

Common Assessment for the OALCF Goal Paths

Apprenticeship

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



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

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Key Development Skills for Apprenticeship Goal Path

Apprenticeship Goal Path	✓	Comp. & Level	Key Development Skills: The Key Development Skills below list the specific skills a learner needs to develop for an apprentice or skills training goal .These Skills were drawn from goal path-specific research and development projects conducted in Ontario. http://www.tcu.gov.on.ca/eng/eopg/oalcf/tools-and-resources.html
Self-Management Key Development Skills		E.1	<ul style="list-style-type: none"> • Meets attendance expectations
		E.3	<ul style="list-style-type: none"> • Shows commitment to the program
		E.3	<ul style="list-style-type: none"> • Demonstrates motivation
		E.3	<ul style="list-style-type: none"> • Shows determination to succeed
		E.2	<ul style="list-style-type: none"> • Stays on task
		E.3	<ul style="list-style-type: none"> • Shows the ability to multi-task and the level of maturity appropriate for adult learning
		E.3	<ul style="list-style-type: none"> • Sets well –defined, realistic goals
		E.1	<ul style="list-style-type: none"> • Sets short-term goals and follows through
		E.3	<ul style="list-style-type: none"> • Meets both program and self-imposed deadlines
		E.3	<ul style="list-style-type: none"> • Demonstrates time management, in and out of class
		E.3	<ul style="list-style-type: none"> • Manages workload with outside commitments
		E.3	<ul style="list-style-type: none"> • Demonstrates ownership of learning needs
		E.3	<ul style="list-style-type: none"> • Shows willingness to spend time getting help outside class
		E.3	<ul style="list-style-type: none"> • Show self-reliance
		E.3	<ul style="list-style-type: none"> • Exhibits self-confidence, especially to grasp new concepts
		E.3	<ul style="list-style-type: none"> • Demonstrates self-discipline
		E.3	<ul style="list-style-type: none"> • Possesses self-awareness related to readiness for the next steps of learning, testing, etc.
		E.1	<ul style="list-style-type: none"> • Demonstrates initiative
		E.1	<ul style="list-style-type: none"> • Works independently
		E.1	<ul style="list-style-type: none"> • Works with distractions
	E.2	<ul style="list-style-type: none"> • “ask the right questions” – a willingness to take ownership and request assistance when they are stuck on a problem or task 	
	E.3	<ul style="list-style-type: none"> • Shows persistence 	
	E.3	<ul style="list-style-type: none"> • Strives for constant improvement 	

Apprenticeship Goal Path	✓	Comp. & Level	<p>Key Development Skills: The Key Development Skills below list the specific skills a learner needs to develop for an apprentice or skills training goal .These Skills were drawn from goal path-specific research and development projects conducted in Ontario.</p> <p>http://www.tcu.gov.on.ca/eng/eopg/oalcf/tools-and-resources.html</p>
Self-Management Key Development Skills		E.3	<ul style="list-style-type: none"> • Radiates a positive attitude; sees challenges as opportunities for positive self- development
		E.3 F	<ul style="list-style-type: none"> • Predisposes to work both independently and as a team member
		F	<ul style="list-style-type: none"> • Demonstrates interpersonal skills with peers, i.e. group support
		E.2	<ul style="list-style-type: none"> • Uses organizational skills
		E.2	<ul style="list-style-type: none"> • Shows familiarity with college services
		E.2	<ul style="list-style-type: none"> • Uses good study skills
Academic Key Development Skills		A1.3	<ul style="list-style-type: none"> • Reads, interprets and proceeds with minimal support
		B1.2	<ul style="list-style-type: none"> • Asks questions which are based on higher cognitive thinking
			<ul style="list-style-type: none"> • Uses quantitative thinking
		C1.3 C2.3 C3.3 C4.3	<ul style="list-style-type: none"> • Masters math skills over and above Essential Skills Numeracy
			<ul style="list-style-type: none"> • Demonstrates good algebra skills
		C1.3 C2.3 C3.3 C4.3	<ul style="list-style-type: none"> • Tackles post-secondary type math questions successfully
			<ul style="list-style-type: none"> • Grasps formula manipulation demonstrating cognitive ability
		A1.2	<ul style="list-style-type: none"> • Demonstrates reading comprehension- e.g. reads and follows instructions to successful completion of the task
		A1.3	<ul style="list-style-type: none"> • Follows and carries out instructions especially from several sources-able to synthesize and integrate
		A1.3	<ul style="list-style-type: none"> • Reads a several page article or text with no clear organization; then demonstrates understanding, reads and extracts information, and comments on that information

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Academic Key Development Skills		B1.2 B2.2	<ul style="list-style-type: none"> • Uses proper grammar in oral and written work
		B2.2	<ul style="list-style-type: none"> • Uses correct sentence structure
		B2.3	<ul style="list-style-type: none"> • Demonstrates high level of organization, coherence, and unity in writing
		B2.3	<ul style="list-style-type: none"> • Demonstrates essay writing skills
		B2.3	<ul style="list-style-type: none"> • Uses correct documentation skills
		B2.3	<ul style="list-style-type: none"> • Writes technical report or essay, proofreads and submits first drafts without questions
		A1.3 B2.3	<ul style="list-style-type: none"> • Locates organizes, analyzes, and documents information for essay/reports
		A1.3	<ul style="list-style-type: none"> • Synthesizes information from various sources
		B1.3	<ul style="list-style-type: none"> • Delivers oral presentations by effectively summarizing text and sources, paraphrasing and quoting sources
		E.3	<ul style="list-style-type: none"> • Goes” above and beyond”, i.e. asks questions to take learning further
		E.3	<ul style="list-style-type: none"> • Uses critical thinking skills
		E.3	<ul style="list-style-type: none"> • Demonstrates problem solving skills
		E.3	<ul style="list-style-type: none"> • Grasps abstracts concepts
			<ul style="list-style-type: none"> • Achieves success on unit tests
		B1.2	<ul style="list-style-type: none"> • Answers the questions being asked
		E.2 E.3	<ul style="list-style-type: none"> • Completes demonstration activities with minimal or no support
		E.2 E.3	<ul style="list-style-type: none"> • Applies learning to own life i.e. transfer skills and knowledge
		D.3	<ul style="list-style-type: none"> • Demonstrates technological proficiency in order to survive in technology –based learning environment, e.g. MS Office Applications

Apprenticeship Goal Path	✓	Comp. & Level	<p>Key Development Skills: The Key Development Skills below list the specific skills a learner needs to develop for an apprentice or skills training goal .These Skills were drawn from goal path-specific research and development projects conducted in Ontario.</p> <p>http://www.tcu.gov.on.ca/eng/eopg/oalcf/tools-and-resources.html</p>
Additional Key Development Skills		E.1	<ul style="list-style-type: none"> Ensures attendance; regular, consistent, punctual
		E.3	<ul style="list-style-type: none"> Sets goals and accomplishes them
		E.3	<ul style="list-style-type: none"> Demonstrates commitment to the program and goals
		E.3	<ul style="list-style-type: none"> Shows ownership for goals; sets timelines and benchmarks to determine/assess progress
		E.3	<ul style="list-style-type: none"> Shows commitment to results; success in the trades requires that apprentices develop a genuine sense of care for the work they do; they need to be passionate about what they do; otherwise they will find reasons not to continue along the journey.
		E.3	<ul style="list-style-type: none"> Participates in class
		F	<ul style="list-style-type: none"> Prepares to work in group: successfully getting the project completed, dealing with non-contributing members
		A1.2	<ul style="list-style-type: none"> Find and use information
		E.3	<ul style="list-style-type: none"> Manages personal life - ability to manage both personal and academic life
		E.3	<ul style="list-style-type: none"> Solves problems proactively, following through to resolution
		<ul style="list-style-type: none"> Achieves academic levels beyond the necessary Essential Skill Levels for the chosen profession 	

Apprenticeship Goal Path -- Index of Activities

Competency	Task Group	Name of Activity	Other Competencies
A: Find & Use Information	A1.1	Reading Tasks Level 1	N/A
	A1.2	Reading Tasks Level 2	N/A
Read Continuous Text	A1.3	Reading Handbooks and Policy Manuals	A1.1 - Read brief text B2.1 – Write brief text
Interpret Documents	A2.1	WHMIS Symbols	B2.1 - Write brief text C2.1 – Measure time
	A2.2	College Program List	B2.1- Write brief text C2.1 – Measure time
	A2.3	Interpreting a College Website	A1.3 - Read longer text B2.1 – Write brief text B2.2 - Write text to explain C1.1 – Compare costs C4.1 – Manage data – simple comparisons
Extract info from films, broadcasts and presentations	A3	Extract Information from Films, Broadcasts and Presentations	B2.1 – Write brief text D2 - Perform well-defined multi-step digital tasks E1 – Manage Learning

Competency	Task Group	Name of Activity	Other Competencies
B: Communicate Ideas and Information Interact with Others	B1.1	Describing Tasks	F - Engage with Others
	B1.2	Brainstorming Solutions	B1.1 – Brief interactions F – Engage with Others
	B1.3	Sharing Information	A1.2 - Read text to locate & connect B2.1 - Write brief text C2.2 – Manage time – low level inferences E – Manage Learning F – Engage with Others
Write Continuous Text	B2.1	Composing an Email	A1.1 - Read brief text A2.1 - Interpret very simple documents B3.1a – Complete documents - straightforward entries D.1 – Perform simple digital tasks
	B2.2	Writing a Request	A1.2 - Read text to locate & connect A2.1 – Interpret simple documents B3.1a – Complete documents – straight forward entries
	B2.3	Write a Letter of Complaint	A1.2 - Read text to locate & connect A2.1 – Interpret simple documents B1.1 – Brief interactions with one person F – Engage with Others

Competency	Task Group	Name of Activity	Other Competencies
B: Communicate Ideas and Information Complete & Create Documents	B3.1a (entries)	Request for Transcript	A1.1 – Read brief text A2.2 – Interpret simple documents
	B3.1b (create)	Create a To-Do List	A1.1 - Read brief text A2.1 – Interpret very simple documents B2.1 – Write text to explain E.1 – Manage Learning
	B3.2a (entries)	Explore Careers by Skills and Knowledge	A1.2 – Read text to locate & connect A2.2 - Interpret simple documents E – Manage Learning
	B3.2b (create)	Trade Comparison	A1.2 - Read text to locate & connect B2.2 – Write text to explain C3.1 – Measure – simple comparisons C4.1 – Manage data – simple comparisons D.2 - Perform well-defined multi-step digital tasks
	B3.3a (entries)	Completing a Membership Application	A1.3 – Read longer text A2.3 - Interpret somewhat complex documents D.2 - Perform well-defined multi-step digital tasks

Competency	Task Group	Name of Activity	Other Competencies
Complete & Create Documents	B3.3b (create)	Nook Garden	A1.3 – Read longer text A2.3 – Interpret somewhat complex documents C3.2 – Use measures – one step calculations D.2 – Perform well-defined multi-step digital tasks E – Manage Learning
Express oneself creatively	B4	What’s Your Learning Style	A1.1 – Read brief text B1.1 - Interact with others B1.2 – Maintain interactions with others F - Engage with Others

