

# Common Assessment for the OALCF Goal Paths



Employment



## Acknowledgements

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### Project Advisory Committee

- Denyse De Bernardi, Le centre de formation du Nipissing
- Daniel Girouard, Centre d'éducation Alternative
- Lisa Houston, North Algoma Literacy Coalition
- Teena Bates Yarkie, Northern College
- Jamie Lafond, Mid North Network (MNN)
- Michel Robillard, Coalition ontarienne de formation des adultes (COFA)
- Kaitlin Taylor, Literacy Network Northeast (LNN)
- Annemarie Wesolowski, Literacy Northwest (LNW)

Project Coordinators Wendy Olson & Sandra Altenburg

Project Assistant Dorothy Daw

French Translation & Adaptation Coalition ontarienne de formation des adultes (COFA)

Independent Project Evaluator Adult Basic Education Association

Employment & Training Consultant Bartolo Pilato, MTCU

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

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For further information, please contact:



1116 Waterford Street - Thunder Bay, ON P7B 5R1

Telephone (807) 622-6666 Toll-free 1-800-461-9294 Fax (807) 622-5100

Email [admin@literacynorthwest.on.ca](mailto:admin@literacynorthwest.on.ca)

Web [www.northernliteracy.ca](http://www.northernliteracy.ca)

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## Key Development Skills for Employment Goal Path

Employment Goal Path	✓	Comp. & Level	<b>Key Development Skills:</b> The Key Development Skills below list the specific skills a learner needs to develop an employment goal. These Skills were drawn from goal path-specific research and development projects in Ontario. <a href="http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Employment_Oct_11.pdf">http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Employment_Oct_11.pdf</a>
<b>Personal Management Skills for and at Work</b>			<b>Self-Governing Skills:</b>
		E	<ul style="list-style-type: none"> <li>• Punctual</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Dependable</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Demonstrates a positive attitude</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Motivated</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Performs basic job duties</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Meets goals and deadlines</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Manages time appropriately</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Organized</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Identifies problems</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Solves problems</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Makes decisions</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Cooperates with others</li> </ul>
		E	<ul style="list-style-type: none"> <li>• Gets help if needed</li> </ul>
		F	<ul style="list-style-type: none"> <li>• Manages conflict</li> </ul>
		F	<ul style="list-style-type: none"> <li>• Takes responsibility on the job</li> </ul>
		F	<ul style="list-style-type: none"> <li>• Follows policies, rules, instructions</li> </ul>
		F	<ul style="list-style-type: none"> <li>• Speaks effectively</li> </ul>
		F	<ul style="list-style-type: none"> <li>• Listens attentively</li> </ul>
		F	<ul style="list-style-type: none"> <li>• Expresses/contributes ideas</li> </ul>
	F	<ul style="list-style-type: none"> <li>• Reads/writes as required</li> </ul>	
	F	<ul style="list-style-type: none"> <li>• Translates ideas into actions as necessary</li> </ul>	
	F	<ul style="list-style-type: none"> <li>• Adapts to changes in job routines as necessary- asks for and participates in training as necessary</li> </ul>	
	F	<ul style="list-style-type: none"> <li>• Learns on the job</li> </ul>	

<b>Employment Goal Path</b>	✓	<b>Comp. &amp; Level</b>	<p><b>Key Development Skills:</b> The Key Development Skills below list the specific skills a learner needs to develop an employment goal. These Skills were drawn from goal path-specific research and development projects in Ontario.</p> <p><a href="http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Employment_Oct_11.pdf">http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Employment_Oct_11.pdf</a></p>
<b>Academic Key Development Skills</b>			<b>Reading:</b>
		A1.2	<ul style="list-style-type: none"> <li>• Reads notes from supervisors, co-workers and customers to obtain instructions, procedures and information</li> </ul>
		A1.2	<ul style="list-style-type: none"> <li>• Reads notices, understands the importance and acts appropriately</li> </ul>
		A1.2	<ul style="list-style-type: none"> <li>• Reads instructions and carries out the procedure</li> </ul>
		A1.2	<ul style="list-style-type: none"> <li>• Reads emails and understands the content</li> </ul>
		A1.2	<ul style="list-style-type: none"> <li>• Reads and understands company memos</li> </ul>
		A1.2	<ul style="list-style-type: none"> <li>• Reads letters and or emails from customers and clients</li> </ul>
		A1.3	<ul style="list-style-type: none"> <li>• Keeps up to date on industry developments by reading and skimming through online articles, magazines or newsletters</li> </ul>
		A1.3	<ul style="list-style-type: none"> <li>• Reads forms to extract and interpret information</li> </ul>
		A1.3	<ul style="list-style-type: none"> <li>• Troubleshoots issues by referencing manuals, internet resources, and policy manuals</li> </ul>
		A1.3	<ul style="list-style-type: none"> <li>• Collates information through a variety of resources</li> </ul>
		A1.3+	<ul style="list-style-type: none"> <li>• Critically analyzes job-specific written materials and makes educated decisions accordingly</li> </ul>
			<b>Document Use:</b>
		A2.1	<ul style="list-style-type: none"> <li>• Interprets and understands commonly used symbols</li> </ul>
		A2.1	<ul style="list-style-type: none"> <li>• Uses lists and looks up basic information on tasks, activities and ingredients</li> </ul>
		A2.1	<ul style="list-style-type: none"> <li>• Reads labels and identifies items</li> </ul>
		A2.1	<ul style="list-style-type: none"> <li>• Reads tables and forms to extract information</li> </ul>
		B3.1a	<ul style="list-style-type: none"> <li>• Creates lists</li> </ul>
		A2.1	<ul style="list-style-type: none"> <li>• Reads and interprets basic signs and symbols with text</li> </ul>
		B3.1a B3.2a	<ul style="list-style-type: none"> <li>• Completes forms and records information</li> </ul>
	A2.2 B3.2a	<ul style="list-style-type: none"> <li>• Catalogues and has the ability to record information</li> </ul>	

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<b>Academic Key Development Skills</b>		B3.3a	<ul style="list-style-type: none"> <li>Collates information using multiple sources and documents</li> </ul>
		B3.2b B3.3b	<ul style="list-style-type: none"> <li>Creates tables that classify and organize information</li> </ul>
		A2.2 C4.2	<ul style="list-style-type: none"> <li>Utilizes information from graphs</li> </ul>
		B3.3a B3.3b	<ul style="list-style-type: none"> <li>Works with multiple documents and has the ability to synthesize, compare, decode and record</li> </ul>
			<b>Writing:</b>
		B2.1	<ul style="list-style-type: none"> <li>Writes notes for themselves to record key information and remember items</li> </ul>
		B2.3	<ul style="list-style-type: none"> <li>Takes notes for customers, supervisors and colleagues</li> </ul>
		B2.2	<ul style="list-style-type: none"> <li>Records clear instructions</li> </ul>
		B3.1a B3.2a	<ul style="list-style-type: none"> <li>Records information on forms</li> </ul>
		B2.2 D.2	<ul style="list-style-type: none"> <li>Writes emails to customers, supervisors and colleagues</li> </ul>
		B2.2	<ul style="list-style-type: none"> <li>Writes memos to customers, supervisors and colleagues to update and share information</li> </ul>
		B2.3	<ul style="list-style-type: none"> <li>Generates letters to clients, customers and suppliers to resolve complaints, answer inquiries and share information</li> </ul>
	B2.3	<ul style="list-style-type: none"> <li>Creates reports to present information to supervisors and suppliers</li> </ul>	

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<b>Academic Key Development Skills</b>			<b>Numeracy:</b>
		C4.1	<ul style="list-style-type: none"> <li>Counts items and inventory</li> </ul>
		C1.2 C1.2	<ul style="list-style-type: none"> <li>Adds prices from multiple items</li> </ul>
		C1.1	<ul style="list-style-type: none"> <li>Calculates and makes change</li> </ul>
		C3.1 C3.2 C3.3	<ul style="list-style-type: none"> <li>Measures time, distance, weight, dimensions, liquid, temperature, angles and air pressure</li> </ul>
		C1.3	<ul style="list-style-type: none"> <li>Compares costs from multiple sources</li> </ul>
		C4.2	<ul style="list-style-type: none"> <li>Manages inventory levels and schedules the correct number of items to order</li> </ul>
		C1.2	<ul style="list-style-type: none"> <li>Multiplies quantities, understands unit costs, calculates discounts and tax</li> </ul>
		C4.2 B3.3b	<ul style="list-style-type: none"> <li>Prepares inventory, weekly and monthly schedules</li> </ul>
		C3.2	<ul style="list-style-type: none"> <li>Uses rate to calculate quantities</li> </ul>
		C3.2 C3.3	<ul style="list-style-type: none"> <li>Calculates, manipulates and converts measurement for time, distance, weight, dimensions, liquid, temperature, angles and air pressure</li> </ul>
		C3.3	<ul style="list-style-type: none"> <li>Calculates, manipulates and converts measurement using patterns, trends and formulas for time, distance, weight, dimensions, liquid, temperature, angles and air pressure</li> </ul>

## Employment Goal Path -- Index of Activities

Competency	Task Group	Name of Activity	Other Competencies
<b>A: Find &amp; Use Information</b>  <b>Read Continuous Text</b>	A1.1	No Smoking Notice	A2.1- Interpret very simple documents B2.1 - Write Brief text
	A1.2	Read an Email Message	B2.1 - Write brief text C1.1- Manage Money
	A1.3	Summer Sun and Heat Threat	B2.3 Write longer text
<b>Interpret Documents</b>	A2.1	ULTRAFOAM Detergent	B2.1 - Write brief text
	A2.2	Suzie's Employee Handbook	B2.1- Write brief text
	A2.3	Flowcharts and Schematics	A1.1 - Read brief text B2.2 - Write text to explain
<b>Extract info from films, broadcasts and presentations</b>	A3	Extract Information from Films, Broadcasts and Presentations	B2.2 - Write text to explain D2 - Use Digital Technology



<b>Competency</b>	<b>Task Group</b>	<b>Name of Activity</b>	<b>Other Competencies</b>
<b>B: Communicate Ideas and Information</b>  <b>Interact with Others</b>	B1.1	Describing a Routine Task	F - Engage with Others
	B1.2	Brainstorming Solutions	B1.1 - Interact with Others F - Engage with Others
	B1.3	Exploring Ontario's Labour Market	A1.3 - Read longer text A2.3 - Interpret complex documents B2.3 - Write longer text B3.3b – Create complex documents C4.3 - Manage data – find, integrate and analyze D3 - Use Digital Technology F - Engage with Others
<b>Write Continuous Text</b>	B2.1	Writing A Memo	A1.1 - Read brief text A2.1 - Interpret very simple documents B3.1a – Complete documents - straightforward entries
	B2.2	Write a Business Memo	A1.1 - Read brief text A1.2 - Read text to locate & connect B3.1a – Complete documents – straightforward entries B3.1b - Create simple documents C4.1 - Make very simple comparisons

<b>Competency</b>	<b>Task Group</b>	<b>Name of Activity</b>	<b>Other Competencies</b>
<b>Write Continuous Text</b>	B2.3	Writing to Persuade	A1.2 - Read text to locate & connect E2 – Manage Learning
<b>Complete &amp; Create Documents</b>	B3.1a (entries)	Personal Information	A2.1 - Interpret very simple documents
	B3.1b (create)	Making a Form	A1.1 - Read brief text
	B3.2a (entries)	Filling in a Schedule	A1.1 - Read brief text A2.2 - Interpret simple documents to locate & connect C2.1 – Manage time
	B3.2b (create)	Create a Business Card or Flyer	A1.2 - Read text to locate & connect A2.2 - Interpret simple documents to locate & connect D2 - Perform well-defined multi-step digital tasks
	B3.3a (entries)	Health Benefits Claim Form	A2.2 - Interpret simple documents to locate and connect C1.1 - Compare costs & make simple calculations

<b>Competency</b>	<b>Task Group</b>	<b>Name of Activity</b>	<b>Other Competencies</b>
<b>Complete &amp; Create Documents</b>	B3.3b (create)	Scheduling an Activity	D3 Using Digital Technology
<b>Express oneself creatively</b>	B4	Life is A Circle	B1.1 - Interact with others B1.2 – Maintain interactions with others F - Engage with Others
<b>C: Understand and Use Numbers</b>	C1.1	Office Supply Flyer	A1.1 - Read brief text A2.2- Interpret simple documents B2.1 - Write brief text
	C1.2	Sale Time	A2.1- Interpret very simple documents
	C1.3	Comparing Costs	A1.1 – Read brief text A2.2 – Interpret simple documents A2.3 - Interpret complex documents B3.2b- Create simple documents C4.2 - Make low-level inferences to manage data D1-3 - Use Digital Technology
<b>Manage Money</b>			

Competency	Task Group	Name of Activity	Other Competencies
<b>Manage Time</b>	C2.1	Measuring Time Activities	A1.1 - Read brief text A1.2 – Read text to locate & connect A2.1 – Interpret very simple documents A2.2 – Interpret simple documents
	C2.2	Time Log	A1.1 - Read brief text A2.2 - Interpret simple documents to locate & connect B3.2a – Complete documents - use layout to determine entries
	C2.3	Scheduling Work Tasks	A1.2 - Read text to locate & connect B2.1 – Write brief text B3.2a - Complete documents – straightforward entries B3.1b - Create very simple documents B3.2b – Create simple documents D.2 - Perform well-defined multi-step digital tasks E.1 – Manage Learning

