Literacy Association

Digital Notes

With your Instructor please complete the following 2 activities.

1. Locate and open the Sticky Note Application(available in Windows 7 and newer);
   a) Write a quick note stating that the classroom printer is not working

2. Locate and Open Word Pad;
   a) Write a note to your instructor informing them that you have an upcoming dentist appointment.

D

Task Group: Use Digital Technology

Level 2

Create a Pie Chart

Other Task Groups and Levels:
A1.1
A2.2
C4.1

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

- ❑ Open Microsoft Office Excel
- ❑ Begins to use a limited range of Excel features and options
- ❑ Formats a worksheet; enters data that is easy to interpret

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Online Mobile Phone Quiz
http://www.bbc.co.uk/webwise/accredited-courses/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

Creating a Pie Chart

As a post-secondary student you've been operating a small summer business to help earn money for school expenses. Although the business has been quite lucrative; profits don't seem to be as high this year. You've decided to do some number crunching and compare your profits to your expenses. You need professional looking documents because you will be presenting this information to your financial advisor.

1. Here are your total expenses and profit data for the past summer.

Ingredients	**$2,506.80**
Labour	**$3,760.20**
Overhead	**$3,133.50**
Other expenses	**$626.70**
Profits	**$2,506.80**

2. Create a circle graph (pie chart) that illustrates the above data using a spreadsheet program.

3. Include the date and your name on the bottom of the document.

4. Hand in your final copy to your instructor.

D

Task Group: Use Digital Technology

Level 3

Create a Presentation

Other Task Groups and Levels:
A1.2
A2.2
B1.1
B2.1
B3.2a
B3.3b
F

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.

Practitioner Notes

Successful	Yes	No

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/eng/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

Create a Presentation

Your task will be to create a presentation using Power Point or another software program of your choice.

With your instructor choose a topic to create a presentation that demonstrates your ability to use a wide range of software features.

Some examples could be: local charity services, a sports event, an autobiography/portfolio of yourself, a holiday or favorite destination.

Be sure to:

- Organize the information using features such as titles, headings, subheadings, text boxes and lists to support the message
- Use formatting styles such as fonts, shading, and size and colour of text to help present information clearly
- Include two visuals to help convey the information. One visual should be a table or graph; the second visual can be a photograph or clipart you copy into your project. Include a title for each visual.
- Include transitions, animations and sound
- Save, print and hand in

Deliver your final presentation to your instructor/classmates.

E

Task Group: Manage Learning

Level 1

My Support Network

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

Additional Sample Tasks

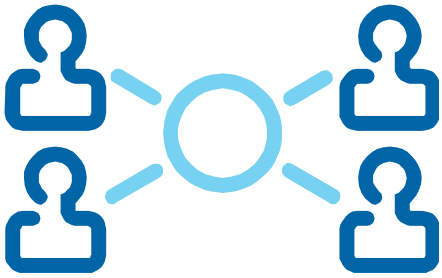
Self-Assessments
Office of Literacy and Essential Skills
1. Continuous Learning; http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/cl_self_assessment.pdf
2. Thinking; http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/thinking_self_assessment.pdf

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/continuweb/workplacebasicskills/workplacebasicskillsdocs/voice.pdf

My Support Network



Use the handout to chart your support structures as follows:

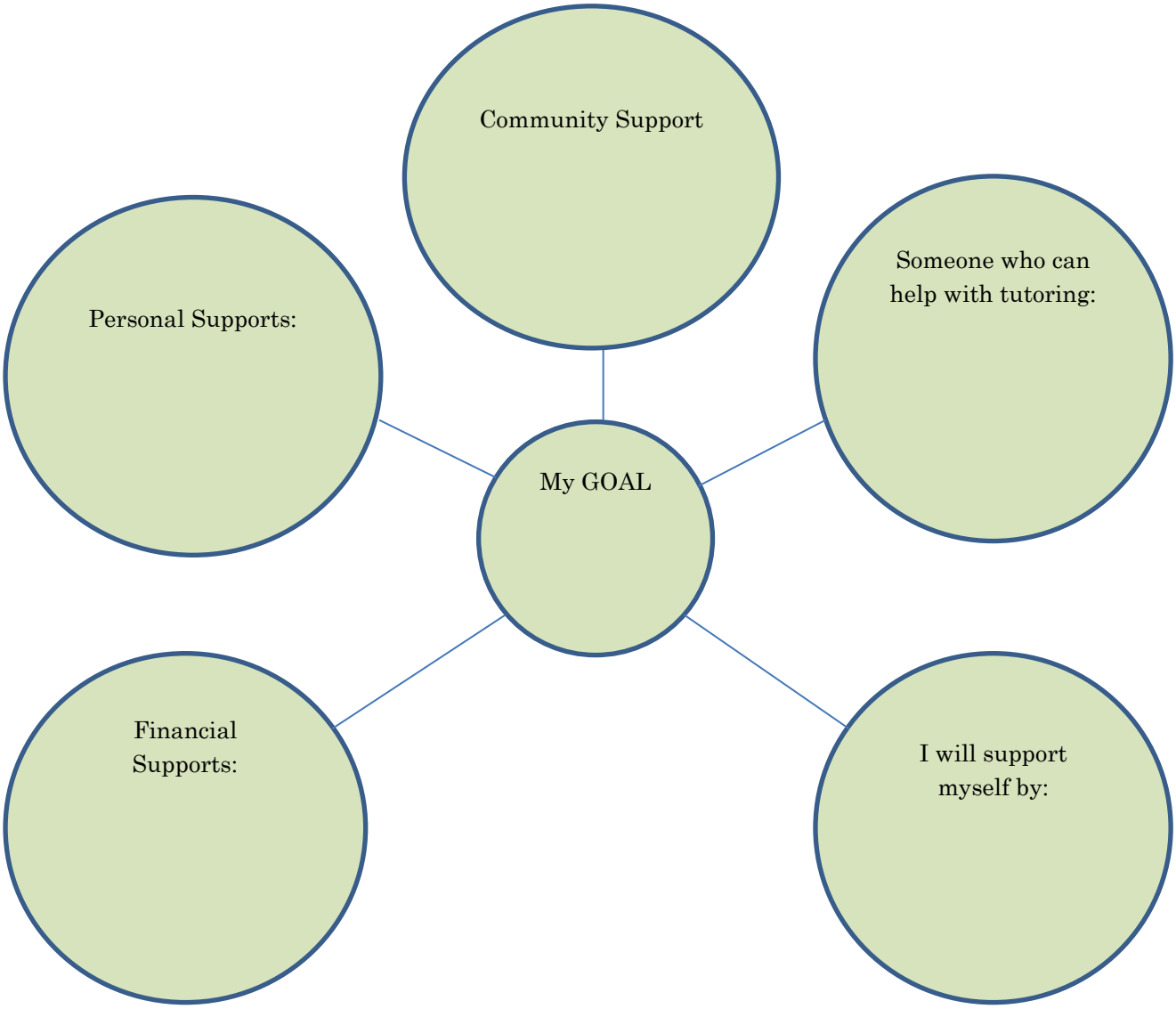
1. What personal supports do I have in place to help me succeed in my studies? Write their names.

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. Are there additional financial supports I can access? List their names.

4. Are there any College support groups in my community or online? List their names.

5. How can I best support myself to achieve my goals? Write what is required from you.


Community Support
Personal Supports:
Someone who can help with tutoring:
My GOAL
Financial Supports:
I will support myself by:

E

Task Group: Manage Learning

Level 2

Setting Goals

Other Task Groups and Levels:
A1.2
A1.3
A2.2
B2.2
B3.2a
C2.1

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 access the exercise click on the link below.
http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/wwo_tip_sheet.pdf

Practitioner Notes

Successful	Yes	No

Additional Sample Tasks

Self-Assessments
Office of Literacy and Essential Skills
1. Continuous Learning; http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/cl_self_assessment.pdf
2. Thinking; http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/thinking_self_assessment.pdf

E

Welcome Package 2
OALCF Implementation Strategy Resource
http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/4.%20welcome%20package_%20oalcf%20level%202.pdf