Competency	Task Group	Name of Activity	Other Competencies
C: Understand and Use Numbers Manage Money	C1.1	Tool Pricing	A1.1 - Read brief text A2.2- Interpret simple documents
	C1.2	Putting It All Together	A1.2 – Read longer text A2.3 - Interpret somewhat complex documents B2.2 – Write text to explain & describe B3.2a - Complete documents – use layout C2.2 – Manage time – low-level inferences
	C1.3	Credit Card Costs	A1.3 – Read longer text A2.3 - Interpret complex documents B3.2a- Complete documents – use layout C2.1 – Manage time – measure D.2 - Perform well-defined multi-step digital tasks
Manage Time	C2.1	Calculating Class Hours	A2.1 – Interpret very simple documents
	C2.2	Department Schedule	A1.1 - Read brief text A2.2 - Interpret simple documents C1.1 – Manage money – simple calculations
	C2.3	Foreman for a Day	A1.2 - Read text to locate B2.1 – Write brief text B3.3a – Create very simple documents D.3 - Perform well-defined multi-step digital tasks E.2 – Manage Learning

Competency	Task Group	Name of Activity	Other Competencies
C: Understand and Use Numbers Use Measures	C3.1	Checking Temperatures	A1.1 – Read brief text A2.1 – Interpret very simple documents
	C3.2	Walking the Trail	A1.1 - Read brief text A2.2 – Interpret simple documents B2.1 – Write brief text C2.1 – Manage time
	C3.3	Calculating Load Weight	A1.2 – Read text to locate & connect A2.3 – Interpret somewhat complex documents
Manage Data	C4.1	Employment Stats	A1.1 – Read brief text A2.1 - Interpret very simple documents B2.1 – Write brief text
	C4.2	Precious Metal Recovery	A1.2 - Read text to locate A2.2 - Interpret simple documents B2.1 - Write brief text
	C4.3	Analyzing Data	A1.2 - Read text to locate A2.2 - Interpret simple documents C1.1 – Manage money – simple calculations C1.2 – Manage money – calculating costs

Competency	Task Group	Name of Activity	Other Competencies
D: Use Digital Technology Perform simple digital tasks	D.1	Paying by Debit Card	A1.1 - Read brief text A3 – Extract info from films, broadcasts and presentations
Perform well-defined, multi-step digital tasks	D.2	Searching the NOC	A1.2 - Read text to locate & connect B2.1 – Write brief text
Experiment and problem solve to perform multi-step digital tasks	D.3	Exploring Career Options	A1.3 - Read longer text A2.3– Interpret somewhat complex documents B3.2a – Complete documents – use layout B3.3b – Create documents – more complex C1.2 – Manage money – low-level inferences C2.2 – Manage time – low-level inferences

Competency	Task Group	Name of Activity	Other Competencies
E: Manage Learning	E.1	Steps to an Apprenticeship	A1.1 - Read brief text A2.1 - Interpret very simple documents B2.1 - Write brief text B3.1a – Complete documents - straightforward entries
	E.2	Setting Goals	A1.2 - Read text to locate A1.3 – Read longer text A2.2 – Interpret simple documents B2.2 - Write text to explain B3.2a – Complete documents – use layout C2.1 – Manage time - measure
	E.3	Skilled Trade or Not?	A1.3 - Read longer text A2.3 - Interpret somewhat complex documents B2.3 - Write longer text B3.2a – Complete documents - use layout D.3 – Perform multi-step digital tasks
F: Engage with Others	F	Our Comfort Zones	A1.1 - Read brief text A2.1 – Interpret very simple documents B2.2 – Write text to explain & describe B3.1a – Complete documents – straight forward entries

Reading Tasks Level 1

Other Task Groups and Levels:
N/A

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

Access the activity by clicking on the link below. Have the learner complete Level 1 of the Reading Indicator.

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

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Essential Skills Self-Assessment for the Trades

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

Client Booklet Reading Level 1

Office of Literacy and Essential Skills

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

Adapted From:
Office of Literacy and Essential Skills

Reading Tasks Level 2

Other Task Groups and Levels:
N/A

Performance Descriptors



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

Embedded Skills

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

Practitioner Instructions

Access the activity by clicking on the link below. Have the learner complete Level 2 of the Reading Indicator.

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

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Client Booklet Reading Level 2

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

Essential Skills Self-Assessment for the Trades

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

OALCF Implementation Strategy Resource

http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/7.%20self-assessment_%20apprenticeship.pdf

Comprehension Lesson 24

Vocabulary Building
Workbook Pg. 288

Adapted From:

Office of Literacy and
Essential Skills

Reading Handbooks and Policy Manuals

Other Task Groups and Levels:
B2.3

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

Access the activity by clicking on the link below and have the learner complete the questions.

<http://measureup.towes.com/pdfs/SA5-R2.pdf>

Practitioner Notes



Successful	Yes	No
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Additional Sample Tasks

Reading Self-Assessment

The Office of Literacy and Essential Skills

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

Procedural Manuals, Module 7

Document Use Refresher for Apprentices

Pg. 273

How Do Your Skills Measure Up?

Self-Assessment Workbook SkillPlan

Adapted From:
Towes/Measure Up

WHMIS Symbols

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

Performance Descriptors

- Scans to locate specific details
- Interprets brief text and common symbols
- Locates specific details in simple documents, such as labels and signs
- Identifies how lists are organized
- Requires support to identify sources and to evaluate and

Embedded Skills

- Uses knowledge of alphabet and basic phonics to decode common words
- Use context cues and personal experience to gather meaning from the text
- Identifies the type of information that can be found in a list
- Reads symbols and common sight words from everyday life
- Locates a single piece of information in lists, and simple tables

Practitioner Instructions

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



Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Document Use Self-Assessment

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

Document Use Pre-Test Level 1

<https://srv212.services.gc.ca/ihst/Exam.aspx?sid=b73a5222-8cd3-483f-9b7d-4ecf0510fd66&lc=eng&iffappid=ESAT-iHost&iffssid=1810cdac-ba1e-4e2c-9905-55c542cdcdf>

Apprenticeship Self-Assessment









OALCF Implementation Strategy

<http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/7.%20self-assessment%20apprenticeship.pdf>

Developed by:
Dryden Literacy Association

WHMIS Symbols

Task: Look at the WHMIS (Workplace Hazardous Materials Information System) overview and answer the questions below.

	CLASS	SYMBOL	EXAMPLE
CLASS A:	Compressed Gas A substance that at room temperature (20°C) is in a gaseous state and kept under pressure.		oxygen
CLASS B:	Flammable and Combustible Material A solid, liquid or gas that will ignite and continue to burn if exposed to a flame.		acetone
CLASS C:	Oxidizing Material A substance that will cause another substance to burn.		chromic acid
CLASS D:	Poisonous and Infectious Material		
	1) Materials causing immediate and serious toxic effects.		ammonia
	2) Materials causing other toxic effects (Cancer-causing materials are included here.)		asbestos
	3) Biohazardous Infectious Material		contaminated blood products
CLASS E:	Corrosive Material A substance that will erode steel or aluminum, or destroy animal tissue.		hydrochloric acid sodium hydroxide
CLASS F:	Dangerously Reactive Material A material which will react with water to produce a poisonous gas or which will undergo a reaction if the container is heated, pressurized, or agitated.		acetylene

1. How many classes of hazardous products are there?
2. Which class does ammonia belong in?



3. Which symbol represents a flammable material?
4. Which class has 3 symbols associated with it?
5. Which class has a substance that causes another substance to burn?
6. What does the symbol that looks like a letter "R" mean?
7. Contaminated blood products fall under which class?
8. Which symbol is a cancer causing material?
9. How is the material list organized?
 - a) by class
 - b) by alphabetical order
 - c) by symbol

College Program List



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

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Finishing Touches

Document Use Refresher for Apprentices

Module 3, Pg. 132

http://en.copian.ca/library/learning/nsde/doc_refresher_apprentices/doc_refresher_apprentices.pdf

Document Use Self-Assessment

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

Document Use Indicator

http://www.hrsdc.gc.ca/eng/obs/les/docs/tools/du_indicator.pdf

Developed by:
Dryden Literacy

College Program List

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

Refer to the above program list to answer the questions:

1. How many different colleges are listed?
2. How many categories of information are listed in the chart?
3. What do the red and green symbols mean?
4. If you were attending Humber College, how many courses are listed and which could you attend?
5. What is the time period that this program list covers?
6. How long is 1 academic year?
7. How many classes will be offered in the year 2015?
8. From looking at this chart, where would you go to find more information?
9. How many programs are closed for September 2013?
10. What do you think the difference is between 1 academic year and two semesters?

Interpreting a College Website

Performance Descriptors

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

Embedded Skills

- Uses various conventions of more complex forms, tables, graphs, maps, to obtain meaning i.e. legends, symbols, and icons to comprehend and interpret data
- Uses organizational features such as headings to locate information
- Applies critical thinking to data analysis



Practitioner Instructions

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

Practitioner Notes

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

Other Task Groups and Levels:

A1.3
B2.1
B2.2
C1.1
C4.1

Additional Sample Tasks

Build on Your Talents, Essential Skills Activities for Trades

Workbook

http://en.copian.ca/library/learning/csc/essential_skills_activities_trades/essential_skills_activities_trades.pdf

Various Task-based Activities

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

The Air We Breathe

Document Use Refresher for Apprentices

Module 4 Graphs, Pg. 172

http://en.copian.ca/library/learning/nsde/doc_refresher_apprentices/doc_refresher_apprentices.pdf