Competency	Task Group	Name of Activity	Other Competencies
<b>C: Understand and Use Numbers</b>  <b>Use Measures</b>	C3.1	Common Measurements	A2.1 – Interpret simple documents B3.1a – Complete documents - straightforward entries
	C3.2	Catering Job	A1.2 - Read text to locate & connect A2.2 - Interpret simple documents B3.1a – Complete documents - straightforward entries
	C3.3	Use Measures at Work	A1.2 – Red text to locate & connect A2.2 - Interpret simple documents A2.3 - Interpret complex documents B3.1a – Complete documents - straightforward entries
<b>Manage Data</b>	C4.1	Tree Emergencies	A1.1 – Read brief text A2.2 - Interpret simple documents to locate & connect
	C4.2	Employees by Location	A1.1 - Read brief text A2.2 - Interpret simple documents B3.1a – Complete documents - straightforward entries
	C4.3	Training Needs Analysis	A2.2 - Interpret simple documents B2.2 - Write texts to explain

<b>Competency</b>	<b>Task Group</b>	<b>Name of Activity</b>	<b>Other Competencies</b>
<b>D: Use Digital Technology</b>  Perform simple digital tasks	D.1	Keyword Search	A1.1 - Read brief text to B2.1 - Write brief text C4.1 - Compare costs & make simple calculations
<b>Perform well-defined, multi-step digital tasks</b>	D.2	Complete an Online Form	A1.1 - Read brief texts to locate specific details A2.2 - Interpret simple documents to locate & connect B2.1 - Write brief texts B3.2a - Use layout to determine entries C2.1 - Measure time & make simple calculations
<b>Experiment and problem solve to perform multi-step digital tasks</b>	D.3	Making a Brochure for a Business	A1.2 - Read brief text to explain A1.3 – Read longer text A2.1 - Interpret very simple documents B1.1 – Interact with Others B2.1 - Write brief text B3.2b – Create simple documents – use layout to determine entries

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

Competency	Task Group	Name of Activity	Other Competencies
<b>F: Engage with Others</b>	F	Team Player or Team Leader?	Team Player A2.2 - Interpret simple documents B3.2a – Complete documents - use layout to determine entries C4.1 – Manage data Team Leader A1.2 - Read text to locate and connect B1.2 - Maintain interactions B2.2 – Write text to explain B4 – Express Oneself





## No Smoking Notice

Other Task Groups and Levels:  
A2.1  
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

- 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
- Writes simple sentences leaving spaces between words
- Writes simple sentences to express thoughts

### Practitioner Instructions

Review the activity with the learner and have the learner read the No smoking notice and answer the questions.

### Practitioner Notes

Successful	Yes	No
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### Additional Sample Tasks

#### Reading a Memo

Employability Success  
Chapter 1, Jerry reads,  
pg. 30-32

[http://www.quillnet.org/e-resources/emsu/emsu\\_wr\\_kbk.pdf](http://www.quillnet.org/e-resources/emsu/emsu_wr_kbk.pdf)

#### Dishwasher Detergent Label

[http://taskbasedactivities.orlbs.ca/sites/default/files/pdf/DishwasherDetergentLabel\\_EI\\_A1.1\\_A2.1\\_A2.2\\_B2.1.pdf](http://taskbasedactivities.orlbs.ca/sites/default/files/pdf/DishwasherDetergentLabel_EI_A1.1_A2.1_A2.2_B2.1.pdf)

Adapted From:  
Workwrite,  
Workplace  
Communications  
Pg. 50 & 51

## No Smoking Notice



**Effective immediately, employees may no longer smoke in the North parking lot or in front of the building. Any employee wishing to smoke must use the East parking lot (beside the cafeteria).**

**In order to keep the smoking area clean, please use the ashtrays which have been installed at the East parking lot.**

*Thank you for your cooperation.*

# No Smoking Notice

**Instructions: Read the No Smoking notice and answer the questions below.**

1. Where may employees now smoke?

---

2. Where did employees smoke prior to the notice?

---

3. What date does the change go into effect?

---

4. Where is the east parking lot located?

---

5. What other information in the posting should the reader note?

---

# Read an Email Message

Other Task Groups and Levels:  
B2.1  
C1.1

## 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



## Embedded Skills

- Uses phonics and knowledge of word parts to decode more easily
- Uses knowledge of basic grammar, predictable word patterns and sentence structure in writing to understand word phrases and sentences
- Uses knowledge of basic spelling conventions and simple punctuation
- Uses context cues and personal experience to gather meaning from the text

### Additional Sample Tasks

#### Dress Code Policy Questions

Finding Your Way at Work-  
Print based  
Pg. 70

#### Scanning a Job Advertisement

BBC Skillswise  
<http://www.bbc.co.uk/skillswise/worksheet/en05skim-l1-w-scanning-a-job-advertisement>

Adapted From:  
Workwrite/  
Workplace  
Communications  
Pg. 145

## Practitioner Instructions

Ask the student to read the email message and answer the questions.

## Practitioner Notes

Successful	Yes	No
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# Read an Email Message

Rita Chalmers

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From: "Info Highway Hotel"

To: "Rita Chalmers" <rchalmers@orion.ca>

Date: October 3, 2013 11:53 AM

Subject: RE: availability

Thank you for your interest in Highway Hotel Thunder Bay. Here is the information you requested about our hotel.

Concerning availability for the dates of October 29, 30, we have 2 deluxe rooms, each with one queen-size bed. Unfortunately, there is limited availability on those dates due to several local events, and all king rooms are booked.

We recommend securing your reservation with a credit card. At the time of check-in, payment can be made with credit card, debit, cash or traveler's cheques.

Our cancellation policy is 24 hours in advance, or the first night of the reservation will be charged.

Rates: \$114.00 per night for Deluxe Accommodations (one queen bed).

With your rental, you have free access to our health center which includes pool, sauna, hot tub and weight room.

Breakfast is available for a set rate of \$7.95 per person.

Highway Hotel is located just east of downtown, approximately 10 minutes by car from the center of the city.

I hope I have been able to answer all of your questions. If you require more information, do not hesitate to contact us.

Best Regards,

Sharon Smith

Customer Service Representative

Highway Hotel Ltd., Thunder Bay

**Instructions: Read the Email message and answer the questions below.**

1. Who was the message sent to?
2. What is Sharon Smith's position at Highway Hotel?
3. Where is the hotel located?
4. What type of room did the customer originally request?
5. Why is the hotel unable to provide other accommodations during these dates?
6. Should customers need to cancel their reservation, what must they do in order to avoid paying any penalty fees?
7. Calculate the cost of booking two nights' deluxe accommodations, including breakfast for two each morning.

# Summer Sun and Heat a Threat

## 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
- Infers meaning which is not explicit in text Obtains information from detailed reading
- Uses organizational features such as heading to locate information
- Follows the main events of descriptive, narrative, informational, and persuasive texts
- Obtains information from detailed reading

## Embedded Skills

- Selects appropriate reading strategies; skims to get an overview of the content: scans to find specific information
- Uses a variety of conventions of formal texts to locate and interpret information - for simple research
- Writes to compare, explain and evaluate information

## Practitioner Instructions

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

## Practitioner Notes

Successful	Yes	No
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Other Task Groups and Levels:  
B2.3

### Additional Sample Tasks

#### The Super Highway of Life

CABS-Print based  
Level 4 cabs, Pg. 220

#### Essential Skills

#### Indicator

<https://srv212.services.gc.ca/ihst/Exam.aspx?sid=023dce1a-612b-41b7-8ea9bbbeb8c1349&lc=eng&iiffsappid=BACE-OLES&iiffsid=070938d0-d9b0-4ab0-8cfb-07bfc368c39d>

Adapted From:

Common Assessment of  
Basic Skills– Print based,  
Pg 228

## Summer Sun and Heat a Threat to Outdoor Workers

We've experienced numerous spells of sweltering weather this summer. While the days are growing shorter, sun and heat will continue to pose health risks to outdoor workers for several more weeks.

### **The sun and skin cancer**

People with light skin and poor tanning ability are at greatest risk. However, no one is "immune" to the damaging effects of solar radiation on the skin. The danger increases in direct proportion to the amount of time spent in the sun. It follows that skin cancer risk can be reduced by limiting exposure times. Remember that the strongest solar radiation occurs at midday.

Many landscape employees and other farm workers have to spend some time in the sun at peak periods of radiation. Best advice is to cover up. Wear long pants and long-sleeved shirts- not T-shirts and cut-offs! A full-brimmed hat is essential to keep sun off the ears and back of the neck. Ball caps offer little protection. Use a sunscreen lotion on the hands, face, and any other area of exposed skin.

Minimizing exposure to the sun is comparable to use of hearing protection. Precautions taken now can help individuals avoid serious medical problems in later year.

### **Other hot weather health hazards**

Heat and humidity also threaten the health of outdoor workers. Following is a review of some of the more common heat-related illness.

**Heat rash** develops when the skin is continuously wet with unevaporated perspiration. This typically occurs as a result of unrelieved exposure to humid heat. Sweat glands ducts become plugged, causing an inflammatory reaction. Symptoms include tiny, raised red blisters on the skin surface. The skin feels prickly when exposed to heat.

Treatment for heat rash includes application of mild drying lotions. Affected areas should be kept clean to prevent infection.

Heat fatigue is characterized by impaired performance of skilled, sensory motor, mental, or vigilance tasks under hot conditions. The effect is grater in people who are unaccustomed to working outdoors in the heat. Complaints include general discomfort and physiological strain. We need to be able to admit our limits, and get to cooler surroundings when symptoms of heat fatigue occur.

**Heat exhaustion** is caused by sustained exertion under hot working conditions, lack of time allowed for the body to adjust to heat, and failure to replace water and/or salt lost through perspiration. This condition is marked by fatigue, nausea, headache, and giddiness. The skin is clammy and moist, and the complexion pale and muddy with a hectic flush. Fainting may occur.

To prevent heat exhaustion, the body must be allowed a week or two to adjust to working in the heat. Activities should be slowly increased



during the adjustment period. Ample water should be consumed throughout the day. Consult a physician to determine whether or not supplementary salt is needed.

**Heat cramps** are indicated by painful spasms of arm, leg, or abdominal muscles. Symptoms can occur during or after work.

Heavy sweating while working for an extend period in the heat is the general cause of heat cramps. The condition is usually accompanied by consumption of large quantities of water without replacement of lost salt.

Prevention and treatment of heat cramps include adequate salt intake with meals. People who are unaccustomed to working in the heat may need to drink lightly salted water (0.1). Be sure to consult a physician before making dietary changes.

**Heat Stroke.** Clinical feature include hot, dry skin and elevated body temperature. Confusion, loss of consciousness, convulsions, and coma can occur as the body temperature continues to rise. Heat stroke can be fatal if treatment is delayed!

Heat stroke can be caused by sustained hot weather exertion by unacclimatized worker; lack of physical fitness and obesity; recent alcohol intake; dehydration; and chronic cardiovascular disease in the elderly. The conditions results from a failure to perspire adequately, which in turn leads to loss of evaporative cooling and an uncontrolled, accelerated rise in body temperature.

Workers need to be in good physical condition to minimize potential for

heat stroke. Gradual increase of work activities in the heat is recommended. Workers must be monitored closely during periods of sustained activity in severe heat.





# ULTRAFOAM Detergent

Other Task Groups and Levels:  
B2.1

## Performance Descriptors

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

## Embedded Skills

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

## Practitioner Instructions

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

## Practitioner Notes

Successful	Yes	No
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### Additional Sample Tasks

#### Food Labels

<http://www.gcflearnfree.org/everydaylife/foodlabels>

#### Workplace Policy

Finding Your Way at Work-  
Print based Pg. 61

#### Employment Self-Assessment

OLACF Implementation Strategy  
<http://www.lbspracticonertraining.com/images/stories/PDF/NewerISR/6.%20self-assessment %20employment.pdf>



Developed by:  
Dryden Literacy  
Association



18.9 l / 5 USG

Lot # 123456

# ULTRAFoAM Foaming Detergent

*Description:*

**ULTRAFoAM** is a concentrated, cherry-scented foaming detergent used in friction rollovers or tunnels.

*Recommended usage: 1/2 to 3/4 ounce/car*

**Refer to Material Safety Data Sheet prior to using this product**

**WARNING.** Corrosive Material. Causes burns.

**PRECAUTIONS:** Avoid contact with eyes and skin. Wear suitable protective clothing.

**FIRST AID:** If in contact with eyes, flush with water for 15 minutes. Call a doctor.

If in contact with skin, flush with water for 15 minutes. Call a doctor if irritation develops. If ingested, do not induce vomiting. Contact physician immediately.



# ULTRAFOAM Detergent

1. What is the name of the product?
2. What does this product do?
3. On what street is this business located?
4. What precautions should you take?
5. How much do you use per car?
6. Can this product be used to clean motorcycles or ATV's?
7. What do you do if the product is swallowed?
8. What should you do before using this product?

# Suzie's Employee Handbook



Other Task Groups and Levels:  
B2.1

## Performance Descriptors

- 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. Provide extra paper as needed.

## Practitioner Notes

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

### Additional Sample Tasks

**Dress Code Policy**  
Finding Your Way at Work  
Pg. 70 & 71


**Document Use Self-Assessment**  
[http://www.hrsdc.gc.ca/en/jobs/les/tools/assessment/document\\_use\\_self\\_assessment.shtml](http://www.hrsdc.gc.ca/en/jobs/les/tools/assessment/document_use_self_assessment.shtml)

**Document Use Indicator**  
[http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/du\\_indicator.pdf](http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/du_indicator.pdf)

Adapted From:  
Finding Your Way at Work  
Pg. 27

# Suzie's Employee Handbook

Suzie received an employee handbook and a floor plan in her new employee package her first day on the job. This is the table of contents from Suzie's Employee Handbook. Review its organization and contents and answer the questions on the next page.