Adapted from:
The Office of Literacy and Essential Skills

E

Task Group: Manage Learning

Level 3

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 at 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

Successful	Yes	No

Additional Sample Tasks

Self-Assessments

Office of Literacy and Essential Skills

1. Continuous Learning; http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/cl_self_assessment.pdf
2. Thinking; http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/thinking_self_assessment.pdf

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

F

Task Group: Engage With Others

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

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

Additional Sample Tasks

OALCF Implementation Strategy
http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/9.%20self-assessment_%20postsecondary.pdf

Multiple Self-Assessments
Learning With Swagger-Print-based

What is Your Conflict Style?
Making it Work
Pg. 149-154

Adapted from: Monitoring Tools for Learners in a Group Setting: Rubrics and Spinners

Post-Secondary Credit Answers

A1.1	1. So he can read stories to his son Russ 2. She wants to work in a shop 3. Brad wants to go to College 4. They are learning how to read 5. Answers will vary
A1.2	1. Baltimore 2. A reform school 3. The Boston Red Sox 4. Yankee Stadium 5. Fifteen years 6. His legs gave out 7. Cancer 8. 53 9. Answers may vary
A1.3	1. Answers may vary
A2.1	1. 11 2. Term/Semester 3. 4 4. August 26, January 2 5. 3 6. Some programs and courses may have classes during the intersession periods. 7. Apprenticeship Programs resume Jan 6th 8. During intersession dates in all 3 sessions 9. Tuition Fees 10. Studying
A2.2	1. 4 2. 7 3. Course availability, open or closed 4. 2 listed, I could attend 3D Modelling & Visual Effects Production Certificate 5. September 2013-May 2015 6. 8 months 7. 4 8. Their website 9. 5 10. Answers may vary

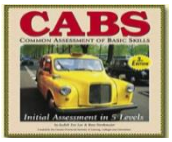
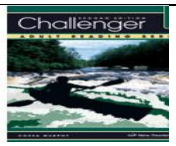
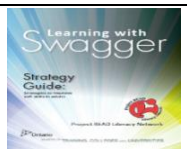
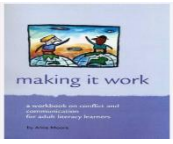
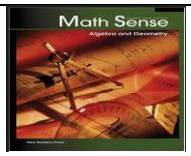
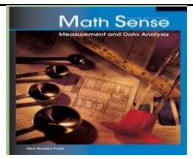
A2.3	1. About 2. C) 3. D) 4. Confirm by May 1, 2013 by either online or telephone Steps include; go to ontariocolleges.ca website, login with username and password, click on view offers tab, then click the confirm button 5. 2013-2014 International Tuition and Fees 6. CESD -3yr (compressed) 7. Twitter and Facebook 8. Sault College, difference of $1340.29 9. Northern- BScN Nursing Sault- Aviation Technology 10. $1878.79
A3	Practitioner must be present to see the Quiz results
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

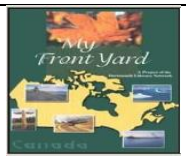
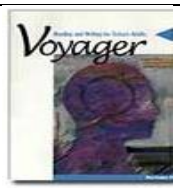
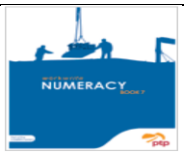
C1.1	1. Zwipes Zipper Binder 2. Report Cover 3. $9.79 4. $4.33 5. $7.22
C1.2	1. $6523.48 2. $995.73 3. It will cost you $1969.23, 43% 4. 32%
C1.3	Calculations will have to be reviewed by the instructor The learner must demonstrate enough of the Performance Descriptors to be successful
C2.1	1. 150 min 0r 2.5 hours 2. 160 min Or 2 hours and 40 min 3. 310 min Or 5 hours and 10 min. 4. 100 min or 1 hour and 40 min 5. Communications 13 weeks, CA for B 12 weeks 6. 11:30 and 8:30 7. 13:20 hours 8. 705-567-9291 ext. 3673
C2.2	1. November 19th 2. 10 items "School ends" is not an item 3. 6 hours 4. 3.5/9 5. 4:00 6. Jill 7. 5:00 8. 3.5 hours, 39% of his day is spent in class 9. 6:00 10. 15 min extra 11. 1800 hours
C2.3	Review the learner's work- The learner must demonstrate enough of the Performance Descriptors to be successful
C3.1	1. a) thermometers B, D and E b)17◦C c) 17◦C 2. a)Thermometer C b)15◦C c)14◦C 3. a) thermometer E is the only one over 18◦C b) thermometer E shows 19◦C 4. thermometers C and D