Essential Skills Workbook for the Trades

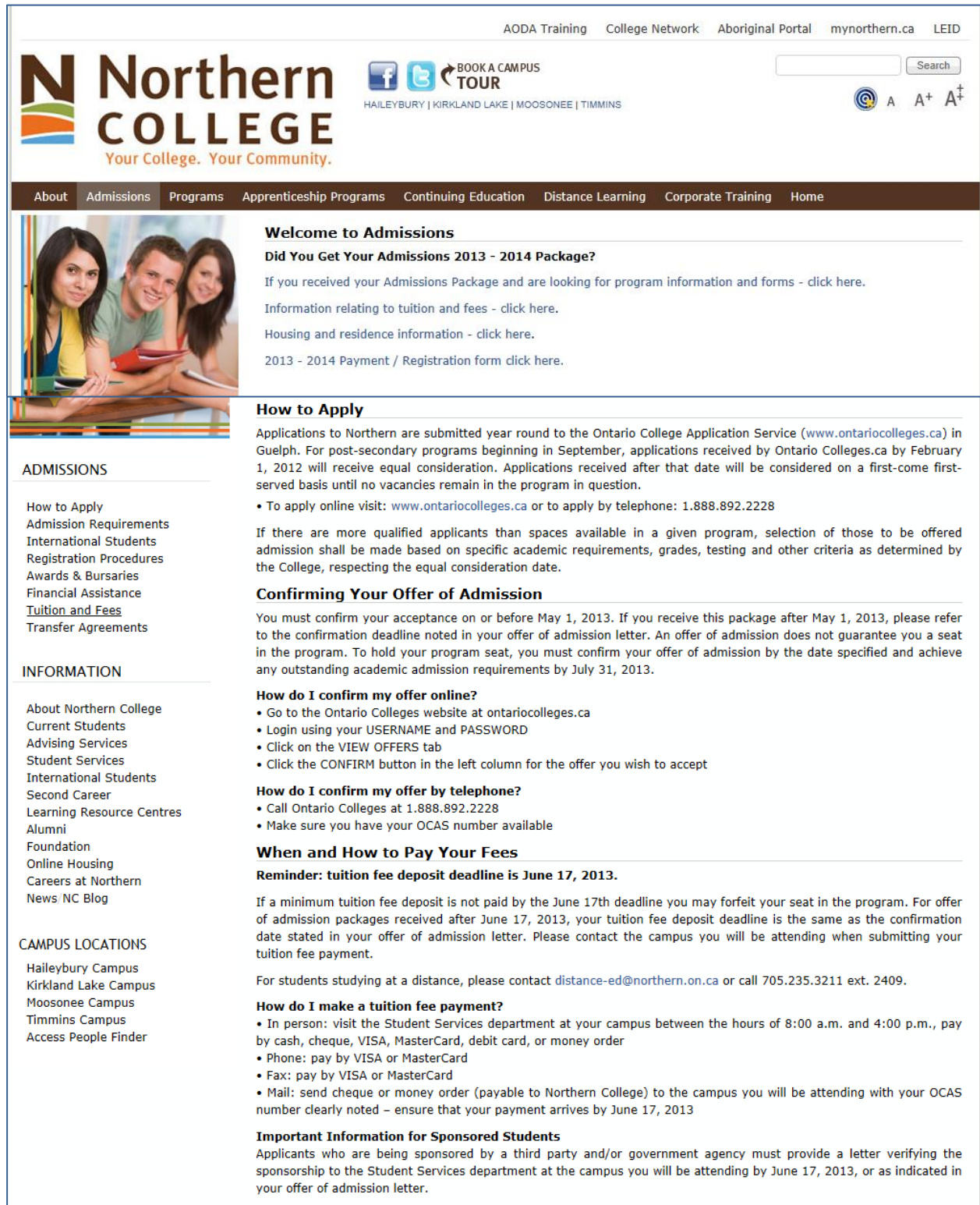
http://publications.gc.ca/collections/collection_2011/rhdcc-hrsdc/HS18-10-17-2011-eng.pdf

Developed by:

Dryden Literacy Association

Interpreting a College Website

1



AODA Training College Network Aboriginal Portal mynorthern.ca LEID

Northern COLLEGE

Your College. Your Community.

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

Search

A A+ A+

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

Welcome to Admissions

Did You Get Your Admissions 2013 - 2014 Package?

If you received your Admissions Package and are looking for program information and forms - [click here](#).

Information relating to tuition and fees - [click here](#).

Housing and residence information - [click here](#).

2013 - 2014 Payment / Registration form [click here](#).

How to Apply

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

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

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

Confirming Your Offer of Admission

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

How do I confirm my offer online?

- Go to the Ontario Colleges website at ontariocolleges.ca
- Login using your USERNAME and PASSWORD
- Click on the VIEW OFFERS tab
- Click the CONFIRM button in the left column for the offer you wish to accept

How do I confirm my offer by telephone?

- Call Ontario Colleges at 1.888.892.2228
- Make sure you have your OCAS number available

When and How to Pay Your Fees

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

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

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

How do I make a tuition fee payment?

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

Important Information for Sponsored Students

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

ADMISSIONS

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

INFORMATION

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

CAMPUS LOCATIONS

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

2

3

AODA Training College Network Aboriginal Portal mynorthern.ca LEID







BOOK A CAMPUS TOUR

HAILEYBURY | KIRKLAND LAKE | MOOSONEE | TIMMINS

© A A+ A+

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



2013 - 2014 Tuition and Fees

- [2013 - 2014 First Year Tuition and Fees](#)
- [2013 - 2014 Second Year Tuition and Fees](#)
- [2013 - 2014 Third and Fourth Year Tuition and Fees](#)
- [2013 - 2014 International Tuition and Fees](#)

Payment / Registration Form

- [2013 - 2014 Payment / Registration form click here.](#)

4

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

5

SAULT COLLEGE ABOUT US PROGRAMS & COURSES ADMISSIONS STUDENT LIFE SERVICES

I AM STUDENT STAFF **Apply**

“When I grow up, I want to be a cougar.”

JOIN US AT OUR OPEN HOUSE SAT. NOV 23 10AM-2PM

LIKE IT : TWEET IT WATCH IT : JOIN IT

Tweets

SaultCollege @SaultCollege 20h
Gotta love the patches #throwbackthursday pic.twitter.com/Sgm31d8CK0

Tweet to @SaultCollege

SCHOOL OF BUSINESS GENERAL ARTS AND SCIENCE - ONE-YEAR EXPLORE A CAREER IN JUSTICE STUDIES

6

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

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

1. Which homepage link would you click to find the year Northern College opened?
2. The words in blue on the Northern's homepage are used to:
 - a) Organize the website into sections
 - b) Summarize the colleges activities
 - c) Provide additional information on specific topics
 - d) Introduce the school to students
3. What purpose does the link on Northern's homepage called "Continuing education" serve?
 - a) To help students learn about available awards or bursaries
 - b) To put relevant information about the college in one location
 - c) To highlight positive college initiatives
 - d) To give information about part-time general course offerings
4. How do you, and what are the steps to confirm your offer of admission online at Northern College?
5. Which link, on document three, should a high school graduate from Italy, living outside of Canada select to learn about tuition and fees?
6. What program at Northern do these codes belong to, **KL** and **B239B**?
7. Which two social media sites are both colleges affiliated with?
8. Which college offers the lowest tuition fees for the Child and Youth Worker Program? What is the difference in price?
9. What is the most expensive course listed for each college?
10. What is the price difference between the Civil Engineering Program offered at both Colleges?

A3

Competency: Find and Use Information

Not
Rated

Extract Information from Films, Broadcasts and Presentations



Other Task Groups and Levels:
B2.1
D2
E1

Performance Descriptors (no indicators)

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

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

Embedded Skills

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

Activity

Click on the following link to watch the video. Have the learner take notes and share what they have learned with their instructor.

<http://www.apprenticesearch.com/Resources/Video>

Additional Sample Tasks

Vector Career Video Library

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

E-Channel Guided Tour

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

Practitioner Notes

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

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

B1

Task Group: Interact with Others

Level 1

Describing Tasks

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 forward instructions or directions
- Speaks or signs clearly in a focused and organized way
- Repeats or questions to confirm understanding
- Uses and interprets non-verbal cues

Embedded Skills

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

Practitioner Instructions

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

OALCF Implementation Strategy

http://www.lbspracticonertraining.com/images/stories/PDF/NewerISR/7.%20self-assessment_%20apprenticeship.pdf

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

Developed By:
Dryden Literacy Association

Describing Tasks



Carpenter



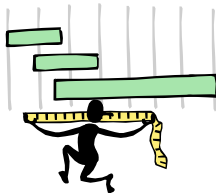
Mechanic



Electrician

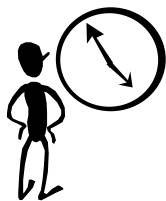
Choose one of the above occupations, or a task from a previous position, and describe to your instructor “how” and in “what order” you would complete the task.

For example:



Taking Measurements

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.

B1



Task Group: Interact with Others

Level 2

Brainstorming Solutions

**Other Task Groups and Levels:
B1.1**

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. Have the learner review the section “How to Use A Fire Extinguisher”. Have them explain the procedure to their classmates and answer any questions.

<http://www.firesafetraining.com/usingfireextinguisher.html>

Additional Sample Tasks

Giving Advice

[V.O.I.C.E](#)

[Pg. 45](#)

Oral Communication Self-Assessment

Office of Literacy and Essential Skills

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

Sharing Information

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

Review the activity with the learner and have them develop a 10 minute verbal presentation. Provide extra paper as needed.

Practitioner Notes

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

Other Task Groups and Levels:

A1.2
B2.1
C2.2
E
F

Additional Sample Tasks

OALCF

Implementation Strategy

http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/7.%20self-assessment_%20apprenticeship.pdf

Oral Communication Self-Assessment

Office of Literacy and Essential Skills

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



Developed by:
Dryden Literacy
Association

Sharing Information

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

Choose a topic you're already familiar with. Do whatever research is necessary (i.e. internet, library, informal interviews and magazines).

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

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

1. Student Life at a College.
2. Which College would you like to attend and why?
3. What would be your favorite job?
4. What trade would you like to work in most, and why?
5. Living away from home.
6. How to live on a shoestring budget.
7. Do an infomercial about yourself.
8. A medical condition and its treatment.
9. History of your town or province.
10. Your favorite sports team.



B2

Task Group: Write Continuous Text

Level 1

Composing an Email

Other Task Groups and Levels:

A1.1

A2.1

B3.1a

D 1

Performance Descriptors

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

Embedded Skills

- Uses proper punctuation at the end of sentences
- Uses capital letters for beginning of sentences, for familiar proper nouns and for the pronoun "I"
- Writes for a familiar audience and on familiar day-to-day topics

Practitioner Instructions

With the learner access the following link and complete the activity.
<http://www.bbc.co.uk/skillswise/worksheet/en11lett-11-w-writing-an-email>



Practitioner Notes

Additional Sample Tasks

Client Booklet Writing Level 1

Office of Literacy and
Essential Skills

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

Writing Self-Assessment

Office of Literacy and
Essential Skills

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

Successful Yes No

Adapted From:
BBC Skillswise



Writing a Request

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

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

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

Practitioner Notes

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

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>

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

Various Activities

Read It Write It,
Intermediate
New Readers Press

Developed by:
Dryden Literacy
Association

Writing a Request

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



Scenario # 1: You are an apprentice and you are entering your second academic period starting January 6th. Upon reviewing your course outline you've realized a basic theory quiz is scheduled for Thursday. Due to family issues you won't be in class for the first week. Write an email to explain your situation and ask the instructor if you can complete it the following week.

Scenario #2: You are a full-time student and also work part-time in the evenings and on the weekends. Your place of employment is severely understaffed and you've been taking on extra shifts. You've realized that you're behind on a major assignment that needs to be submitted by the end of the week. You need to write an email to your instructor, Mr. Ward, asking for an extension. Explain your situation and ask permission to hand it in on the following Monday.