<b>East Bridge Towers</b> 	
<i>Specialist in Long-Term Care</i>	
<b>Contents</b>	page
<b>Health &amp; Safety Policy</b>	1
<b>Our Organization</b>	2
Mission Statement	3
Team Members	4
Organization Chart	8
<b>Health &amp; Safety Rules</b>	9
<b>Policies &amp; Procedures</b>	11
Employee orientation	11
Emergency Evacuation	12
Inspections	14
<b>Training</b>	15
New Worker Orientation	15
Health & Safety Representative	17
First Aid	17
WHIMIS	18
Accident Investigation & Reporting	19
Management Orientation	20

# Suzie's Employee Handbook

Read the table of contents on the previous page in order to answer the questions that follow.

1. On what page number does the section on Health & Safety rules start?
2. How can Suzie find out when First Aid training is offered?
3. Which section should Suzie read to find out what to do with patients in the event of a fire?
4. Suzie wants to make sure she receives all the information she should during her orientation. Where can she confirm this?
5. What might Suzie learn from reading the organizational chart?
6. Where is Suzie likely to find a job description of the department supervisor?
7. What kind of benefits might Suzie learn about by reading the section on the employee benefits plan?



# Flowcharts and Schematics

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

## Performance Descriptors

- Performs complex searches using multiple search criteria
- Manages unfamiliar elements to complete tasks
- Integrates several pieces of information from documents
- Uses layout to locate information
- Identifies the purpose and relevance of documents
- Makes inferences and draws conclusions from information displays
- Identifies sources, evaluates and integrates information

## Embedded Skills

- Uses various conventions of formal texts as simple charts and lists to locate and interpret information
- Uses pictures and illustrations to gather information about the text
- Navigates various displays of information to locate information
- Follows simple written instructions

## Practitioner Instructions

Review the activity, at the following website, with the learner and have them complete the questions based on the information given in the documents.

<http://measureup.towes.com/pdfs/SA2-D2.pdf>

## Practitioner Notes

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



## Additional Sample Tasks

### Various Sample Tasks

[http://measureup.towes.com/english/testskills.asp?s\\_kill=document\\_use](http://measureup.towes.com/english/testskills.asp?s_kill=document_use)

### Comparing Information About Different Countries

<http://downloads.bbc.co.uk/skillswise/maths/ma36list/worksheet/ma36list-11-w-information-from-countries.pdf>

From the resource:  
Measure-Up/Towes

## Extract Information from Films, Broadcasts and Presentations



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

### Performance Descriptors (no indicators)

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

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

### Embedded Skills

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

### Activity

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

1) **Jobs in Ontario;**

<http://mygates.ca/video/jobs.in.ontario.html>

### Additional Sample Tasks

The activities below require the practitioner to develop their own questions

#### Vector Career Video Library

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

#### Looking for a Job

<http://www.servicecanada.gc.ca/eng/video/lj.shtml>

### Practitioner Notes

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

Adapted From:

[www.howstuffworks.com](http://www.howstuffworks.com)

# Extract Information from Films, Broadcasts and Presentations

1. List 4 occupations in the video, that don't need a college or university education.
2. List 4 types of skills required for the workplace.
3. Where would you go for help once you have decided on an occupation?
4. What are some of the benefits of training in the workplace?
5. Identify two new pieces of information that you have learned from watching this video.

**B1**

Task Group: Interact with Others

**Level 1**

## Describing a Routine Task

Other Task Groups and Levels:  
F

### Performance Descriptors

- Conveys information on familiar topics
- Chooses appropriate language in exchanges with clearly defined purposes
- Participates in short, simple exchanges with another person
- Gives short straight forwards 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

Read the following script to the learner, he/she can ask you to repeat all or part if necessary. Remind the learner to try to capture important details.

### Practitioner Notes



#### Additional Sample Tasks

##### Oral Communication Self-Assessment

[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/oc\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/oc_self_assessment.pdf)

##### OALCF Implementation Strategy

[http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/6.%20self-assessment\\_%20employment.pdf](http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/6.%20self-assessment_%20employment.pdf)

Developed By:  
Dryden Literacy  
Association

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

# Describing a Routine Task

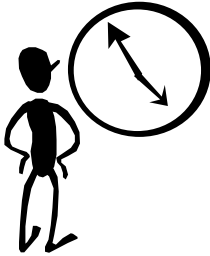
Describe to your instructor a routine task that you've done at either your last job or volunteer position.

For example;



**Taking a Message**

**Cleaning Equipment**



**Start of Shift Routine**

**End of Shift Routine**



Tips:

Try to be as clear and concise as possible; remember to explain each step in proper order.

## Brainstorming Solutions

Other Task Groups and Levels:  
B1.1  
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
- Speaks or signs clearly in a focused and organized way
- Rephrases to confirm or increase understanding
- Uses and interprets non-verbal cues

### Embedded Skills

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

### Practitioner Instructions

Click on the following link, choose one activity to complete with the learner. Have the learner brainstorm solutions and present them orally. They may use notes to help prepare their response.

[http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/problem\\_solved\\_employees.pdf](http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/problem_solved_employees.pdf)

### Additional Sample Tasks

#### OALCF Implementation Strategy

[http://www.lbspractitionertaining.com/images/stories/PDF/NewerISR/6.%20self-assessment\\_%20employment.pdf](http://www.lbspractitionertaining.com/images/stories/PDF/NewerISR/6.%20self-assessment_%20employment.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](http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/oc_self_assessment.pdf)

### Practitioner Notes



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

Adapted From:  
Office of Literacy and  
Essential Skills

## Exploring Ontario's Labour Market



### Performance Descriptors

- Shows an awareness of factors that affect interactions, such as differences in opinion and ideas, and social, linguistic and cultural differences
- Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- Participates in lengthier exchanges to problem solve and explore issues
- Varies, speed, tone, and emphasis to increase effectiveness of exchanges

### Embedded Skills

- Rehearse and revises material before making a presentation
- Is aware of the audience while presenting (notices if people are not listening, responds appropriately)
- Expresses ideas and opinions confidently, justifying them with details and evidence, facts and examples
- Responds to audience while presenting and adjusts delivery

### Practitioner Instructions

- 1) Have the learner develop a 10 min verbal presentation based on information from the following link.
- 2) Establish a time when the learner can deliver the presentation to an audience.

<http://www.ntab.on.ca/wp-content/uploads/2013-07-Ontario-Labour-Market-Bulletin.pdf>

### Practitioner Notes

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

### Other Task Groups and Levels:

A1.3  
A2.3  
B2.3  
C4.3  
D3  
M  
F

### Additional Sample Tasks

#### OALCF

#### Implementation Strategy

<http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/6.%20selfassessment %20employment.pdf>

#### Oral Communication Self-Assessment

Office of Literacy and Essential Skills

[http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/oc\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/oc_self_assessment.pdf)

Developed by:  
Dryden Literacy Association

## Writing a Memo

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

### Performance Descriptors

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

### Embedded Skills

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

### Practitioner Instructions

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

### Practitioner Notes

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

### Additional Sample Tasks

#### Client Booklet: Writing Level 1

Office of Literacy and Essential Skills

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

#### Writing Self-Assessment

Office of Literacy and Essential Skills

[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/writing\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/writing_self_assessment.pdf)

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





## Writing a Memo

- Send a memo to Alex Stuart.
- You are the person sending the memo.
- Use today's date.
- The subject is a “staff get-together”.
- In the memo, you want to remind Mr. Stuart to bring tablecloths for the stacking tables.

### MEMO

**To:**

**From:**

**Date:**

**Subject:**

## Write a Business Memo

### Performance Descriptors

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

### Embedded Skills

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

### Practitioner Instructions

Review the activity with the learner and discuss whether it will be completed digitally or hand written. Provide the learner with extra paper so they can draft, edit and revise their copy.

### Practitioner Notes

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

#### Other Task Groups and Levels:

A1.1  
A1.2  
A2.1  
B3.1a  
B3.1b  
C4.1  
D1

### 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 Letter of  
Complaint**  
Workwrite  
Workplace  
Communications  
Pg. 181



Adapted From:  
[www.taskbasedactivitiesforlbs.ca](http://www.taskbasedactivitiesforlbs.ca)

# Write a Business Memo

1. Choose two scenarios below.
2. Create and write a memo for each of the two scenarios (use a computer or hand write the memos). Use the sample memo template to understand the lay-out of a memo.
3. Edit the memos for layout, sentence structure, and spelling.
4. Complete the final copy of each memo.

**Scenario #1:** You work as a clerk in the personnel department. For the past six years you have taken your vacation in the usual summer months. This year, however, your sister is getting married and you will need to travel out of town and would like to take your two week vacation in October. You are aware that vacation leave is not normally granted at this time of year, but feel your reasons are valid. Write a memo to your unit head, Mr. Roberts, to inform him of your situation and request your vacation for October.

**Scenario #2:** You are the Training Co-ordinator. You have been asked to make arrangements for a half-day seminar at the Conference Centre. The seminar is for 25 Division Chiefs from various departments. Write a memo to the director of the Conference Centre, Mary-Ann Downs, making arrangements for space, tables, audio-visual equipment, and refreshments.

**Scenario # 3:** You are employed in the accounting department for a large company. Your department paper shredder has been causing problems because it gets used so much. Write a memo to the purchasing manager explaining the problem and requesting the purchase of a new larger capacity paper shredder. Provide a rationale for the expense.

# Memo

**To:** [Click **here** and type name]  
**From:** [Click **here** and type name]  
**CC:** [Click **here** and type name]  
**Date:** 29/04/2014  
**Re:** [Click **here** and type subject]

---

## How to Use This Memo Template

Select text you would like to replace, and type your memo. Use styles such as Heading 1-3 and Body Text in the Style control on the Formatting toolbar. To save changes to this template for future use, choose Save As from the File menu. In the Save As Type box, choose Document Template. Next time you want to use it, choose New from the File menu, and then double-click your template

# Writing to Persuade



Other Task Groups and Levels:  
A1.2  
E2

## Performance Descriptors

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

## Embedded Skills

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

## Practitioner Instructions

With the learner choose a topic for the essay and set appropriate timelines. Allow the learner enough time to draft a rough copy. Review the rough draft with the learner prior to the writing of the final copy. Provide extra paper as needed.

## Practitioner Notes

Successful	Yes	No
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## Additional Sample Tasks

### Writing a Business Letter of Complaint

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/BusinessComplaintLetter\\_EI\\_A1.1\\_B2.1\\_B2.2\\_B2.3.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/BusinessComplaintLetter_EI_A1.1_B2.1_B2.2_B2.3.pdf)

**Letter to the Editor**  
CABS, Print Based  
Pg. 212

Adapted From:  
Common Assessment  
of Basic Skills  
Print based, Pg. 260

# Writing to Persuade

## Writing Topics

1. A landfill site is being planned in your neighbourhood; on what is presently farm land. You are opposed to it. Write an editorial for your local newspaper presenting your views and encouraging residents of the area to join you in protesting.
2. You work for a life insurance company which would like to attract more clients in the 18 to 21-year-old age group. Write a form letter persuading members of this group to call you for appointments.
3. You are the chairperson of the Parent Advisory Committee at your child's elementary school. The committee is concerned that proposed budget cuts may result in the loss of two teachers and four Educational Assistants from the school. Write a letter to your Board of Education outlining the concerns and requesting a review of the budget.
4. The teenagers in your small town have no activity center and they tend to hang out on the street or in the mall. Write a proposal to several local businesses requesting money or space to help establish a teen drop-in center.
5. You've been asked to do a spot on a television show for children aged 5 to 10. The topic is Safe Play. Write the script, explaining how they can avoid accidents and how they can resolve quarrels without physical fights.
6. You are running as an independent candidate in the upcoming provincial election. You hope to attract a lot of support from senior citizens in your riding. Write a form letter that will be sent to them in the mail, telling them why you are *their* candidate.

## Personal Information

Other Task Groups and Levels:  
A2.1

### Performance Descriptors

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



### Embedded Skills

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

### Practitioner Instructions

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

### Practitioner Notes

#### Additional Sample Tasks

##### Filling Out a Personal Information Form

Common Assessment of Basic Skills  
Pg. 91

##### Write Out Paul's Cheques

Essential Skills for Personal Success  
Pg. 46

##### Making a Deposit

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

Note: If using this activity the practitioner will need to observe the learner completing the activity

Developed By:  
Dryden Literacy Association

Successful	Yes	No
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# Personal Information

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone # \_\_\_\_\_ Cell # \_\_\_\_\_

Date of Birth \_\_\_\_\_

Medical Conditions \_\_\_\_\_

\_\_\_\_\_

Family Doctor \_\_\_\_\_

Phone # \_\_\_\_\_

Medications \_\_\_\_\_

\_\_\_\_\_

Emergency Contact \_\_\_\_\_

Phone # \_\_\_\_\_



# Making a Form

Other Task Groups and Levels:  
A1.1

## Performance Descriptors

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



## Embedded Skills

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

## Practitioner Instructions

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

## Practitioner Notes

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

## Additional Sample Tasks

### Employee Extension List

Workwrite Volume 1  
Pg. 50-51

### Self-Assessment Package

OALCF  
Implementation  
Strategy  
<http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/6.%20self-assessment%20employment.pdf>

Adapted From:  
BBC Skillswise

# Making a Form

You are organizing a raffle to raise funds for a charity. You need to design a form for the back of the tickets. Think about:

What information you need to know.