C3.2	1. apx. 2.5 km 2. apx. 5 km, 3 miles 3. 1.5/2 , 75% 4. 2500m 5. A) Apx. 1 hour and 48 min B) 6 bottles of water to go 9 km
C3.3	1. (c) 2. (a) 3. (d) 4. 50 meters 5. 32 inches 6. 80.52cm 7. 168 square inches 8. 264 square feet 9. 214.72 square centimeters 10. 540 cubic centimeters 11. 9.42 cubic meters 12. 512 cubic feet
C4.1	1. Ages 25-64(middle age) 2. 15 3. Greater Sudbury 4. Kitchener and Windsor 5. Kingston, London, St.Catherines and Thunder Bay 6. Kitchener and Windsor 7. 10% more 8. Guelph by .5%
C4.2	Part A 1. Conestoga 2. 94.2-84.3=9.9 3. 93.4% 4. 89.1% 5. 9/10 6. 10:9 Part B 7. 8 8. 9.4% 9. Roughly the 80's (they are most frequent as there are 6 of them) 10. Answers may vary

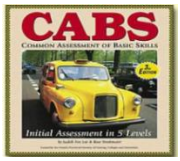
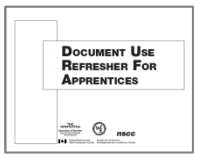
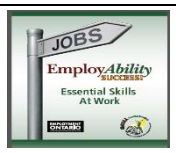
C4.3	1. $51-$100 2. (d) 25% 3. 27 4. (a) $1000 5. (d) $2325 6. (e) no mode 7. (b) Move All first, Mighty Moe last 8. (c) 1980 and 1985 9. (d) between $1000 and $1200 10. (d) 75% 11. (c) 13 12. (e) almost 7 times as much 13. (a) gasoline was the major use of oil in the United States 14. (b) 15. 1/10 or 10% 16. (d) 18 17. (b) 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

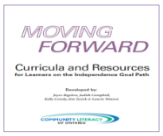
Post-Secondary Goal Path Resources

Print Based Resources	
10 Legends Workbook	
Common Assessment of Basic Skills (CABS)	
Challenger Series	
Daily Warm Ups for Every Day Skills	
Learning With Swagger	
Making Essential Skills Work for You	
Making It Work, by Anne Moore	
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 and Selected Learning Materials List documents at:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf

Web Based Resources	
Academic Studies English, http://en.copian.ca/library/learning/academic/english/iau-eng/shtstory/modul17c.pdf	
BBC Skillswise www.bbc.co.uk/skillswise	
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	
Document Use Refresher for Apprentices http://en.copian.ca/library/learning/nsde/doc_refresher_apprentices/doc_refresher_apprentices.pdf	
Employability Success http://www.quillnet.org/e-resources/emsu/emsu_wrkbk.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	
Literacy Works www.literacyworks.org	
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	
Moving Forward http://www.communityliteracyofontario.ca/resource/Moving_Forward_HI_RES_01.pdf	
Numeracy at Work http://www.skillplan.ca/tools-and-publications	
OALCF Implementation Strategy www.lbspractitionertraining.com	
Office of Literacy and Essential Skills http://www.hrsdc.gc.ca/eng/jobs/les/index.shtml	
Ontario Learn www.ontariolearn.com	

OSAP https://osap.gov.on.ca	
Poetry www.poetry.com/?vm=r	
Practical Money Skills www.practicalmoneyskills.com	
Self-Management and Goal Setting http://www.alibris.com/Quick-Skills-Self-Management-and-Goal-Setting-Douglas-Gordon/book/7660710	
Task Based Activities for LBS http://taskbasedactivitiesforlbs.ca/	
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