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

Email:

To:

Subject:

Write a Letter of Complaint

Other Task Groups and Levels:

A1.2

A2.1

B1.1

F

Performance Descriptors

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

Additional Sample Tasks

Client Booklet Writing Level 2

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

Completing an Accident Report

http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/CompletingAnAccidentReport_EA_A1.3_A2.3_B1.1_B2.2_B3.3a_C2.1.pdf

Incident on Paper

Document Use Refresher for Apprentices
Pg. 248

Essential Skills

Workbook for the Trades

<http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/WP-167-EN.pdf>

Adapted from:

Workplace

Communications

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

Review the activity with the learner and discuss the format and timeline for completion. Provide extra paper as needed.

Practitioner Notes



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

Write a Letter of Complaint

Step 1: Think and Plan

Think of a problem you have had in the last few months. You may have experienced this problem as a student, consumer, or employee. Jot down a few notes about the problem and how you would like it resolved.

Step 2: Compose a Draft

Write a draft letter to the appropriate person or organization to address the problem.

Your letter should do the following:

- Have an appropriate opening statement
- Describe the problem
- Describe how the problem affected you
- State a possible solution
- Have an appropriate closing statement

Step 3: Peer Editing

Have a classmate read over your letter to ensure it addresses all the points above. He or she may have suggestions on how to improve the letter by changing wording, adding information, making corrections to spelling or grammar.

Step 4: Final Draft

Write your final draft of the letter, making the corrections identified through the editing stage.

B3

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

**Level
1a**

Request for Transcript

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

Performance Descriptors

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

Embedded Skills

- Enters information accurately in the appropriate place
- Completes a simple form with personal information
- Uses basic phonics to spell unfamiliar words
- Presents text and numbers below one or more headings in a list
- Prints and writes legibly
- Writes number symbol 1-10

Practitioner Instructions

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

Practitioner Notes

Additional Sample Tasks

Training Request

Document Use Refresher for Apprentices
Pg. 251

Joining a Library

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

Filling in a Form

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

Successful	Yes	No
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Developed By:
Dryden Literacy
Association

Request for Transcript

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

First Name:	<input type="text"/>	Middle Name:	<input type="text"/>
Last Name:	<input type="text"/>	Previous (or other) Name(s):	<input type="text"/>
Student ID:	<input type="text"/>	Date of Birth: (DD/MM/YY)	<input type="text"/>
Current Mailing Address:	<input type="text"/>		
	<input type="text"/>		
Phone Number:	<input type="text"/>	Work Number:	<input type="text"/>
Cell Number:	<input type="text"/>	E-Mail:	<input type="text"/>
Student Signature:	<input type="text"/>		
<input type="checkbox"/> Transcript (s) Only	<input type="checkbox"/> Certificate / Diploma (includes transcript)		
Program Attended:	<input type="text"/>	Years:	<input type="text"/> to <input type="text"/>
<input type="checkbox"/> Pick-Up			
<input type="checkbox"/> Fax To:	<input type="text"/>		
<input type="checkbox"/> E-Mail To:	<input type="text"/>		
<input type="checkbox"/> Mail (to above address)			
<input type="checkbox"/> Mail To:	<input type="text"/>		
	<input type="text"/>		
Number of Transcripts Requesting:	<input type="text"/>		
Total fee payable \$	<input type="text"/>		
Remarks:	<input type="text"/>		

Create a To-Do List

Other Task Groups and Levels:

A1.1

A2.1

B2.1

E.1

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

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

Additional Sample Tasks

Document Use Self - Assessment

Office of Literacy and Essential Skills

http://www.hrsdc.gc.ca/en/jobs/les/docs/tools/du-self_assessment.pdf

Stress Less

My Front Yard,
Dartmouth Literacy Network
Pg. 75

Practitioner Notes



Successful	Yes	No
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Adapted from:
Self-Management and Goal Setting
Pg. 79

Create a To-Do List

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

Task	Start Date	Finish Date

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

B3

Task Group: Complete and Create Documents A “entries”

**Level
2a**

Explore Careers by Skills and Knowledge

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

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

Click on the link below to access the webpage and have the learner complete the activity.

http://www.workingincanada.gc.ca/report_skillknowledge-eng.do?action=search_form

Practitioner Notes



Successful	Yes	No
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Additional Sample Tasks

**Completing an
Accident Report Form**
BBC Skillswise
<http://www.bbc.co.uk/skillswise/worksheet/en10fill-11-w-completing-an-accident-report-form>

**Assessment-Find Your
Strengths**
<http://www.literacyworks.org/mi/assessment/findyourstrengths.html>

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

Adapted From:
www.workingincanada.gc.ca

Trade Comparison

Other Task Groups and Levels:

A1.2
B2.2
C4.1
C3.1
D.2

Performance Descriptors

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



Embedded Skills

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

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Create a Time Card

Document Use Refresher for Apprentices
Pg. 87

How the Oil Flows

Document Use Refresher for Apprentices
Pg. 208

Test Preparation Process Chart

Document Use Refresher for Apprentices
Pg. 210

How am I Doing?

Daily Warm Ups, Everyday Skills, Level 2
Pg. 117

Developed by:
Dryden Literacy Association

Trade Comparison

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

- a) Location – How far from home?
- b) Costs and fees related to tuition
- c) Length of program



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

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

B3

Task Group: Complete and Create Documents A “entries”

**Level
3a**

Completing a Member Application



Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

Prior to completing this activity, the learner is required to research a trade of their choice. They will need to have, decided on a program and have ready with them, details about the course code and course name. Have the learner practice completing the membership application. The following link will take you to the printable application.

http://www.collegeoftrades.ca/wpcontent/uploads/MEMBER_APPLICATION_CON_V3.2.2_EN_MS-MR_09-20-2013.pdf

Practitioner Notes

Successful	Yes	No
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Other Task Groups and Levels:

A1.3
A2.3
D2
E

Additional Sample Tasks

Document Use Self-Assessment

Office of Literacy and Essential Skills

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

Literacy and Basic Skills, Participant Registration Form

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

Application Form

OSAP

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

Adapted From:

www.collegeoftrades.ca

B3

Task Group: Complete and Create Documents B “create”

**Level
3b**

Nook Garden

Other Task Groups and Levels:

A1.3

A2.3

C3.2

D.2

E

Performance Descriptors

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

Embedded Skills

- Creates documents using titles, row and column headings, sub-headings, and labels
- Creates more complex forms, tables, timelines and flow charts
- Draws from multiple resources as required (e.g. other documents and texts)

Practitioner Instructions

Review the activity with the learner and discuss the details, timeframe, format and method to be used.

Practitioner Notes



Additional Sample Tasks

Create a Digital Budget

Using Digital Technology
Pg. 77

Academic Studies English Research Skills,

Pg. 45

<http://en.copian.ca/librariy/learning/academic/english/research/module2.pdf>

Office Planner

www.ikea.com

http://www.ikea.com/ca/en/rooms_ideas/planner_galant/index.html

Adapted from:
Recognizing Life's Work

Successful	Yes	No
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Nook Garden



Planning and drafting a new garden takes a lot of organizing and critical thinking skills. It is important to thoroughly plan the type of garden you want, the best location for it and the suitable plants that will produce the desired look.

Activity:

1. Click on the link:

<http://www.gardencentre.com/Services/LandscapingServices/FREEPreDrawnLandscapePlans/tabid/301/Default.aspx> to access ideas for design. Choose a backyard plan that you want to work with. Ensure that you have a pencil and piece of graph paper to re-create your own garden plan.

2. On the graph paper, draw the location of your house and other fixed structures such as driveway, deck and/or garage as a representation of your yard. Note: 1 square is equal to 1 foot.

3. Using the design you choose above as a guide, draw in the desired location of your garden on the graph paper. Ensure you keep the similar shape and size of the sample to produce the desired look.

4. In your garden, draw the representation of a bench. The bench is 4 feet long and 1.5 feet deep.

5. Review the plant list and mark out the location of the plants you have chosen for your Garden. Ensure you space the plants appropriately.

6. Present your well – planned and detailed garden design to your instructor.

B4

Task Group: Express Oneself Creatively

What's Your Learning Style

Other Task Groups and Levels:

A1.1

B1.1

B1.2

F

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

Have the learner complete the survey by clicking on the link below. Print the results and have the learner create a collage (i.e. use a variety of media), depicting the information that they've learned about themselves.

<http://www.ldpride.net/learning-style-test.html>

Additional Sample Tasks

Wordle

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

Comic Generator

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

Practitioner Notes

Successful	Yes	No
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Developed by:
Dryden Literacy
Association

Tool Pricing

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

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Numeracy Indicator

Office of Literacy and Essential Skills

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

Client Booklet

Numeracy Level 1

Office of Literacy and Essential Skills

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



Developed by:
Dryden Literacy
Association

Tool Pricing

HDX™ HDX™ HAND TOOLS
EXCLUSIVE TO THE HOME DEPOT
QUALITY PRODUCTS AT AFFORDABLE PRICES
HDX™ is all about providing customers value. HDX™ makes it easy and affordable to take on any home maintenance or repair project with confidence.

SPECIAL BUY
\$12⁹⁹
70-Piece HDX™ Screwdriver Set • Includes 22 screwdrivers, ratcheting bit driver and more (100060281) While quantities last.

SPECIAL BUY
\$9⁹⁹
4-Piece HDX™ Pry Bar Set • Forged high carbon steel • 7" and 15" pry bars/ 12" and 17" wrecking bars (100072574) While quantities last.

SPECIAL BUY
\$4⁹⁹
3-Piece HDX™ Utility Knife Set • Rubber handles • 3-position locking blade • Extra blades can be stored in handle (100072373) While quantities last.

SPECIAL BUY
\$7⁹⁹
4-Piece HDX™ Locking Plier Set • Includes 5", 7" and 10" curved jaw locking pliers and 6-1/2" long nose jaw locking pliers (100072514) While quantities last.

SPECIAL BUY
\$12⁹⁹
HDX™ Wide 16" Tool Box • Wide storage capacity • Fits 18V cordless drill • Wide handle for balanced carrying (1000723014) While quantities last.

SPECIAL BUY
\$9⁹⁹
HDX™ 19" Tool Box • Durable plastic • Strong grip handle • Handy, removable tray (1000723011) While quantities last.

RYOBI® TOOLS – FEATURE FOR FEATURE THE BEST PRICES EVERY DAY, GUARANTEED
THE BRANDS YOU TRUST. THE POWER YOU NEED.

✓ Over 4 million Ryobi® tools sold ✓ 3-year limited warranty ✓ 90-day service guarantee (on all Ryobi® tools)

\$49⁹⁹ DUAL-ACTION HAMMER OR ROTARY TO HANDLE VARIOUS APPLICATIONS
RYOBI® 5.5 AMP 1/2" Hammerdrill • 2-speed gear box for variable-speed setting (1000468918)

\$59⁹⁹ STAMPED STEEL BASE RESISTS DAMAGE DURING HEAVY USE.
RYOBI® 14 AMP Circular Saw • Includes edge guide, blade wrench, dust nozzle and tool bag (1000519276)

\$79⁹⁹ RYOBI® ONE+ 18V Drill • On-board MagTray keeps extra bits and screws within easy reach (1000660072)

\$39⁹⁹ RYOBI® 4-1/2" Angle Grinder Kit • 5.5 AMP motor; 11,000 RPM (1000161083)

\$169 EXACTLINE™ LASER HIGHLIGHTS THE LINE OF CUT
RYOBI® 13 AMP 10" Sliding Compound Mitre Saw with Exactline™ Laser Technology • 3,800 RPM (1000490565)

\$129 RYOBI® 15 AMP 10" Table Saw with Stand • Powerful 120V AC, 15 AMP motor for demanding cuts (1000066006)

Review the above Home Depot sale flyer to answer questions 1 to 3.