The order of the information.

Which information belongs together.

How much space is needed.

Here are some things you might be asked to fill in on a form. Will you need all of them? Which ones do you think your form should have?

today's date	last name	postal code
mobile number	signature	date of birth
home address	first name	home number
email address	age	city

## Filling in a Schedule

### Other Task Groups and Levels:

A1.1

A2.2

C2.1

### 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
- Reads times and dates
- Adds, subtracts, multiplies and divides whole numbers and decimals

### Practitioner Instructions

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

### Practitioner Notes

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

### Additional Sample Tasks

#### Employee Schedule

Workwrite Volume 1, Pg. 118 -119

#### Job Application

GCF Learn Free

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

Note: If using this activity the practitioner will need to observe the learner while completing it

#### Complete and Accident Report Form

BBC Skillswise

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

Adapted From:

Workwrite Volume 1,  
Pg. 124—125



# Filling in a Schedule

**Instructions: Follow the directions below to complete the blank schedule.**

1. Enter the employees' names in alphabetical order by last name.

Tran, Si  
Pratto, Sven  
West, Jennifer  
Migneur, Ray  
Nichols, Jay  
Meyer, Chris  
Ventresca, Nicole  
Morrison, Jack  
Wright, Carl  
Coleman, Stuart  
Milan, Simona

2. Write in the shifts for the following employees.

- a) Stuart Coleman: Tuesday, 8:00 to 12:00, 1:00 to 5:00
- b) Nicole Ventresca: Monday, Wednesday and Friday, 9:00 to 1:00
- c) Simona Milan: Saturday 8:00 to 1:00, 2:00 to 6:00.

3. Calculate the total hours worked by each employee each day and enter the total in the bottom column.

# Hardware Plus

## SERVICE CENTRE

<b>NAME</b>	<b>SUN MAR 12</b>	<b>MON MAR 13</b>	<b>TUES MAR 14</b>	<b>WED MAR 15</b>	<b>THUR MAR 16</b>	<b>FRI MAR 17</b>	<b>SAT MAR 18</b>
<b>TOTAL Hours</b>							

**B3**

Task Group: Complete and Create Documents B “create”

**Level  
2b**

# Create a Business Card or Flyer



**Other Task Groups and Levels:**  
A1.2  
A2.2  
D2

## Performance Descriptors

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

## Embedded Skills

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

## Practitioner Instructions

With the learner access the website below to download the resource Use Digital Technology Package 1 (all sections), pg. 39.

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

### Additional Sample Tasks

#### Learning Activity #2- Gardening

Recognizing life's Work  
Pg. 89

#### Temperature Highs and Lows

CABS Online  
[http://www.lleo.ca/col/cabs\\_online.html](http://www.lleo.ca/col/cabs_online.html)  
(requires registration)

CABS print based  
Pg. 198-199

## Practitioner Notes

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

Adapted From:

Using Digital Technology

**B3**

Task Group: Complete and Create Documents A “entries”

**Level  
3a**

# Health Benefits Claim Form



**Other Task Groups and Levels:**

A1.1

A2.3

B2.1

C1.1

## Performance Descriptors

- Uses layout to determine where to make entries
- Makes inferences to decide what, where, and how to enter information
- Draws from multiple sources as required
- Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete the task

## Embedded Skills

- Follows directions to complete a more complex document
- Makes multiple entries on more complex forms, tables, timelines and flow charts
- Sorts entries in to categories and subcategories
- Completes all required fields

## Practitioner Instructions

Review the activity with the learner and set a realistic timeframe to complete the form. First have the learner fill in the claim form using the receipts and then complete the questions.

## Practitioner Notes

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

### Additional Sample Tasks

#### Self Assessment 4

Towes/Measure Up

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

#### Completing an Accident Report

[http://taskbasedactivitiesforlrb.ca/sites/default/files/pdf/CompletingAnAccidentReport\\_EA\\_A1.3\\_A2.3\\_B1.1\\_B2.2\\_B3.3a\\_C2.1.pdf](http://taskbasedactivitiesforlrb.ca/sites/default/files/pdf/CompletingAnAccidentReport_EA_A1.3_A2.3_B1.1_B2.2_B3.3a_C2.1.pdf)

#### Literacy and Basic Skills, Participant Registration Form

EOPG Partners Gateway  
<http://www.tcu.gov.on.ca/en/eopg/tools/forms.html>

Adapted From:

Workwrite Volume 1, Pg. 286-289

# Health Benefits Claim Form

<b>Exeter Pharmacy</b>	
3472 South Road	
Vancouver	
02-07-02	
Prescription	\$29.05
Subtotal	\$29.05
<b>TOTAL</b>	<b>\$29.05</b>

<b>Exeter Pharmacy</b>	
3472 South Road	
Vancouver	
19-08-02	
Prescription	\$18.70
Prescription	\$29.05
Subtotal	\$47.75
<b>TOTAL</b>	<b>\$47.75</b>

<b>Fashion Frames</b>	
Prescription eyeglasses	
Frames	\$129.00
Lenses	\$93.00
<b>TOTAL</b>	<b>\$222.00</b>



<b>Assura</b> <b>Benefit Plan</b>	Extended Health Care Claim Form
--------------------------------------	------------------------------------

**Important**

- Read the instructions carefully. Incomplete forms will delay processing.
- Attach all receipts to claim form. Keep copies of all claims and receipts for your records.
- Assura may check the accuracy of the information supplied on this claim. Assura considers fraudulent claims a very serious matter.
- For details about your plan, please refer to Assura's benefit information package.

<b>Member Information</b>	Contract Number <b>377866</b>	Member SIN	Date of Birth Day / Month / Year / /
	Last Name	Given Name	Sex Male <input type="checkbox"/> Female <input type="checkbox"/>
	Street Address		Daytime Phone Number
	City	Province	Postal Code

<b>Family Covered by this Claim</b>	Spouse: Last Name	Given Name	Date of Birth Day / Month / Year / /
	Child: Last Name	Given Name	Relationship to You: Son <input type="checkbox"/> Daughter <input type="checkbox"/>
	Child: Last Name	Given Name	Relationship to You: Son <input type="checkbox"/> Daughter <input type="checkbox"/>
	Child: Last Name	Given Name	Relationship to You: Son <input type="checkbox"/> Daughter <input type="checkbox"/>

<b>Details of Claim</b>	Prescription Drugs	\$
	Out-of-Country Expenses	\$
	Vision	\$
	Other	\$
	<b>TOTAL CLAIM</b>	

Member Signature	Day / Month / Year / /
------------------	---------------------------

FOR ADMINISTRATIVE USE ONLY

## Member Information

Name: Alice Jones  
Address: 134 Main St., Apt. 809  
Vancouver, B.C. V6N 1H3  
Tel: 604-555-4321  
Date of Birth: September 1, 1962  
S.I.N.: 123 456 789

## Family Information

Spouse's Name: Michael Smith  
Date of Birth: August 18, 1959  
Daughter: Taylor Jones-Smith

# Health Benefits Claim Form

**Instructions: Complete the Assura benefits claim form and answer the following questions.**

1. What is the full name of the employee on the form?
2. What city does the employee live in?
3. How many individuals are covered by this claim, including the employee?
4. What will happen if the employee does not complete the claim form fully?
5. If the employee has a question about her benefits plan, what should she do?
6. Which section of the form would the employee write in expenses for eyeglasses?
7. Write the date the employee submitted this claim form. Follow the format shown here: July 4, 2001.

## Creating a Flow Chart

### Other Task Groups and Levels:

A1.1  
B1.2  
B2.1  
B3.3a  
D3

### 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
- Tries a variety of displays of the same data using computer applications and selects the type of graph that best represents the data



### Practitioner Instructions

Provide the learner with the instruction sheet and discuss the details, format and method to be used to complete the activity. Have the learner set a reasonable timeframe based on the chosen activity. To increase the complexity, have the learner create it digitally.

### Practitioner Notes

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

### Additional Sample Tasks

**Create a Digital Budget**  
Using Digital Technology  
Pg. 77

Adapted from:  
Finding Your Way at  
Work

# Create your own organizational chart

Create an organizational chart documenting the staff, supervisors and managers in your training program or in another workplace you are very familiar with. If you don't know every job title, you may leave some bubbles blank.

A large rectangular area with a dashed red border, intended for drawing an organizational chart. The area is currently blank, providing space for the user to create their own organizational chart.

# Life is a Circle



**Other Task Groups and Levels:**  
**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 familiar topic
- Participates in short, simple exchanges
- Speaks or sign clearly in a focused and organized way
- Understands one role and seeks clarification as required

## Practitioner Instructions

This task can be done with a group of learners or an individual learner. Review the activity with the learner. A pdf version can also be downloaded from the web by visiting:

<http://www.nald.ca/library/learning/christine/voice/page27.htm>

## Practitioner Notes

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

## Additional Sample Tasks

### Wordle

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

### Comic Generator

<http://www.makebeliefsc.comix/Comix/>

### Poetry

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

Adapted From:

V.O.I.C.E

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

# Life is a Circle

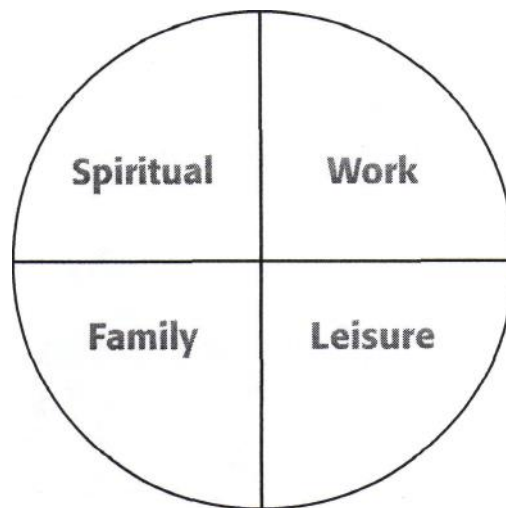
Purpose To have a visual of what is of value and recognize if one's life is balanced

Materials Various magazines, tape or glue, poster board, scissors, and markers

Time 2-3 hrs

## Instructions

- Spread a pile of magazines over the floor and ask the learner to choose three or four of them.
- Instruct the learner to cut out pictures that appeal to him/her. Allow about 30 minutes for this part of the exercise.
- Give the learner a poster board and a marker. Ask him/her to draw a large circle on their board and then section the circle into 4 quarters.
- Ask the learner to label each quarter as follows: **spiritual, work, family, leisure.**
- Tell the learner to choose one picture from their pile that he/she likes the best and set it aside.
- The learner will decide which pictures should be placed in each quarter of their circle. Once decisions are made, ask him/her to paste them to the board.
- The picture that was set aside can be pasted in the center of their collage.
- At the end of this activity, ask the learner to explain what their *Life is a Circle* collage means to them. Facilitators can ask the following kinds of questions:
  - Does your life look balanced?
  - What does the center picture mean to you?
  - Is the collage a good reflection of who you are or what you stand for?



# Office Supply Flyer

## Other Task Groups and Levels:

A1.1

A2.2

B2.1

## Performance Descriptors

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



## Additional Sample Tasks

**Numeracy Assessment**  
Office of Literacy and  
Essential Skills

[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/numeracy\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/numeracy_self_assessment.pdf)

**Cashier Counting Change**

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/CashierCountingChange\\_EI\\_A1.1\\_C1.1.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/CashierCountingChange_EI_A1.1_C1.1.pdf)

**Small Repair Project**

CABS-Print based  
Pg. 86

Developed by:  
Dryden Literacy  
Association

## Embedded Skills

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

## Practitioner Instructions

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

## Practitioner Notes

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



# Office Supply Flyer



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

**ONLY 68¢** Each



**STAPLES**  
Sheet Protectors  
• 25/pack  
40714

**SAVE 22%**  
**2.99** After Savings



**Zwipes**  
1.5" Zipper Binders  
• Comes with Zwipes pen  
650827

**SAVE 10%**  
**16.98** After Savings



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

**FROM 9.96** Each

**Earn 10 Bonus AIR MILES<sup>†</sup> reward miles**  
Buy any two Staples brand bright or pastel letter-sized colour paper packs and receive Bonus Air Miles



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

**500 sheets/pack 96 bright**

**HOT BUY 12.99** 1500 sheets per case



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

**SAVE 25%**  
**5.99** 500 sheets/pack After Savings



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

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

**Your Choice**  
**500 sheets/pack 96 bright**

**HOT BUY 7.99** Each

**Earn 5 Bonus AIR MILES<sup>†</sup> reward miles**

**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?

# Sale Time



Other Task Groups and Levels:  
A2.1

## Performance Descriptors

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

## Embedded Skills

- Adds, subtracts, multiplies and divides multi-digit whole numbers and decimals
- Represents costs and rates using monetary symbols, decimals, and percentages

## 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

#### Numeracy Indicator

[http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/numeracy\\_indicator.pdf](http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/numeracy_indicator.pdf)

#### Workwrite Series, Numeracy Book 7, Section 8

Pgs. 67 & 68

#### Calculating a Restaurant Bill

[http://taskbasedactivitiesforlbrs.ca/sites/default/files/pdf/CalculatingaRestaurantBill\\_E\\_A2.2\\_B3.2a\\_C1.2.pdf](http://taskbasedactivitiesforlbrs.ca/sites/default/files/pdf/CalculatingaRestaurantBill_E_A2.2_B3.2a_C1.2.pdf)

Adapted From:  
BBC Skillswise

# Sale Time

Fill in the blanks with the new prices of these sale items.