Questions:

1. Which item is the most expensive and what does it cost?
2. Which item is approximately 8 dollars?
3. What is the total cost of a 4 piece pry bar set and a 14 amp circular saw?
4. If a package of 4 pry bars cost \$9.99, how much would one pry bar cost?

Review the Auto sale flyer below to answer questions 5 and 6.

The flyer is a grid of seven items. On the left is a large image of a Mr. Heater propane heater with a 'SAVE \$40' sticker. The heater's specifications are: 30,000 to 60,000 BTU, Heating Capability: 1,250 sq. ft., Consumption per hour: 1.2 to 2.1 lb (up to 14 hours of reliable heat with a 20 lb propane fuel tank- low setting), 8432403, Reg. 189.99, and a price of 149⁹⁹.

Item	Discount	Price
50 ft x 1/4 in. Enclosed Retractable Air Hose Reel	SAVE \$20	39 ⁹⁹
5.30-12 Trailer Tire Assembly	SAVE \$45	69 ⁹⁹
25 ft 1 Gauge Booster Cables	SPECIAL BUY	49 ⁹⁹
220 lb Wall Mounted Tire Rack	SPECIAL BUY	59 ⁹⁹
3 pc Titanium Coated Step Drill Bit Set	SAVE \$25	14 ⁹⁹
5 pc Ball Pein Hammer Set	SPECIAL BUY	19 ⁹⁹

5. What would it cost to purchase 4 of the 5.30 -12 Trailer tires?

6. If the total cost of the tires, with tax, comes to \$316.35, how much tax did you pay?

Putting It All Together

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
- Converts between fractions, decimals and percent
- Finds a percent of a number

Practitioner Instructions

Click on the following link to access the Essential Skills Workbook for the Trades. Have the learner complete the activity “Putting It All Together” on pg. 20-21.

<http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/WP-167-EN.pdf>

Practitioner Notes

Successful	Yes	No
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Other Task Groups and Levels:

A1.2
B2.2
A2.3
B3.2a
C2.2



Additional Sample Tasks

Numeracy Self-Assessment

Office of Literacy and Essential Skills

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

Client Booklet

Numeracy Level 2

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

Adapted from:

<http://www.hrsdc.gc.ca/eng/jobs/les/tools/index.shtml>

Credit Card Costs



Performance Descriptors

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

Click on the following link to access the resource “Using Digital Technology Package 1” (all sections). Choose either Jane (pg. 83) or Ahmed (pg. 85), and complete the activity.

http://alphaplus.ca/en/oalcf/use-digital-technology-instructional-resources/cat_view/72-use-digital-technology-sample-tasks-and-activities.html

Practitioner Notes

Successful	Yes	No
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Other Task Groups and Levels:

A1.3
A2.3
B3.2a
C2.1
D.2

Additional Sample Tasks

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

Document Use Refresher for Apprentices

Heating Costs Comparison
Pg. 92

Adapted from:
Using Digital Technology



Calculating Class Hours

Other Task Groups and Levels:
A2.1

Performance Descriptors

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

Embedded Skills

- Adds minutes to current time to determine new time
- Estimates and measures passage of time using minutes and hours
- Reads and writes dates and times

Practitioner Instructions

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

Practitioner Notes

Additional Sample Tasks

**Math Sense
Measurement and Data
Analysis**
Unit 1 and 2

What Time Does the Program Start?

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

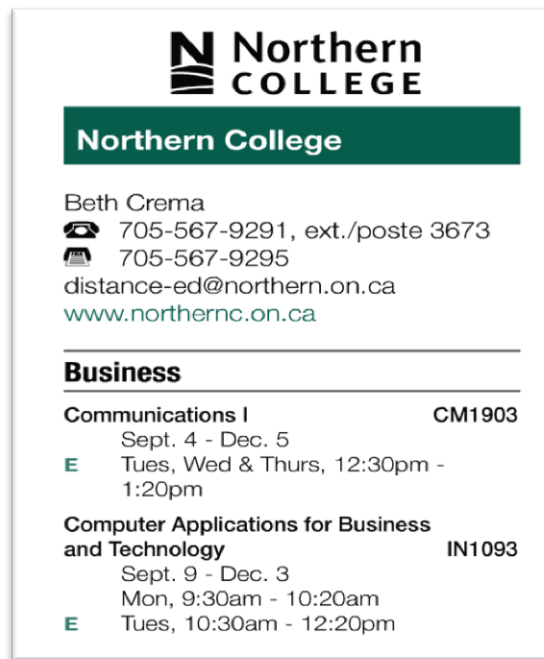
Time Practice

GCF Learn Free
<http://www.gcflernfree.org/everydaylife/timepractice>

Developed by:
Dryden Literacy
Association

Successful	Yes	No
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Calculating Class Hours



N Northern COLLEGE

Northern College

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

Business

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

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

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

Department Schedule

Other Task Groups and Levels:

A1.1

A2.2

C1.1

Performance Descriptors



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

Embedded Skills

- Reads and writes time to the quarter-hour, half-hour, three-quarter hour and hour
- Adds, subtracts, multiples and divides measurements of time
- Finds percent of a number

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

Working Out Postal Charges

<http://www.bbc.co.uk/skillsworksheet/worksheet/ma22leng-e3-w-postal-charges>

Practice Using Scales 2

<http://www.bbc.co.uk/skillsworksheet/worksheet/ma22leng-11-w-more-scales>

Ditch Digging

Numeracy at Work
Pg. 341

Trip Expenses

Document Use Refresher for Apprentices
Pg. 91

Adapted from:
Workwrite Volume1

Department Schedule

Hardware Plus department schedule

Name	Sun Mar 05	Mon Mar 06	Tue Mar 7	Wed Mar 08	Thur Mar 09	Fri Mar 10	Sat Mar 11
Campbell, Paula		8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	
Tran, Si		7:30-11:30 12:30-5:00	7:30-11:30 12:30-5:00	7:30-11:30 12:30-5:00	7:30-11:30 12:30-5:00	7:30-11:30 12:30-5:00	
Pratto, Sven		7:30-11:30 12:30-5:30	7:30-12:00 1:00-5:30	8:00-11:30 12:30-5:30	7:30-12:00 1:00-5:30	7:30-12:00 1:00-5:30	
West, Jennifer		8:00-12:30 1:30-5:30	8:00-12:30 1:30-6:00		8:00-12:30 1:30-6:00	8:00-12:30 1:30-6:00	7:30-12:00 1:00-5:00
Mingeur, Ray		8:00-12:00 1:00-5:30	8:00- 12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	
Nichols, Jay		8:00-12:00 1:00-5:30	8:00-12:30 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	
Meyer, Chris		8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30		
Ventresca, Nicole		8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	8:00-12:00 1:00-5:30	
Morrison, Jack		7:45-12:00 1:00-5:00	8:00-12:00 1:00-6:00	7:45-12:00 1:00-5:00	7:45-12:00 1:00-5:00		7:45-12:00 1:00-5:00
Wright, Carl	9:00-5:00	9:00-1:00 2:00-6:00	7:45-1:00 2:00-5:00			7:45-12:00 1:00-5:00	7:45-1:00 2:00-5:00
Coleman, Stuart	9:00-5:00			9:00-1:00 2:00-6:00	9:00-1:00 2:00-6:00	9:00-1:00 2:00-6:00	7:30-1:00 2:00-5:00
Milian, Simona	9:00-5:00				5:00-9:00	1:00-4:00 5:00-9:00	8:00-2:00 3:00-5:00
Totals							

Instructions: Read the Hardware Plus department schedule and answer the questions below.

1. How many shifts is Jennifer West scheduled to work this week? What percentage of the week does Jennifer work?

2. Who is scheduled earliest on March 6th?

3. Who is scheduled latest on March 10th?

4. How many employees are scheduled to work on Thursday?

5. Employees are not paid for lunch breaks. Calculate how many paid hours are included in the following shifts.
 - a) Simona Milan, Thursday _____
 - b) Paula Campbell, Monday _____
 - c) Jack Morrison, Saturday. _____

6. Calculate Chris Meyer's total paid hours for the week ending March 11.

7. Chris Mayer's receives 12.50 per hour, calculate his gross pay.

8. How long are lunch breaks at Hardware Plus?

Foreman for a Day

Other Task Groups and Levels:

A1.2

B2.1

B3.3a

B3.3b

D.3

E.2

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

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

Practitioner Notes



Successful	Yes	No
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Additional Sample Tasks

Scheduling

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

What's On Next

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

Planning a Project

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

Developed by:
Dryden Literacy Association

Foreman for a Day

You a foreman of a small volunteer group (6 people) and you are in charge of planning the project and need to develop the project schedule to keep your team on track.

1. Decide on a project, here are some examples;
 - Backyard deck
 - Garden boxes
 - Turing a garage into a man cave
 - Paving a laneway
 - Constructing a shed
 - Installing a wheelchair ramp
2. Create a Gantt chart or table to display your information using either a word processor or template.
3. Make a list of at least 10 tasks that need to be accomplished to complete the activity.
4. Organize your list into categories such as, person responsible, tasks that need to be accomplished before, during, and at the end of the activity, etc.
5. Within each category put tasks in order, starting with the task that needs to be done first.
6. Decide how long each task will take.
7. Decide on the period of time over which each task will take place.
8. Be sure to include:
 - Title
 - Label rows, columns and categories of information including headings and sub-headings
 - Identify the person responsible for each task
 - Include the amount of time each task will take
9. Edit your first draft and review it with your instructor prior to printing/handing in.



Checking Temperatures

Performance Descriptors



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

Other Task Groups and Levels:

A1.1

A2.1

Additional Sample Tasks

Client Booklet

Numeracy Level 1

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

Various Measuring Activities

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

Numeracy Indicator

Office of Literacy and Essential Skills

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

Math Measurement Test

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

Adapted From:

BBC Skillswise

Embedded Skills

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

Practitioner Instructions

Click on the link below to access and print the above activity. Review it with the learner and have them answer the questions. For additional assessment activities click on the sidebar link labeled “Various Measuring Activities” <http://www.bbc.co.uk/skillswise/worksheet/ma27temp-e3-w-reading-thermometers>

Practitioner Notes

Successful	Yes	No
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Walking the Trail



Other Task Groups and Levels:

A1.1

A2.2

B2.1

C2.1

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Plan That Trip

Document Use Refresher for Apprentices Pg. 131

Working Out Volumes of Everyday Objects

BBC Skillswise

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

Client Workbook

Numeracy Level 2

Office of Literacy and Essential Skills

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

Math Measurement Test

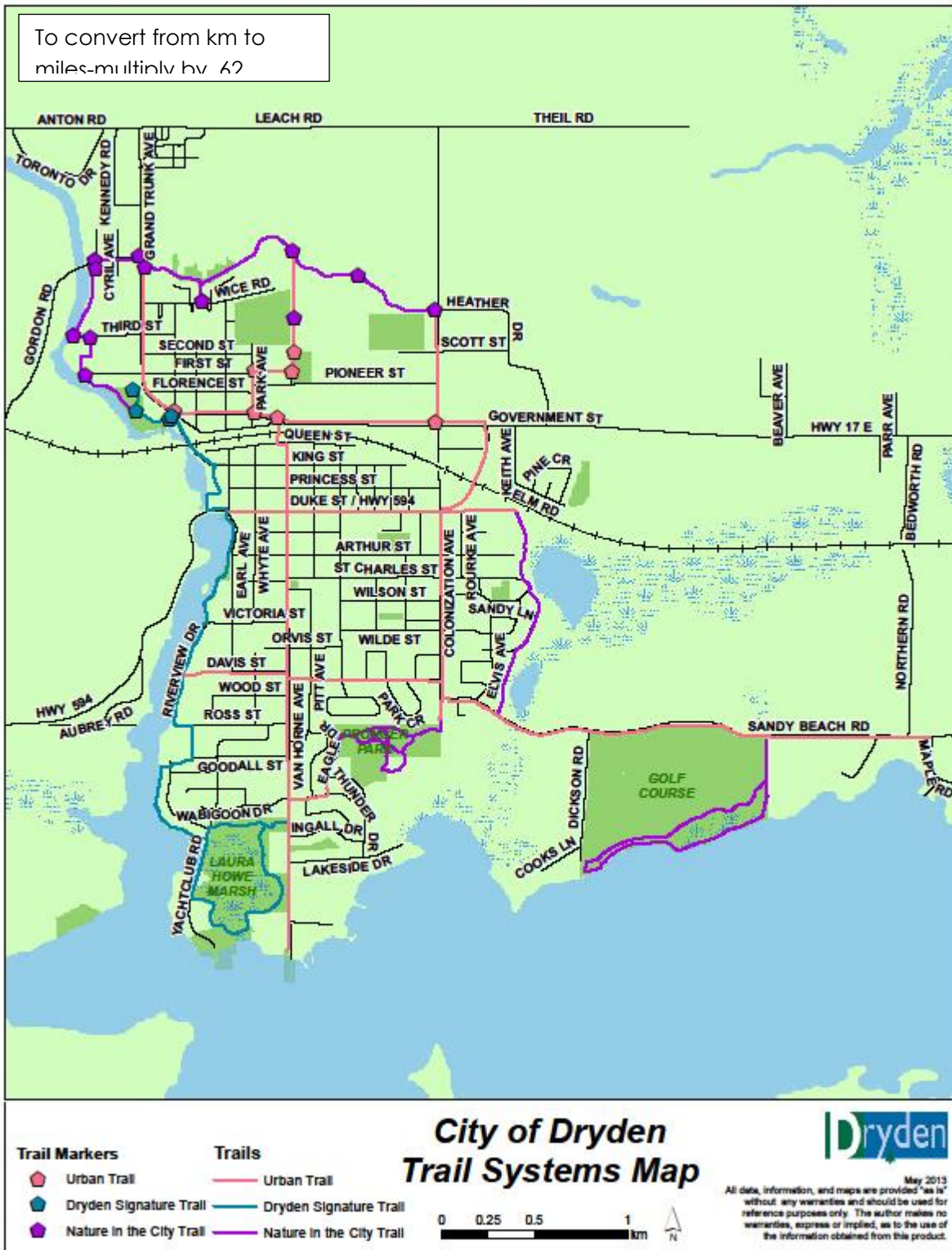
http://taskbasedactivitiesforbs.ca/sites/default/files/pdf/MathMeasuresTest_EASP_A1.1_A2.1_C3.1_C3.2.pdf

Developed by:

Dryden Literacy

Association

Walking the Trail



Use the above map to answer the following questions.

1. Use the map scale to estimate the distance between Queen Street and Lakeside drive.
2. If you were to walk the *Dryden Signature Trail*, approximately how many kilometres would it be? How many miles would it be?
3. If you were to walk from *Heather Drive* to *Grand Trunk Avenue* and decided to have a break at *Wice Road*, what fraction of the trip have you completed? What percentage is that?
4. What is the walking distance in meters to travel the length of *Sandy Beach Road*?
5. a) The distance between *Maple Road* to *Laura Howe Marsh* and along the *river* is approximately 9 km. If the average person walks 4.8 km per hour, how long would it take to walk the 9km?

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



Calculating Load Weight

Other Task Groups and Levels:

A1.2

A2.3

Performance Descriptors

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

Embedded Skills

- Develops and applies formulas for calculating surface area, weight and volume
- Converts units of measurements within the same system and between systems

Practitioner Instructions

Click on the link to access the activity.

<http://measureup.towes.com/pdfs/SA11-N2.pdf>

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Construction Workers

Workwrite, Numeracy
Book 7 Pg. 86

Build on Your Talents, Essential Skills

Activities for Trades

Construction Sector
Council of Canada

Build on Your Talents, Using Trades Math

Construction Sector
Council of Canada

Numeracy Rules

Worksheets

SkillPlan

How Do Your Skills

Measure Up?

SkillPlan

Adapted from:

Towes/Measure Up

Employment Stats



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

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

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

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Bar Graph

Workwrite Charts and Graphs
Pg. 11

Tables and Graphs

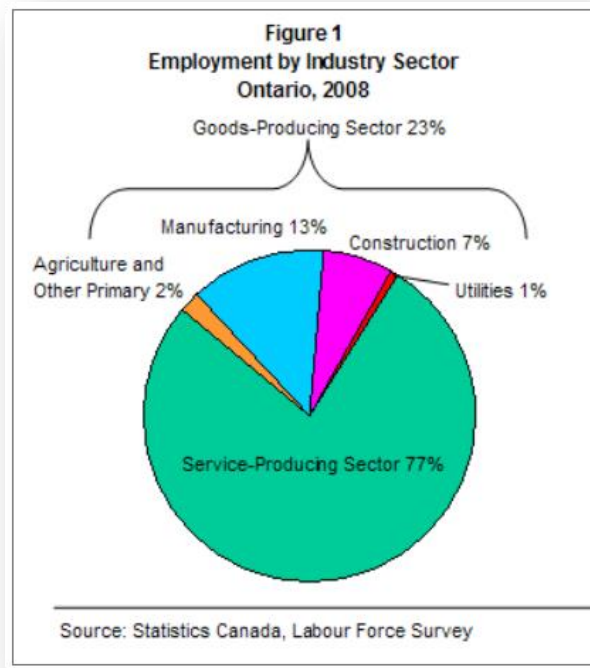
BBC Skillswise
<http://www.bbc.co.uk/skillswise/worksheet/ma36list-11-w-reading-more-tables>

Interpreting Line Graphs

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

Developed by:
Dryden Literacy
Association

Employment Stats



Answer the questions by referring to the above survey.

1. What is this data referring to?
2. How many industries are represented on the pie graph?
3. Which industry has the highest percentage of employment?
4. Which two industries have the smallest percentage of employment?
5. Which sector does the construction industry fall under?
 - a) goods-producing Sector
 - b) service –producing sector
6. What is the percent difference between the goods-producing sector and the service-producing sector?
7. Where was this data taken from?
8. Which industry is closest to 50% and by how much?

Precious Metal Recovery

Other Task Groups and Levels:

A1.2

A2.2

B2.1

Performance Descriptors

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

Embedded Skills

- Finds a percent of a number
- Interprets rates and ratios

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

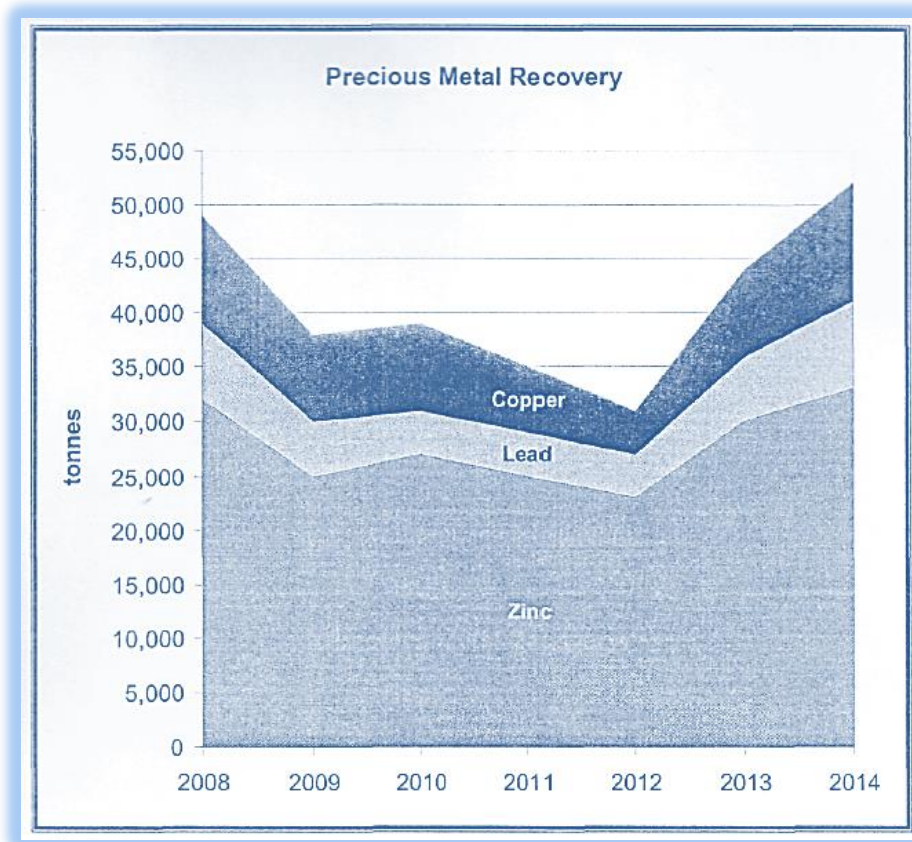
Data Hunt

Document Use
Refresher
Pg. 174

Math Sense- Measurement and Data Analysis

Developed by:
Workwrite Charts and
Graphs

Precious Metal Recovery



Look at the graph and answer the questions below.

- 1) What are the three precious metals recovered from ore at this minerals processing plant?
- 2) Which metal does the mill normally recover the least of?
- 3) Approximately how much zinc was recovered in 2010?

- 4) Approximately how much lead was recovered in 2013?

- 5) In which year were nearly 40,000 tonnes of precious metals recovered from the ore?

- 6) In 2011, 575,000 tonnes of ore were processed. What was the percentage of zinc in the ore that year?