## Home Supplies Centre

Save on selected items

BBQ charcoal 10% off: was \$8.00 - now only \_\_\_\_\_

Outdoor chairs 20% off: was \$12.00 - now only \_\_\_\_\_

Sunshades 50% off: were \$10.00 - now only \_\_\_\_\_

## Sleepeasy Bed Company

Easter Sale - 25% off all double beds until May long weekend

'Princess' double deluxe: was \$200.00 - SALE price = \_\_\_\_\_

'Pharoah's Dream' king size: was \$400.00 - SALE price = \_\_\_\_\_

## GARDEN SOLUTIONS LTD.

May long weekend offer!!!

Shrubs 25% off: was \$20.00 – now = \_\_\_\_\_

10% off planters: was \$15.00 – now = \_\_\_\_\_

Compost 20% off: was \$5.00 – now = \_\_\_\_\_

# Comparing Costs

## Other Task Groups and Levels:

A1.1  
A2.2  
A2.3  
B3.2b  
C4.2  
D1-3

## 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
- Identifies a variety of ways to complete the task
- Finds, integrates, and analyses numerical information
- Organizes and displays numerical information (e.g. tables, graphs)
- Uses strategies to check 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

Review the activity and have the learner gather the materials (catalogues, brochures and flyers) required for the scenario they have chosen.

## Practitioner Notes



Successful    Yes    No

## Additional Sample Tasks

**Using Digital Technology, Package 1 (all sections)**  
Pg. 73

<http://alphaplus.ca/en/oalc/f/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](http://creditcanada.com/images/documents/ccds_money_management_budgeting.pdf)

Developed by:  
Dryden Literacy  
Association

# Comparing Costs

For this activity have the learner choose one of the following options with the materials they have collected and present their findings in a table format.

This activity can be done digitally or on paper.

- 1) You are working as a small business contractor and you need to compare the cost of purchasing 75-2x4x8 studs from 3 different hardware stores. Choose the best option for your small business.
  
- 2) You are working at a day care facility and your employer has asked you to compare the costs of lunch supplies from 2 different local grocery stores. Her list included 4 heads of lettuce, a dozen tomatoes, 8 cucumbers, 2-24 packages of buns and 24 mini yogurts. Calculate the best value.
  
- 3) You are working as a general office assistant and due to increased operating costs your employer has asked you to research the costs of specific office supplies from 2 different local vendors. Her list included paper clips, pens, file folders, copy paper and tape. Provide your employer with the best option.

# Measuring Time Activities

## Other Task Groups and Levels:

A1.1  
A1.2  
A2.1  
A2.2  
B3.1

## Performance Descriptors

- Adds, subtracts, multiplies and divides whole numbers and decimals
- Recognizes value in number and word format
- Understands chronological order
- 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)

## Embedded Skills

- Estimates and compares the duration of activities
- Measures time using common instruments, such as clocks, timers, and stopwatches
- Estimates and measures passage of time using minutes and hours
- Estimates amount of time to complete a task

## Practitioner Instructions

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

## Practitioner Notes

Successful	Yes	No
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## Additional Sample Tasks

### Time Unit

Ready for Work,  
print based  
Pg. 595

### Completing a Time Card

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/CompletingaTimeCard\\_E\\_A2.1\\_B3.1a\\_C1.1\\_C2.1.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/CompletingaTimeCard_E_A2.1_B3.1a_C1.1_C2.1.pdf)



Adapted From:  
BBC Skillswise

# Measuring Time Activities

There is no answer sheet for this task. You will need to check your answers yourself or with your tutor. Make sure you have a stop clock/watch to use and anything you might need to complete this activity. Digital stop clocks are easier to read, but you should also be able to read analogue ones. Try using both.

## Instructions

- Choose at least five of the following activities.
- Estimate (guess) how long it will take you to complete each one.
- Write down your estimate.
- Write down the time taken, get your tutor to check it if you can.
- How good were your estimates?

Activities	Estimate	Actual
1. Read a page of writing in a book.		
2. Touch your shoulders/toes ten times.		
3. Walk to the nearest post box and back.		
4. Walk to the nearest restaurant and back.		
5. Find a portable CD player in a catalogue.		
6. Find the word 'suddenly' in a dictionary.		



# Time Log

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

## 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

## Embedded Skills

- Reads and writes time to the hour and half-hour using analog clocks
- Converts fractions to decimals and vice versa
- 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. Provide extra paper as needed.

## Practitioner Notes



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

## Additional Sample Tasks

### Scheduling

Finding Your Way at Work,  
Print –Based  
Pg. 115 & 116

### Front Desk Schedule

Workwrite  
Communications  
Pg. 112 & 113

### Break Schedule

Workwrite Volume 1  
Pg. 114 & 115

Adapted From:  
Workwrite  
Communications

# Time Log

## ACTIVITY

**Instructions:** Employees at Close Call document their actual hours worked on the time log and then calculate the total hours worked for each day and for the entire week. The log entries for Bill Carroll are complete and can be used as an example. Write your answers to the following directions on the time log in the appropriate space.

1. Total Lynn's hours for Monday and Tuesday.
2. Total Lynn's hours for the week.
3. Total Roger's hours for the week.
4. Total Arnold's hours for Wednesday, Thursday and Friday.
5. Total Arnold's hours for the week.
6. Gisele worked Tuesday, from 1:00 p.m. to 9:00 p.m. She took a break between 3:00 p.m. and 4:00 p.m. Write her entry in the log, including the total hours she worked Tuesday.
7. Gisele worked a second shift on Friday, from 8:45 a.m. to 4:30 p.m. She took a break between 1:00 p.m. and 1:45 p.m. Write her entry in the log, including the total hours worked Friday.
8. Total Gisele's hours for the week.
9. Total all of the employee's hours for the week.
10. If the employees are paid on a bi-weekly basis, approximately what would the total hours be for 1 year?

# Close Call

## Long Distance Telephone Services

<b>JULY</b>		Mon 10	Tues 11	Wed 12	Thur 13	Fri 14	Sat 15	TOTAL HOURS
CARROLL, BILL	TIME IN	8:45	8:45		8:45			
	BREAK							
	BACK							
	TIME OUT	1:00	1:00		1:00			
	<b>HOURS</b>	<b>4.25</b>	<b>4.25</b>		<b>4.25</b>			<b>12.75</b>
CHU, LYNN	TIME IN	8:45	1:00					
	BREAK							
	BACK							
	TIME OUT	2:00	5:00					
	<b>HOURS</b>							
DAMEAN, ROGER	TIME IN						12:00	
	BREAK						2:30	
	BACK						3:00	
	TIME OUT						5:00	
	<b>HOURS</b>						<b>4.50</b>	
DERLAAR, ARNOLD	TIME IN			8:45 5	10:00	12:00		
	BREAK				1:00	1:30		
	BACK				2:00	2:00		
	TIME OUT			1:00	6:00	8:00		
	<b>HOURS</b>							
FINKEL, GISELE	TIME IN							
	BREAK							
	BACK							
	TIME OUT							
	<b>HOURS</b>							

## Scheduling Work Tasks

### 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, measures and compares time intervals to the nearest second
- Estimates how much time an activity should take to complete
- Adds, subtracts, multiplies, and divides measurements of time

### Practitioner Instructions

Have the learner read over the activity scenarios carefully and complete the attached schedule. Provide extra paper as needed.

### Practitioner Notes

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



#### Other Task Groups and Levels:

A1.2  
B2.1  
B3.2a  
B3.1b  
B3.2b  
D.2  
E.1

### 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

Adapted From:  
Workwrite Series Book 7

# Scheduling Work Tasks

Sometimes workers schedule tasks when they plan projects or events. Follow the steps below in order to schedule an event or project that will take place in the future. You may want to plan a school field trip or a project, such as creating a newsletter.

1. Start by making a list of the tasks that need be scheduled.
2. Estimate how much time each task might take. Decide whether tasks will extend over minutes, hours, days or longer. Write this information beside each task listed in Step 1.
3. Put tasks in order by deciding which tasks should happen first. To do this, write a number beside each task you listed in Step 1.
4. Decide when the event will take place or when the project will be completed.
5. Draw a table with two columns and one row for each task in the to-do list. You can use a word processing or spreadsheet program to help you do this.
6. Put the tasks in the first column of the table in the order they will take place.
7. In the column next to each task, schedule when the task should be completed.
8. Review the table to make sure that you have left enough time for all the tasks.
9. You may also want to decide who will carry out each task once a plan is in place.

**C3**

Task Group: Use Measures

**Level 1**

# Common Measurements

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

## 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
- Using common measuring tools, such as rulers, scales and thermometers
- Chooses appropriate units of measurements (e.g. temperature, elevation)
- Uses common standard units (e.g. meters, inches)
- Identifies and performs required operation
- Interprets and represents measures using whole numbers, decimals and simple common fractions (e.g. 1/2, 1/4)

## Embedded Skills

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

## Practitioner Instructions

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

## 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](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/en/jobs/les/docs/tools/numeracy\\_indicator.pdf](http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/numeracy_indicator.pdf)

Developed By:  
 Dryden Literacy  
 Association

# Common Measurements

Look at the following items. What would be the most suitable unit of measurement? Estimate each item and then measure to see how close you are.

<b>Object</b>	<b>Standard/Metric</b>	<b>Estimated measurement</b>	<b>Actual Measurement</b>
Height of a door			
Your instructors height			
Length of a desk			
Size of your computer monitor			
Size of a nail			
Length of an Ipad			
The size of a standard envelope			
The length of a table			

# Catering Job

## Performance Descriptors

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- Makes estimates
- Understands and uses ratios and proportion
- Converts units of measurement within the same system and between systems
- 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)
- Uses strategies to check accuracy

## Embedded Skills

- Uses common standard units (metres, inches) and non-standard units (e.g. paces, cupful, scoops)
- Recalls multiplication and division facts and uses them to estimate and do mental computation
- Multiplies using fractions, whole numbers and mixed numbers

## Practitioner Instructions



Review the instructions with the learner and have them complete the activity without using a calculator. Provide extra paper as needed.

## Practitioner Notes

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

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

### Additional Sample Tasks

#### Working Out Volumes of Everyday Objects

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/ma23capa-11-w-practical-examples>

#### Numeracy Client Workbook

Office of Literacy and Essential Skills

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

Developed by:  
Dryden Literacy  
Association



# Catering Job

## Dinner Rolls (makes 24)

6 tablespoons of shortening  
9 tablespoons of white sugar  
3 cups of hot water  
2 pkg of active dry yeast  
3 eggs beaten  
3 tsp salt  
6 3/4 cups all-purpose flour

1. Preheat oven to 350 degrees F.
2. Grease 24 muffin cups.
3. In a large bowl, mix the first three ingredients.
4. Allow to cool until lukewarm.
5. Mix in the yeast until dissolved.
  6. Mix in the egg, salt, and flour.
  7. Allow the dough to rise until doubled in size.
  8. Divide the dough into the prepared muffin cups. Allow to rise again until doubled in size.
  9. Bake for 10 minutes in the preheated oven.

**You're working as a caterer and preparing dinner rolls for 450 people. Estimate the amount of baking supplies you need to order. Refer to the recipe to:**

1. Calculate the quantities required to make 19 batches of this recipe. The first entry has been made.

<b>Ingredients</b>	<b>Single</b>	<b>19 batches</b>
Shortening	6 tbsp	106 tbsp

2. Figure out how much of each item should be ordered to make 18 batches of dinner rolls for next week.

Note:

- **Shortening:** each package contains approximately 32 tablespoons
- **Sugar:** each bag contains approximately 70 tablespoons
- **Salt:** each box contains approximately 96 teaspoons
- **Flour:** each bag contains approximately 22 cups

<b>Inventory</b>			
<b>Product Description</b>	<b>Supplier</b>	<b>On hand</b>	<b>To order</b>
2 kg bag sugar	Cisco Wholesale	0	
Yeast, 1/2 oz package	Cisco Wholesale	5	
Salt, 1 lb bag	Cisco Wholesale	1	
5 kg bag of flour	Cisco Wholesale	1	
454 g box of shortening	Cisco Wholesale	0	
Eggs, 12 per package	Henderson Farms	1	

## Use Measures at Work

### Other Task Groups and Levels:

A1.2

A2.2

A2.3

B3.1a

### Performance Descriptors

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- Manages unfamiliar elements (e.g. context, content) to complete tasks
- 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
- Converts units of measurement within the same system and between systems



### Additional Sample Tasks

#### Backyard Swimming Pool

CABS-print based  
Pg. 313

#### Construction Workers

Workwrite, Numeracy  
Book 7  
Pg. 86

### Practitioner Instructions

Have the learner access the following website and print and complete the self-assessment # 5 activity.