- 7) In 2009, 8,000 tonnes of copper were recovered. What is the ratio of zinc to lead to copper that was recovered that year? Reduce the ratio to lowest terms.

Analyzing Data

Other Task Groups and Levels:

A1.2

A2.2

C1.1

C1.2

Performance Descriptors

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

Embedded Skills

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

Practitioner Instructions

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

Practitioner Notes



Successful	Yes	No
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Additional Sample Tasks

OALCF Implementation Strategy Resource
http://www.lbspracticonertraining.com/images/stories/PDF/NewerISR/7.%20self-assessment_%20apprenticeship.pdf

Numeracy at Work-Skillplan

1) Reaching Northern Hiring Targets Pg. 267

2) Collecting Data for Safety Pg. 285

McCornell House and Garden

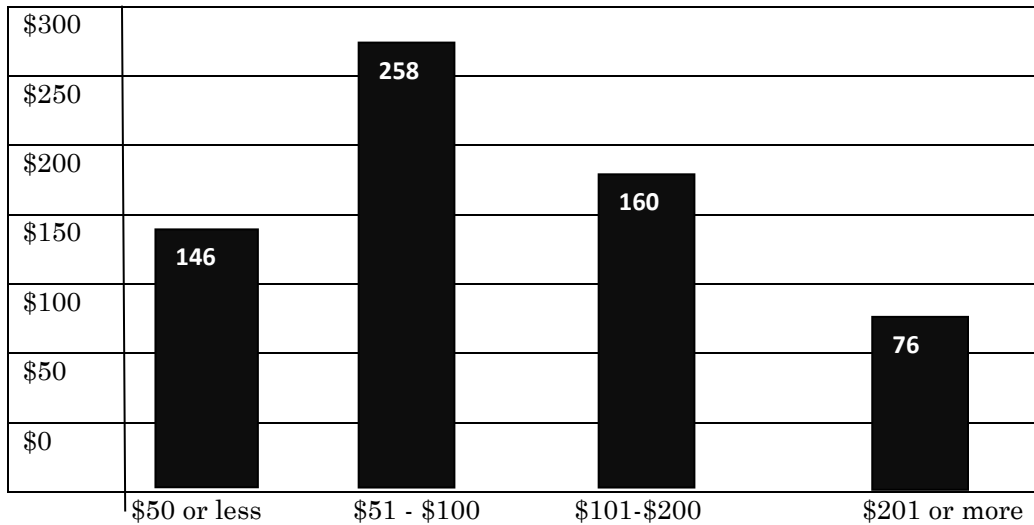
Workwrite Charts and Graphs Pg. 118

Adapted from:

Math Sense

Measurement and Data Analysis

Analyzing Data



Questions 1 and 2 are based on the above graph

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

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

Questions 4 – 7 are based on the above table

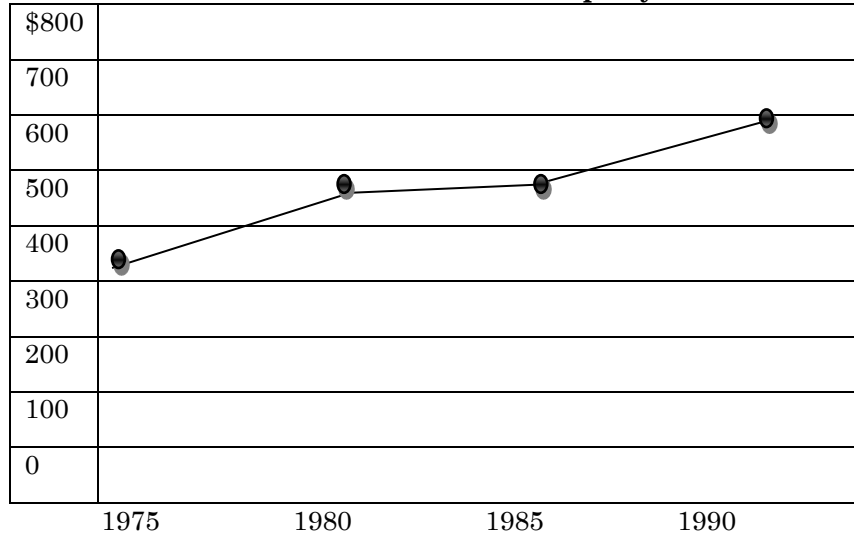
4. How much more profit does Alphonso Trailer Company make on each Move All trailer than on each Mighty Moe trailer?
 - a) \$1,000
 - b) \$1,400
 - c) \$1,800
 - d) \$2,400
 - e) \$2,800

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

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

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

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



Questions 8-10 are based on the above line graph

8. In which two years listed were Western's insurance premiums about the same?

- a) 1975 and 1980 b) 1975 and 1985 c) 1980 and 1985
 d) 1980 and 1990 e) 1985 and 1990

9. If the 1985-1990 trend continues, what is the most reasonable estimate of Western's average premiums in the year 2000?

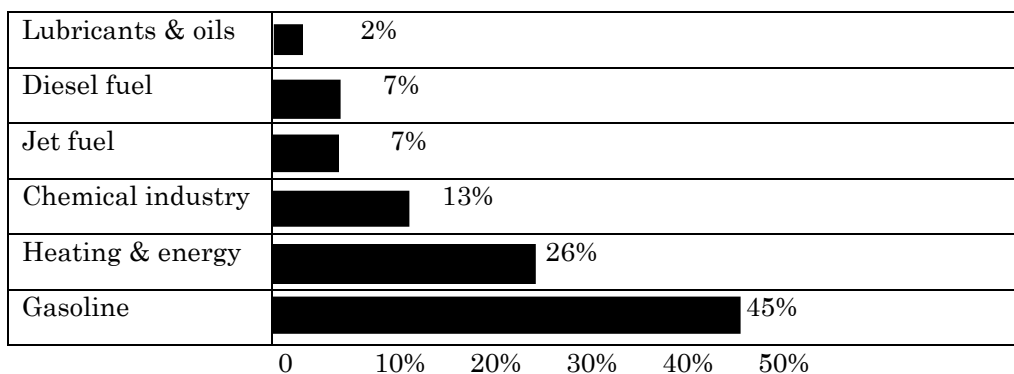
- a) Between \$400 and \$600
 b) Between \$575 and \$775
 c) Between \$750 and \$950
 d) Between \$1,000 and \$1,200
 e) Between \$1,300 and \$1,500

10. What was the approximate percent increase in Western's average premiums between 1975 and 1990?

- a) 10% b) 25% c) 50%
 d) 75% e) 100%

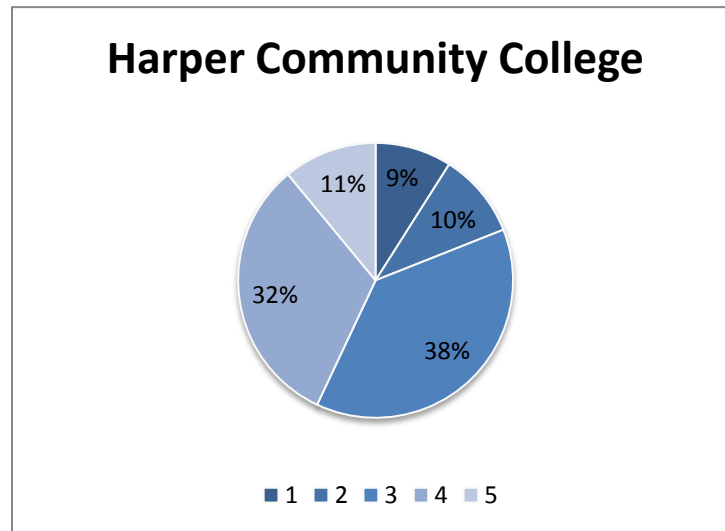
Questions 11 to 13 are based on the bar graph below:

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



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

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



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

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

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

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



Paying by Debit Card

Other Task Groups and Levels:
A1.1
A3

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

- Uses mouse to select and deselect text
- Enters, sends and saves information using hand held devices

Practitioner Instructions

Click on the following link to access the activity. Review the activity with the learner and observe the learners ability to complete the task.

<http://www.gcfllearnfree.org/everydaylife/paydebit>

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

Office of Literacy and Essential Skills

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

Use a Debit/Credit Machine

Using Digital Technology

Pg. 57

Using an ATM

Pg. 63

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

Fun and Interactive Games

www.apprenticesearch.com

<http://www.apprenticesearch.com/resources/page?pageid=507&Title=8.5FunInteractiveGames4Youth>

Adapted from:

www.gcfllearnfree.org

Searching the NOC

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

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 have them answer the questions.

Practitioner Notes

Additional Sample Tasks

Online Mobile Phone Quiz

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

Computers-Word Processing

http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/ComputersWordProcessing_EASPI_B3.1_a_D2.pdf

Successful Yes No



Developed by:
Dryden Literacy
Association

Searching the NOC



Classification. The NOC was designed to help Canadians understand the jobs in the labour market. Each job is given a number and code.

Your task is to:

1. Search the NOC website to find the code for a Plumber.
2. Once you have found the NOC code, click on the link and list 5 of the main duties a Plumber performs.

Plumber Duties

3. Search the NOC for an occupation you are interested in and write the code below.

Exploring Career Options

Other Task Groups and Levels:

A1.3
A2.3
B2.3
B3.2a
B3.3b
C1.2
C2.2

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
- Formats font, colors, borders
- Adds text and aligns
- Saves, prints and edits document
- Writes text to explain or describe

Practitioner Instructions

Review the activity with the learner and discuss the timeframe for completion.

Practitioner Notes



Successful	Yes	No
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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/jobs/les/docs/tools/cu_self_assessment.pdf

Developed by:
Dryden Literacy
Association

Exploring Career Options

Your task will be to create a chart using a software program of your choice that provides information about three occupations of your choice.

Some websites you might want to research include:

www.tradeability.ca

www.csc-ca.org

www.apprenticesearch.com

www.red-seal.ca

www.tradesecrets.gov.ab.ca

<http://www5.hrsdc.gc.ca/NOC>



Be sure to include:

- The essential skills required for each occupation
 - Length of apprenticeship
 - Cost of education
 - Wage information
 - Job availability or employment opportunities
1. Organize the information using features such as titles, headings, subheadings, text boxes and lists to support the message
 2. Use formatting styles such as fonts, shading, size and colour of text to present information clearly
 3. Save, print and hand in

Steps to an Apprenticeship

Other Task Groups and Levels:

A1.1

A2.1

B2.1

B3.1a



Performance Descriptors

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

At this level, learners:

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

Practitioner Instructions

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

Practitioner Notes

Additional Sample Tasks

Self-Assessments

Office of Literacy and Essential Skills

1. Continuous Learning;

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

2. Thinking;

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

Multiple Self-Assessments

Learning With Swagger-
Print-based resource

OALCF Implementation Strategy Welcome

Package Level 1

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

Adapted from: VOICE,

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

Successful	Yes	No
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Steps to an Apprenticeship



Use the handout to chart your support structures as follows:

1. What research have you done to explore your apprenticeship options?
2. What educational supports are available in your community?
3. What financial supports can you access to complete your apprenticeship?
4. What work opportunities have you identified?
5. How can I best support myself to achieve my goals? Write what is required from you.