<http://measureup.towes.com/pdfs/SA5-N3.pdf>

### Practitioner Notes

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

Adapted from:  
Measure Up/Skillplan

# Tree Emergencies

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

## Performance Descriptors

- Adds, subtracts, multiplies and divides whole numbers and decimals
- Recognizes values in number and word format
- Identifies and compares quantities of items
- Understands numerical order
- Identifies and performs required operation
- Interprets and represents values using whole numbers, decimals, percentages, and simple common fractions
- Follows apparent steps to reach solutions
- Uses strategies to check accuracy



## Additional Sample Tasks

### Tables and Graphs

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/ma36list-11-w-reading-more-tables>

### Interpreting Line Graphs

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/ma37grap-11-w-interpreting-line-graphs>

## Embedded Skills

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

## Practitioner Instructions

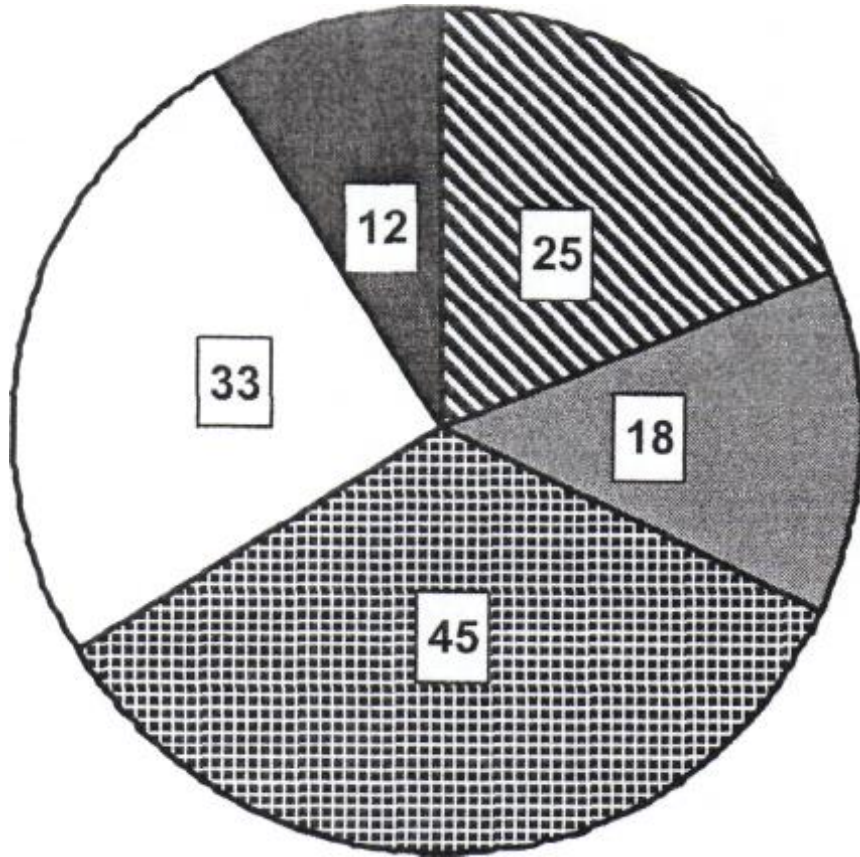
Have the learner read over the activity and answer the following questions based on the chart.






## Practitioner Notes

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

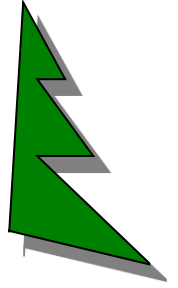
Adapted from:  
Workwrite Series,  
Numeracy Book 7

# Tree Emergencies



- Zone A 
- Zone B 
- Zone C 
- Zone D 
- Zone E 

Circle graphs often illustrate proportions. The circle represents the whole, and the proportion or parts of the whole are represented as pieces of the circle. Refer to the graphs used to display the location of tree emergencies to answer the questions below.



1. How many zones are represented in this graph?
2. In which zone were there the most tree emergencies?
3. How many tree emergencies were there in Zone E?
4. How many tree emergencies were there altogether in 2009?
5. How many more tree emergencies were there in Zone C than Zone E?
6. What is the difference in tree emergencies between Zone D and Zone A?
7. Which zone reported almost double the tree emergencies than Zone B?



## Employees by Location

**Other Task Groups and Levels:**  
**A1.1**  
**A2.2**  
**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 (e.g. crime rates) and ratios (e.g. shots-on-net to goals)
- Interprets, represents and converts values using whole numbers, decimals, percentages, ratios and simple, common fractions
- Chooses and performs required operations; may make inference to identify required operations
- Recognizes patterns and begins to identify trends in data
- Uses strategies to check accuracy

### Embedded Skills

- Calculates the mean and mode of a set of data; calculates percent
- Converts between fractions, decimals, and percent

### Practitioner Instructions

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

### Practitioner Notes

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

### Additional Sample Tasks

#### Marine Weather Forecasts

CABS-Print based  
Pg. 218

CABS-Online

[http://www.lleo.ca/col/ca\\_bs\\_online.html](http://www.lleo.ca/col/ca_bs_online.html)

(requires registration)

#### Math Sense- Measurement and Data Analysis

Adapted from:  
 Workwrite Series,  
 Numeracy  
 Book 7

# Employees by Location

Bar graphs use bars to represent quantities. The length of each bar represents quantity; when read together, the bars show how quantities relate to each other.

Refer to the bar graph to answer the questions below.

1. The graph shows the number of employees at each PharmaQuick location. What are the names of the four locations?

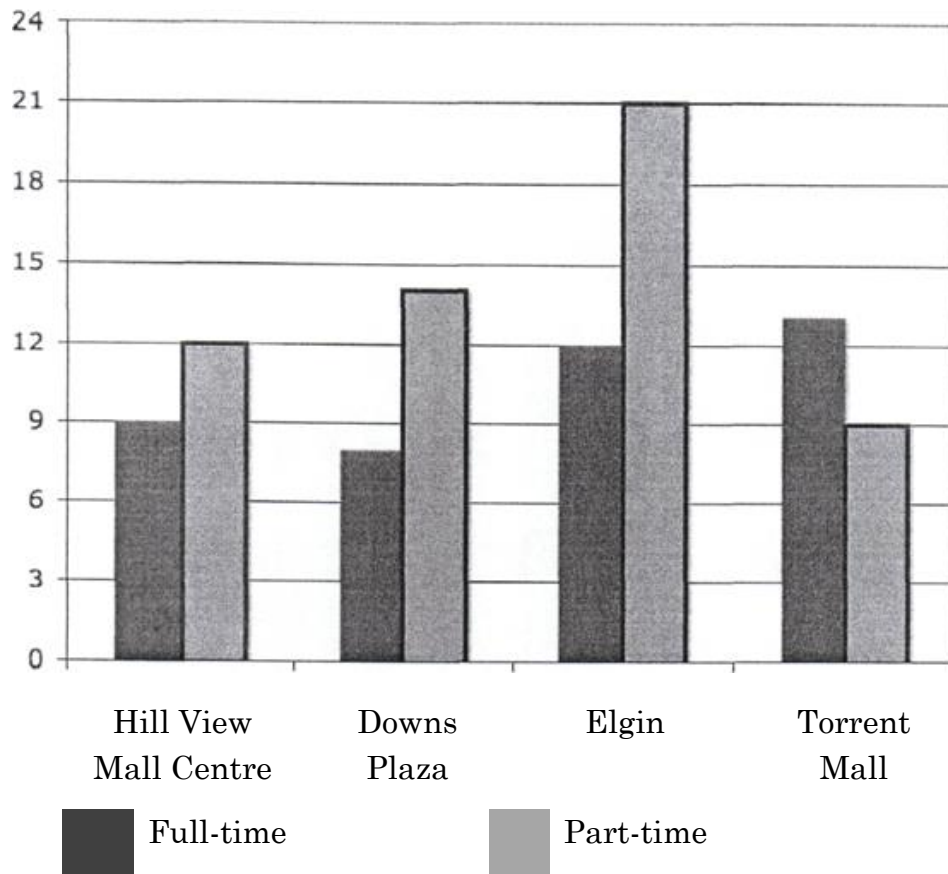
2. Calculate the total number of employees at each PharmaQuick location.

Hillview	Downs	Elgin	Torrent

3. Calculate the percent of PharmaQuick employees who work full-time.
4. What is the average number of part-time employees across the PharmaQuick locations?
5. What is the ratio of full- to part-time employees at the Elgin Centre location? Reduce the ratio to lowest terms.
6. Which other location has the same ratio of full- to part-time employees?
7. Describe the pattern of full- to part-time employees displayed in the graph.



## Employees by location



# Training Needs Analysis



**Other Task Groups and Levels:**  
A2.2  
B2.2

## Performance Descriptors

- 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
- Uses strategies to check accuracy

## Embedded Skills

- Identifies and describes trends in graphed data
- Calculates mean, median, and mode and uses them to describe data
- Makes predictions using data; identifies trends
- Manages unfamiliar elements (context, content) to complete tasks

## Practitioner Instructions

Review the activity with the learner and have him/her answer the questions. Provide extra paper for Question 6.

## Practitioner Notes

### Additional Sample Tasks

**Eskargo and OALCF Implementation Strategy Resource**  
<http://www.lbspracticitionertraining.com/images/stories/PDF/NewerISR/6.%20self-assessment%20employment.pdf>

**Premium Rates**  
<http://measureup.towes.com/pdfs/SA4-N3.pdf>

Adapted from:  
Workwrite Series,  
Numeracy Book 7

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

# Training Needs Analysis

Human resources and training departments monitor trends to identify areas where training would improve company operations. Refer to the training needs data to answer the questions below.

1. Information officers receive calls about six types of insurance. Which type of insurance do customers call about most?

---

2. At least some of all types of calls get directed to Level 11. On average, how many calls are directed to Level 11 Information Officers daily?

---

3. Express the total number of commercial liability calls received to the number that go to Level 11 as a ratio.

---

4. Calculate the percent of calls about life insurance that get directed to Level 11.

---

5. Calculate the percent of calls about group insurance that get directed to Level 11.

---

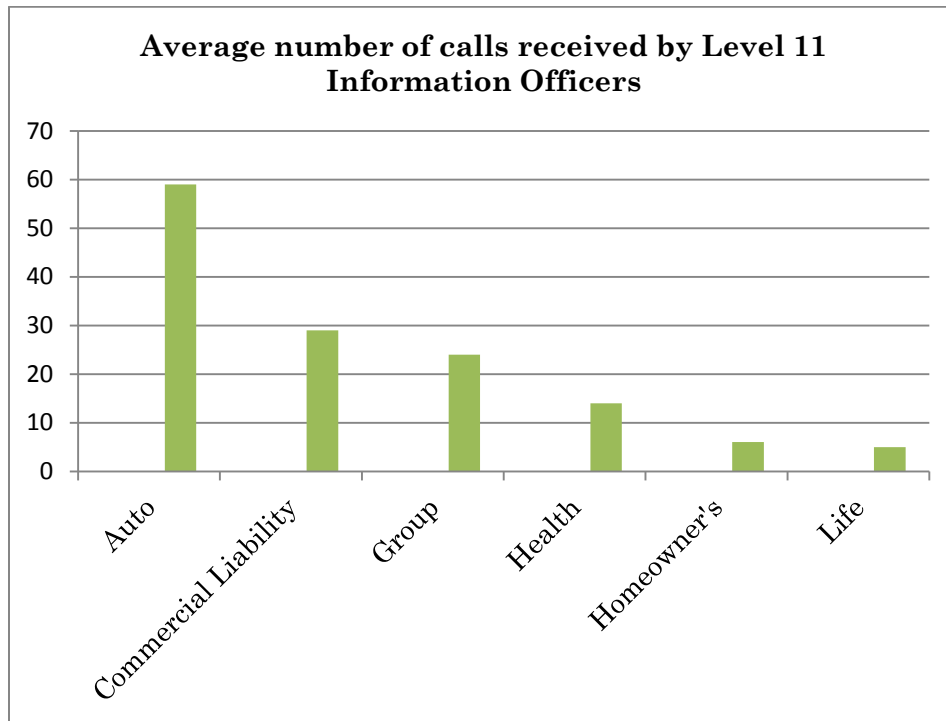
6. Marston would like to reduce the number of calls that get directed to Level 11. To do this, they plan to provide training to Level 1 Information Officers about the insurance types they have the most trouble answering questions about.
  - Use the data to decide which two types of insurance should be the focus of Marston's training efforts.
  - Write a paragraph on another sheet of paper making this recommendation to the training manager. Be sure to explain why your choices would meet their objective.

## APPENDIX A

### Training Needs Analysis Supporting Data

Average number of calls received by call centre daily by type of question:	
Auto	594
Commercial liability	28
Group	121
Health	98
Homeowner's	290
Life	119

Average number of calls received by Level 11 Information Officers	
Auto	59
Commercial Liability	29
Group	24
Health	14
Homeowner's	6
Life	5





# Keyword Search

## Other Task Groups and Levels:

A1.1

B2.1

C4.1

## Performance Descriptors

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

## Embedded Skills

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

## Practitioner Instructions

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

## Practitioner Notes

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

## Additional Sample Tasks

### Office of Literacy and Essential Skills

[http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/cu-self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/cu-self_assessment.pdf)

### Using Digital Technology

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

### Eskargo and OALCF Implementation Strategy Resource

<http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/6.%20self-assessment%20employment.pdf>

Developed by:  
Dryden Literacy Association

# Keyword Search



With your Instructor please complete the following 2 activities.

1. Sit down at an available computer and show your instructor;
  - a) How to log onto a computer
  - b) How to log into a personal account
  
2. Once logged on show your instructor how to;
  - a) Open the internet and type in the search words “Job Bank”
  - b) Write down how many results you get

## Complete an Online Form

### Other Task Groups and Levels:

A1.1  
A2.2  
B2.1  
B3.2a  
C2.1

### Performance Descriptors

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



### Embedded Skills

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

### Practitioner Instructions

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

### Additional Sample Tasks

#### Online Career Quiz

[http://www.tcu.gov.on.ca/eng/quizzes/abilities\\_quiz.html](http://www.tcu.gov.on.ca/eng/quizzes/abilities_quiz.html)

#### Computers-Word Processing

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/ComputersWordProcessing\\_EASPI\\_B3.1a\\_D2.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/ComputersWordProcessing_EASPI_B3.1a_D2.pdf)

### Practitioner Notes

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

Developed by:  
Dryden Literacy  
Association

# Complete an Online Form

---

1. Go to the website <http://www.experienceworks.org/site/PageServer>
2. Click on the link ***“get training for a job”***
3. Then click on the link ***“practice filling in a job application”***  
online





# Making a Brochure for a Business



## Other Task Groups and Levels:

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

## Performance Descriptors

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

## Embedded Skills

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

## Practitioner Instructions

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

## Practitioner Notes

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

## Additional Sample Tasks

### Task W4, Task W5

Using Digital Technology  
Pg. 33– 39

### Share What You're Good At

Moving Forward  
Pg. 86-88

### Computer Use Self-Assessment

Office of Literacy and Essential Skills

[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cu\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cu_self_assessment.pdf)

Adapted from:

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/MakingaBrochureforaBusiness\\_E\\_A1.1\\_A1.2\\_A1.3\\_A2.1\\_B1.1\\_B2.1\\_B3.1b\\_B3.2b\\_D.1\\_D.2\\_D.3.pdf](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)

# Making a Brochure for a Business

You have been asked by your workplace to create a 3-panel brochure to promote the business's products and services. In this task, you must create the brochure using Microsoft Office Publisher or Word program. It will be:

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

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

- products and/or services
- benefits of such services/products
- location(s)
- contact information
- business hours
- other helpful, important information for customers to know

The brochure should be clearly worded and visually attractive. It should help the business sell its services/products to customers.

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

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

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

**Task 3:** Take a letter-sized piece of paper and fold it twice to make three panels on each side of the paper. You will use this paper to create a "draft sketch" of the brochure. Decide what information should go on each panel. Write and/or draw that information on each panel of the paper. Show this draft sketch to your instructor for feedback. Keep the draft sketch to compare it to your final brochure.

- Task 4:**     **a)** In Publisher or Word, start with a blank, letter-size document set in landscape orientation. Insert a second page, and use 3 text boxes on each page to create the Publisher or Word, start with a blank, letter-size document set in landscape orientation. Insert a second page, and use 3 text boxes on each page to create the outline of your brochure.
- b)** Add in the information from your draft sketch that you created in Task 3.
- 
- Task 5:**     Add three photos or pieces of clip art to your brochure. Pictures should help to communicate the text written on the brochure. Feel free to add more photos or clip art if you wish.
- 
- Task 6:**     **a)** Using the formatting options, make some of your text more attractive by changing the font size, style and colour.
- b)** Add a border (line weight and colour) to two of your text boxes. Use the "fill" feature to add colour to one text box on each page of your brochure.
- 
- Task 7:**     Add at least one more design element to make the brochure more attractive. E.g. symbols, shapes, word art, table, etc.
- 
- Task 8:**     Ask two other learners in your group to review your draft; ask them to give you feedback about how it looks and if all the important information is on the brochure. (Option: If you are in a 1:1 tutor/learner pair, then ask your tutor to review your draft.) Make changes and improvements as needed.
- 
- Task 9:**     When you think that your flyer is complete, print it out and give it to your instructor.

## Identifying Support

### 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.

### 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](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](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

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

Adapted from: VOICE,

<http://www.ocdsb.ca/program/continweb/workplacebasicskills/workplacebasicskillsdocs/voice.pdf>

### Practitioner Notes

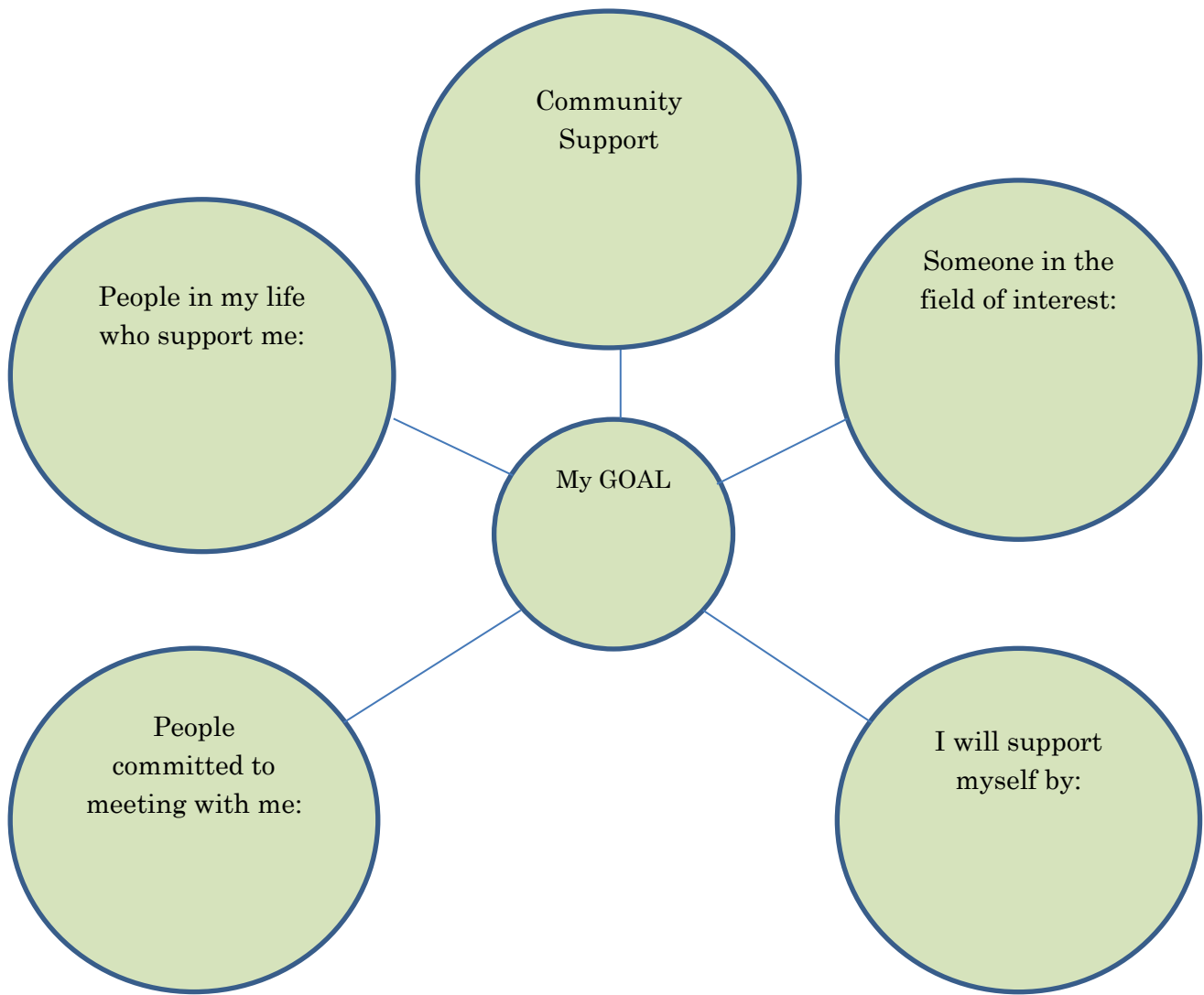
Successful	Yes	No
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# Identifying Support



**Use the handout to chart your support structures as follows:**

1. Who are the people in my life who want me to succeed? Write their names.
2. Do I know anyone in the field of work that I want to work in? Or, do I know anyone who knows someone in the field of work that I want to work in? Write their names.
3. Can I enlist at least three people to commit to meeting with me to keep me on track? Write their names.
4. Are there any employment support groups in my community? Write their names.
5. How can I best support myself to achieve my goals? Write what is required from you.





## Welcome Package Level 2

**Other Task Groups and Levels:**  
 A1.2  
 A2.2  
 B2.2  
 B3.2a  
 F

### Performance Descriptors

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

#### At this level, learners:

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

### Practitioner Instructions

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

[http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/4.%20welcome%20package %20oalcf%20level%202.pdf](http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/4.%20welcome%20package%20oalcf%20level%202.pdf)

### Practitioner Notes

Successful	Yes	No
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#### Additional Sample Tasks

##### Self-Assessments

Office of Literacy and Essential Skills

1. Continuous Learning;  
[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cl\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cl_self_assessment.pdf)

2. Thinking;  
[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/thinking\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/thinking_self_assessment.pdf)

##### Multiple Self-Assessments

Learning With Swagger-  
 Print-based resource

##### Tip:

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

# Orientation Package Level 3

## Other Task Groups and Levels:

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

## Performance Descriptors

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

### At this level, learners:

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

## Practitioner Instructions

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

[http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/5.%20welcome%20package\\_%20oalcf%20level%203.pdf](http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/5.%20welcome%20package_%20oalcf%20level%203.pdf)

## Additional Sample Tasks

### Self-Assessments

Office of Literacy and Essential Skills

1. Continuous Learning;  
[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cl\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cl_self_assessment.pdf)

2. Thinking;  
[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/thinking\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/thinking_self_assessment.pdf)

### Self-Management, Self-Direction Back to Basics—

Email: [onlc@on.aibn.com](mailto:onlc@on.aibn.com)

### Multiple Self-Assessments

Learning With Swagger-  
Print-based resource

### Tip:

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

## Practitioner Notes



Successful	Yes	No
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## Team Player or Team Leader?

### 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

Review the activity with the learner and have them explain what type of team player they are. Practitioners can offer assistance depending on the learner's ability.

### Practitioner Notes

Successful	Yes	No
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#### Other Task Groups and Levels:

##### Team Player

A2.2

A2.2

B3.2a

C4.1

##### Team Leader

A1.2

B1.2

B2.2

B4

#### Additional Sample Tasks

##### OALCF Self-Assessment for the Employment Goal Path

<http://www.lbspracticionertraining.com/images/stories/PDF/NewerISR/6.%20self-assessment%20employment.pdf>

##### Multiple Self-Assessments



Learning With Swagger  
Print-based resource

#### Tip:

This tool can be used with all 3 levels. Practitioner involvement will depend on the learner's competency level.

Developed by:  
Dryden Literacy  
Association

<p><b>1. What do you do with your free time?</b></p> <p>a) Play music in a band  b) Earn extra money  c) Invite friends over  d) Go mountain biking  e) Fix, cars, radios or anything that's broken</p> <p><b>2. What kind of volunteer work would most interest you?</b></p> <p>a) Visiting sick kids in hospital  b) Serving meals to the homeless  c) Selling tickets for a fundraising gala  d) Raising awareness about a community  e) Walking dogs for your local SPCA</p> <p><b>3. What does your room look like?</b></p> <p>a) Organized chaos  b) Tidy and cozy  c) I don't know I'm rarely there  d) Posters on the wall and clothes more-or-less put away  e) Full of stuff, none of which is clutter</p>	<p><b>4. What word describes you best?</b></p> <p>a) Easy-going  b) Modest  c) Charismatic  d) Adventurous  e) Determined</p> <p><b>5. What do you like most about yourself?</b></p> <p>a) Ability to make friends with anyone  b) Perseverance  c) Positive attitude  d) Sense of humor  e) Independence</p> <p><b>6. What famous quotation do you most identify?</b></p> <p>a) Be the change you wish to see in the world. (Gandhi)  b) Hard work without talent is a shame, but talent without hard work is a tragedy (Robert Half)  c) Go big or go home. (Eliza Dushku)  d) We cannot solve our problems with the same thinking we used when we created them. (Albert Einstein)  e) Beware of the person who can't be bothered by details (William Feather)</p>	<p><b>7. Your wallet is gone. What do you do?</b></p> <p>a) Double check your pockets, bag and jacket  b) Ask people around you if they saw anything.  c) Report the theft to security  d) Retrace your steps to where you last remember having it  e) Deactivate your credit cards and make a list of missing documents</p> <p><b>8. When preparing for an exam, you...</b></p> <p>a) Flip through your notes and textbooks, taking note of concepts you need to revisit  b) Ask friends to join you for a study session  c) Talk to people who took the exam last semester  d) Organize your review around the course outline, spending time on each section  e) Create detailed study schedule, complete with planned breaks</p>	<p><b>9. Your dream is to...</b></p> <p>a) Speak three languages fluently  b) Build your own house  c) Be famous  d) Retire at age 50  e) Discover the cure for cancer</p> <p><b>Take a moment to add up all your answers</b></p> <p># of A's _____  # of B's _____  # of C's _____  # of D's _____  # of E's _____</p>
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**If you got mostly:**

***A's - you are a facilitator***

**Career Strength:** identifying opportunities for both yourself and your employer

**Career Challenge:** developing stress because of inability to say “no” to additional responsibilities

***B's - you are a manager***

**Career Strength:** improving yourself based on constructive criticism

**Career Challenge:** marketing yourself to potential employers

***C's - you are an ambassador***

**Career Strength:** motivating yourself to achieve your goals

**Career Challenge:** becoming bored when required to perform repetitive tasks

***D's - you are a supporter***

**Career Strength:** managing multiple tasks simultaneously

**Career Challenge:** setting goals to keep you focused and satisfied in your job

***E's - you are a specialist***

**Career Strength:** working with little or no supervision

**Career challenge:** balancing work and life commitments

# Team Player or Team Leader?

1. What are 10 words you'd use to describe yourself?

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2. What do you like most about yourself?

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3. What do those around you say they admire in you?

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4. What do you value most in others?

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**Task:**

- Review your answers and draft a personal '30-second infomercial' about yourself
- Present your infomercial to your practitioner or your peers

## Employment Answers

<b>A1.1</b>	<ol style="list-style-type: none"> <li>1. East parking lot</li> <li>2. North parking lot and in front of building</li> <li>3. As of posting date (12/12/02)</li> <li>4. Beside the cafeteria</li> <li>5. Use ashtrays which have been installed</li> </ol>
<b>A1.2</b>	<ol style="list-style-type: none"> <li>1. Rita Chalmers</li> <li>2. Customer Service Representative</li> <li>3. Calgary</li> <li>4. King Room</li> <li>5. People attending local events have booked the rooms</li> <li>6. Must give 24 hour notice in advance</li> <li>7. \$259.80</li> </ol>
<b>A1.3</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>A2.1</b>	<ol style="list-style-type: none"> <li>1. Ultra Foam detergent</li> <li>2. A car washing detergent used in friction rollovers and tunnels</li> <li>3. Clean Street</li> <li>4. Avoid contact with eyes and skin, wear protective clothing</li> <li>5. ½ to ¾ oz per car</li> <li>6. No, because you can't drive those through an automatic car wash</li> <li>7. Do not induce vomiting, call a physician</li> <li>8. Refer to Material Safety Data Sheet prior to using</li> </ol>
<b>A2.2</b>	<ol style="list-style-type: none"> <li>1. 9</li> <li>2. Refer to the First Aid section on pg. 17</li> <li>3. Emergency Evacuation pg. 12</li> <li>4. Policies and Procedures/employee orientation</li> <li>5. She would learn about all staff and their positions and ranking within the company</li> <li>6. Our Organization/Team Members</li> <li>7. Health and medical benefits</li> </ol>
<b>A2.3</b>	<ol style="list-style-type: none"> <li>1. Rapid Mix</li> <li>2. Chlorinator storage room, Fluoridation Room, Liquid Polymer area, Liquid Alum Storage area</li> <li>3. Reservoir</li> <li>4. Powered air-purifying respirators are used when the hazard, toxic contaminants, are not immediately dangerous to life or death</li> <li>5. Oxygen</li> </ol>

<b>A3</b>	<ol style="list-style-type: none"> <li>1. Personal support worker, School bus driver, Customer Service Representative, cosmetics, Doctor Dictation, Auto Mechanic 1<sup>st</sup> Year Apprentice, Trades worker</li> <li>2. Interpersonal Skills, Love people, Computer skills, Good with hands, Math</li> <li>3. Employment Ontario-they will help you</li> <li>4. Hands-on-training, sense of belonging, practice, learn about college requirements, builds confidence</li> <li>5. Any reasonable answer</li> </ol>
<b>B1.1</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B1.2</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B1.3</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B2.1</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B2.2</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B2.3</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B3.1a</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B3.1b</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B3.2a</b>	<ol style="list-style-type: none"> <li>1. Coleman, Stuart Meyer, Chris Migeur, Ray Milan, Simona Morrison, Jack Nichols, Jay Pratto, Sven Tran, Si Ventresca, Nicole West, Jennifer Wright, Carl</li> <li>2. Properly entered into schedule</li> <li>3. 8, 12, 9</li> </ol>
<b>B3.2b</b>	The learner must demonstrate enough of the Performance Descriptors to be successful

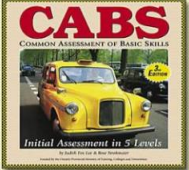
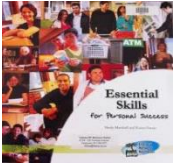
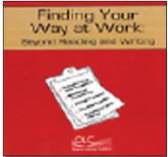

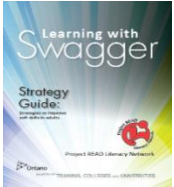

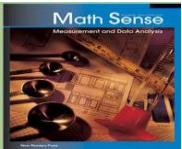
<b>B3.3a</b>	Form: The learner must demonstrate enough of the Performance Descriptors to be successful <ol style="list-style-type: none"> <li>1. Alice Jones</li> <li>2. Vancouver, BC</li> <li>3. 5</li> <li>4. It will delay processing</li> <li>5. Refer to Assura's Benefit Information Package</li> <li>6. Details of Claim/Vision</li> <li>7. Sometime after July or August of 2002, as the receipts are for that year</li> </ol>
<b>B3.3b</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B4</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>C1.1</b>	<ol style="list-style-type: none"> <li>1. Zwipes Zipper Binder</li> <li>2. Report Cover</li> <li>3. \$9.79</li> <li>4. \$4.33</li> <li>5. \$7.22</li> </ol>
<b>C1.2</b>	<ol style="list-style-type: none"> <li>1. \$7.20 \$9.60 \$5.00</li> <li>2. \$150.00 \$300.00</li> <li>3. \$15.00 \$13.50 \$4.00</li> </ol>
<b>C1.3</b>	Calculations will have to be reviewed by the instructor The learner must demonstrate enough of the Performance Descriptors to be successful
<b>C2.1</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>C2.2</b>	<ol style="list-style-type: none"> <li>1. <math>5 \frac{1}{4}</math>, 4</li> <li>2. <math>9 \frac{1}{4}</math></li> <li>3. <math>4 \frac{1}{2}</math></li> <li>4. <math>4 \frac{1}{4}</math>, 7, <math>7 \frac{1}{2}</math></li> <li>5. <math>18 \frac{3}{4}</math></li> <li>6. Must be input correctly</li> <li>7. <math>7 + 7 = 14</math> hours</li> <li>8. <math>59 \frac{1}{4}</math></li> <li>9. 1540.50</li> </ol>
<b>C2.3</b>	Review the learner's answers- The learner must demonstrate enough of the Performance Descriptors to be successful





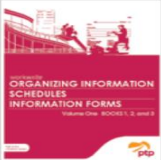

<b>C3.1</b>	Instructor will have to recheck the measurements taken																																						
<b>C3.2</b>	<p>Part A</p> <table border="1" data-bbox="310 317 1110 695"> <tr> <td>Ingredients</td> <td>Single</td> <td>19 batches</td> </tr> <tr> <td>shortening</td> <td>6 tbsp.</td> <td>106 tbsp.</td> </tr> <tr> <td>White sugar</td> <td>9 tbsp.</td> <td>171 tbsp.</td> </tr> <tr> <td>Hot water</td> <td>3 cups</td> <td>57 cups</td> </tr> <tr> <td>Active dry yeast</td> <td>2 pkg</td> <td>38 pkg</td> </tr> <tr> <td>Eggs</td> <td>3</td> <td>57</td> </tr> <tr> <td>Salt</td> <td>3 tsp.</td> <td>57 tsp.</td> </tr> <tr> <td>Flour</td> <td>6 <math>\frac{3}{4}</math> cups</td> <td>128 <math>\frac{1}{4}</math> cups</td> </tr> </table> <p>Part B</p> <table border="1" data-bbox="310 814 980 1146"> <thead> <tr> <th>Inventory</th> <th>To Order</th> </tr> </thead> <tbody> <tr> <td>Sugar</td> <td>2.5 to 3 bags</td> </tr> <tr> <td>Yeast</td> <td>33 pkg</td> </tr> <tr> <td>Salt</td> <td>0</td> </tr> <tr> <td>Flour</td> <td>5 bags</td> </tr> <tr> <td>Shortening</td> <td>4 boxes</td> </tr> <tr> <td>Eggs</td> <td>4 cartons</td> </tr> </tbody> </table>	Ingredients	Single	19 batches	shortening	6 tbsp.	106 tbsp.	White sugar	9 tbsp.	171 tbsp.	Hot water	3 cups	57 cups	Active dry yeast	2 pkg	38 pkg	Eggs	3	57	Salt	3 tsp.	57 tsp.	Flour	6 $\frac{3}{4}$ cups	128 $\frac{1}{4}$ cups	Inventory	To Order	Sugar	2.5 to 3 bags	Yeast	33 pkg	Salt	0	Flour	5 bags	Shortening	4 boxes	Eggs	4 cartons
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<b>C3.3</b>	<p>Task 1- 32.82 Tonnes</p> <p>Task 2- 4000</p> <p>Task 3- Brand B: 40 calories per 100 ml; Sugar Substitute: 0.6 calories per 100 ml</p> <p>Task 4- Brand B 1:1. Sugar substitute 1:4</p> <p>Task 5- Sugar substitute replaces 10.5 cups more than Brand B</p>																																						
<b>C4.1</b>	<ol style="list-style-type: none"> <li>1. 5</li> <li>2. Zone C</li> <li>3. 12</li> <li>4. 133</li> <li>5. 33</li> <li>6. 8</li> <li>7. Zone D</li> </ol>																																						



<b>C4.2</b>	<ol style="list-style-type: none"> <li>1. Hillview Mail, downs Plaza, Elgin Centre, Torrent Mail</li> <li>2. 21, 22, 33, 22</li> <li>3. Apx. 43%</li> <li>4. 24.5</li> <li>5. 12:21 or 4:7</li> <li>6. Elgin and Downs</li> <li>7. There are generally less full-time than part-time employees</li> </ol>
<b>C4.3</b>	<ol style="list-style-type: none"> <li>1. Auto insurance</li> <li>2. 137</li> <li>3. 28:14 (2:1)</li> <li>4. <math>6/119 * 100 = 5\%</math></li> <li>5. <math>24/121 * 100 = 20\%</math></li> <li>6. Answers will vary</li> </ol>
<b>D1</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>D2</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>D3</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>E1</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>E2</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>E3</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>F</b>	The learner must demonstrate enough of the Performance Descriptors to be successful

# Employment Goal Path Resources

Print Based Resources	
<p><b>Common Assessment of Basic Skills (CABS)</b></p>	
<p><b>Essential Skills For Personal Success</b></p>	
<p><b>Finding Your Way at Work-Beyond Reading and Writing</b></p>	
<p><b>I've Opened Up</b></p>	
<p><b>Learning With Swagger</b></p>	
<p><b>Making Essential Skills Work for You</b></p>	
<p><b>Math Sense-Measurement and Data Analysis</b></p>	

<p><b>Self-Management- Self-Direction Back to Basics</b></p>	
<p><b>Using Digital Technology</b></p>	
<p><b>V.O.I.C.E</b></p>	
<p><b>Workwrite Workplace Communications</b></p>	
<p><b>Workwrite Volume 1- organizing information, schedules, information forms</b></p>	
<p><b>Workwrite Numeracy Book 7</b></p>	

For access to these resources please click on the link provided or visit the EOPG Partners Gateway to download the [Selected Assessment Tools](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf) and [Selected Learning Materials List](#) documents at:  
[http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Selected\\_Assessment\\_Tools\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf)

## Web Based Resources

### BBS Skillswise

[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)



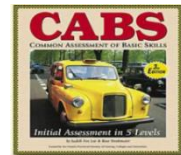
### Bridging the Employment Gap, Ready for Work

<http://en.copian.ca/library/learning/gap/ready/pdf/ready.pdf>



### CABS online

[www.lleo.ca/col/cabs\\_online.html](http://www.lleo.ca/col/cabs_online.html)



### Comic Generator

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



### Credit Canada

<http://creditcanada.com/money-management/how-to-create-a-monthly-budget>



### Employability Success






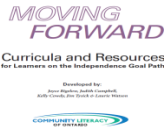


[http://www.quillnet.org/e-resources/emsu/emsu\\_wrkbk.pdf](http://www.quillnet.org/e-resources/emsu/emsu_wrkbk.pdf)








### EOPG Partners Gateway

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



<p><b>Essential Skills Indicator</b>  <a href="http://www.hrsdc.gc.ca/eng/jobs/les/tools/assessment/online_indicator.shtml">http://www.hrsdc.gc.ca/eng/jobs/les/tools/assessment/online_indicator.shtml</a></p>	
<p><b>GCF Learn Free</b>  <a href="http://www.gcflearnfree.org">www.gcflearnfree.org</a></p>	
<p><b>How Stuff Works</b>  <a href="http://www.howstuffworks.com/">http://www.howstuffworks.com/</a></p>	
<p><b>Measure Up/Skillplan</b>  <a href="http://measureup.towes.com">http://measureup.towes.com</a></p>	
<p><b>Northern Literacy Networks</b>  <a href="http://northernliteracy.ca/index.php/en/">http://northernliteracy.ca/index.php/en/</a></p>	
<p><b>Moving Forward</b>  <a href="http://www.communityliteracyofontario.ca/resource/Moving_Forward_HI_RES_01.pdf">http://www.communityliteracyofontario.ca/resource/Moving_Forward_HI_RES_01.pdf</a></p>	
<p><b>OALCF Implementation Strategy</b>  <a href="http://www.lbspractitionertraining.com">www.lbspractitionertraining.com</a></p>	
<p><b>Office of Literacy and Essential Skills</b>  <a href="http://www.hrsdc.gc.ca/eng/jobs/les/index.shtml">http://www.hrsdc.gc.ca/eng/jobs/les/index.shtml</a></p>	

<p><b>Online Career Quiz</b>  <a href="http://www.tcu.gov.on.ca/eng/quizzes/abilities_quiz.html">http://www.tcu.gov.on.ca/eng/quizzes/abilities_quiz.html</a></p>	
<p><b>Poetry</b>  <a href="http://www.poetry.com/?vm=r">www.poetry.com/?vm=r</a></p>	
<p><b>Task Based Activities for LBS</b>  <a href="http://taskbasedactivitiesforlbs.ca/">http://taskbasedactivitiesforlbs.ca/</a></p>	
<p><b>Vector</b>  <a href="http://vector.cfee.org/english/login.php">http://vector.cfee.org/english/login.php</a></p>	
<p><b>Wordle</b>  <a href="http://www.wordle.net/create">www.wordle.net/create</a></p>	

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