Setting Goals

Other Task Groups and Levels:

A1.2
A1.3
A2.2
B2.2
B3.2a
C2.1

Performance Descriptors

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

At this level, learners:

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

Practitioner Instructions

To access the activity click on the link below

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



Practitioner Notes

Additional Sample Tasks

Self-Assessments

Office of Literacy and Essential Skills

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

Welcome Package 2

OALCF Implementation Strategy Resource
<http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/4.%20welcome%20package%20oalcf%20level%202.pdf>

Adapted from:
The Office of Literacy and Essential Skills

Successful	Yes	No
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Skilled Trade or Not?

Other Task Groups and Levels:

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

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

Click on the following link to access the activity.

<http://www.apprenticesearch.com/userfiles/AppsearchEduResRV.pdf>

Practitioner Notes

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

Additional Sample Tasks

Self-Assessments

Office of Literacy and Essential Skills

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

Orientation Package

Level 3

OALCF Implementation Strategy

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

Adapted from:

www.apprenticesearch.com

Our Comfort Zones

Other Task Groups and Levels:

A1.1

A2.1

B2.2

B3.1a

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 complete the survey and answer the questions. Provide extra paper as needed.

Practitioner Notes

Successful	Yes	No
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Additional Sample Tasks

OALCF

Implementation Strategy

http://www.lbspracticonertraining.com/images/stories/PDF/NewerISR/7.%20self-assessment_%20apprenticeship.pdf

Multiple Self-Assessments

Learning With Swagger
Print-based

What is Your Conflict Style?

Making it Work
Pg. 149-154



Adapted from:
Making It Work

Our Comfort Zones

Everyone has places where they feel comfortable and places where they feel uncomfortable. Think about how comfortable you are in these different situations.



Circle the number that shows your comfort level.

How comfortable are you when:	Not Comfortable	2	Very Comfortable
Talk to a friend.	1	2	3
Talk to your boss or supervisor.	1	2	3
Talk to strangers.	1	2	3
Listen to someone.	1	2	3
Ask questions to help you understand.	1	2	3
Answer questions that you are asked.	1	2	3
Say what you need.	1	2	3
Want to leave a good impression in a job interview.	1	2	3
Tell someone why something is upsetting you.	1	2	3
Want to make new friends.	1	2	3
Talk in front of a large group of people.	1	2	3

- Highlight the three situations on the list where you are the most uncomfortable. What could you do to be comfortable in those situations?

- Where are you most comfortable? Why?

Apprenticeship Answers

A1.1	1. Answers are included with the activity
A1.2	1. Answers are included with the activity
A1.3	1. Answers are included with the activity
A2.1	<ol style="list-style-type: none"> 1. 6 classes 2. Class D: Poisonous and Infectious material-Materials causing immediate and serious toxic effects 3. A flame 4. Class D 5. Class C 6. Dangerously Reactive Material 7. Class D-3 8. Letter T 9. A) by Class
A2.2	<ol style="list-style-type: none"> 1. 4 2. 7 3. Course availability, open or closed 4. 2 listed, I could attend 3D Modelling & Visual Effects Production Certificate 5. September 2013-May 2015 6. 8 months 7. 4 8. Their website 9. 5 10. Answers may vary
A2.3	<ol style="list-style-type: none"> 1. About 2. C) 3. D) 4. Confirm by May 1, 2013 by either online or telephone Steps include; go to ontariocolleges.ca website, login with username and password, click on view offers tab, then click the confirm button 5. 2013-2014 International Tuition and Fees 6. CESD -3yr (compressed) 7. Twitter and Facebook 8. Sault College, difference of \$1340.29 9. Northern- BScN Nursing Sault- Aviation Technology 10. \$1878.79
A3	The learner must demonstrate enough of the Performance Descriptors to be successful
B1.1	The learner must demonstrate enough of the Performance Descriptors to be successful




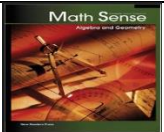
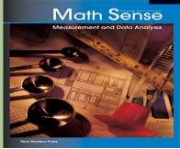

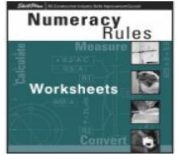


B1.2	The learner must demonstrate enough of the Performance Descriptors to be successful
B1.3	The learner must demonstrate enough of the Performance Descriptors to be successful
B2.1	The learner must demonstrate enough of the Performance Descriptors to be successful
B2.2	The learner must demonstrate enough of the Performance Descriptors to be successful
B2.3	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.1a	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.1b	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.2a	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.2b	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.3a	The learner must demonstrate enough of the Performance Descriptors to be successful
B3.3b	The learner must demonstrate enough of the Performance Descriptors to be successful
B4	The learner must demonstrate enough of the Performance Descriptors to be successful
C1.1	<ol style="list-style-type: none"> 1. Sliding compound saw for \$169.00 2. 4 piece locking plier set 3. \$69.98 4. \$2.50 5. \$279.96 6. \$36.39
C1.2	Answers are included with the activity
C1.3	<p>Calculations will have to be reviewed by the instructor</p> <p>The learner must demonstrate enough of the Performance Descriptors to be successful</p>




C2.1	<ol style="list-style-type: none"> 1. 150 min Or 2.5 hours 2. 100 min Or 1 hour and 40 min 3. 250 min Or 4 hours and 10 min. 4. 100 min or 1 hour and 40 min 5. Communications 13 weeks, CA for B 12 weeks 6. 11:30 and 8:30 7. 13:20 hours 8. 705-567-9291 ext. 3673
C2.2	<ol style="list-style-type: none"> 1. 5 shifts, 71% 2. Si and Sven 3. Simona 4. 11 5. Simona-4hrs, Paula-7.5hrs, Jack-8.25hrs 6. 34hrs 7. \$425.00 8. 1 hour
C2.3	<p>Review the learner's work- The learner must demonstrate enough of the Performance Descriptors to be successful</p>
C3.1	<ol style="list-style-type: none"> 1. a) thermometers B, D and E <ol style="list-style-type: none"> b)17°C c) 17°C 2. a)Thermometer C <ol style="list-style-type: none"> b)15°C c)14°C 3. a) thermometer E is the only one over 18°C <ol style="list-style-type: none"> b) thermometer E shows 19°C 4. thermometers C and D
C3.2	<ol style="list-style-type: none"> 1. apx. 2.5 km 2. apx. 5 km, 3 miles 3. 1.5/2 , 75% 4. 2500m 5. A) Apx. 1 hour and 48 min <ol style="list-style-type: none"> B) 6 bottles of water to go 9 km
C3.3	<ol style="list-style-type: none"> 1. Answers are included with the activity

C4.1	<ol style="list-style-type: none"> 1. Employment by Industry Sector 2. 5 3. Service Industry 4. Agriculture and Other Primary and Utilities 5. Good-Producing Sector 6. Goods-producing is 23% and the service-producing is 77%, between them is a difference of 54% 7. Statistics Canada Labour Force Survey in 2008 8. They are both the same, and differ by 27%
C4.2	<ol style="list-style-type: none"> 1. Copper, Lead, Zinc 2. Lead 3. 26000 tonnes 4. 5000 tonnes 5. 2010 6. 4.3% ($25,000/575,000 \times 100$) 7. 30,000 to 5,000 to 10,000=6:1:2 reduced to lowest terms
C4.3	<ol style="list-style-type: none"> 1. \$51-\$100 2. (d) 25% 3. 27 4. (a) \$1000 5. (d) \$2325 6. (e) no mode 7. (b) Move All first, Mighty Moe last 8. (c) 1980 and 1985 9. (d) between \$1000 and \$1200 10. (d) 75% 11. (c) 13 12. (e) almost 7 times as much 13. (a) gasoline was the major use of oil in the United States 14. (b) 15. 1/10 or 10% 16. (d) 18 17. (b) 36 and 40 18. 30-39 and 40-49 19. 15 home runs 20. 4.35lbs

D1	The learner must demonstrate enough of the Performance Descriptors to be successful
D2	The learner must demonstrate enough of the Performance Descriptors to be successful
D3	The learner must demonstrate enough of the Performance Descriptors to be successful
E1	The learner must demonstrate enough of the Performance Descriptors to be successful
E2	The learner must demonstrate enough of the Performance Descriptors to be successful
E3	The learner must demonstrate enough of the Performance Descriptors to be successful
F	The learner must demonstrate enough of the Performance Descriptors to be successful








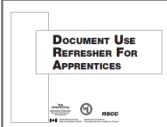

Apprenticeship Goal Path Resources










Print Based Resources	
Daily Warm Ups for Every Day Skills	
Learning With Swagger	
Making Essential Skills Work for You	
Math Sense-Algebra and Geometry	
Math Sense-Measurement and Data Analysis	
My Front Yard	
Numeracy Rules, Worksheets-SkillPlan	
Read It Write It	
Workplace Communications	


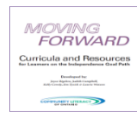









<p>Workwrite Graphs and Charts Book 6</p>	
<p>Workwrite Volume 1- organizing information, schedules, information forms</p>	
<p>Workwrite Numeracy Book 7</p>	







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

Web Based Resources	
<p>Academic Studies English</p> <p>http://en.copian.ca/library/learning/academic/english/iau-eng/shtstory/modul17c.pdf</p>	
<p>A Guide to Apprenticeship Support Tools and Resources Available in Northern Ontario</p> <p>http://northernliteracy.ca/index.php/en/resource-library/category/75-supporting-apprenticeship-completions</p>	
<p>Apprentice Search,</p> <p>www.apprenticesearch.com</p>	
<p>BBS Skillswise</p> <p>www.bbc.co.uk/skillswise</p>	
<p>College of Trades</p> <p>www.collegeoftrades.ca</p>	
<p>Comic Generator</p> <p>http://www.makebeliefscomix.com/Comix/</p>	
<p>Credit Canada</p> <p>http://creditcanada.com/money-management/how-to-create-a-monthly-budget</p>	
<p>Document Use Refresher for Apprentices</p> <p>http://en.copian.ca/library/learning/nsde/doc_refresher_apprentices/doc_refresher_apprentices.pdf</p>	
<p>Employability Success</p> <p>http://www.quillnet.org/e-resources/emsu/emsu_wrkbk.pdf</p>	

<p>E-Channel http://studyonline.ca/getting-started/demo-online-courses</p>	
<p>EOPG Partners Gateway http://www.tcu.gov.on.ca/eng/eopg/tools/forms.html</p>	
<p>Essential Skills Activities for Trades http://nsapprenticeship.ca/publications/es_activities_trades.pdf http://www.buildforce.ca/en/products/essential-skills-activities-trades</p>	
<p>Essential Skills Indicator http://www.hrsdc.gc.ca/eng/jobs/les/tools/assessment/online_indicator.shtml</p>	
<p>Fire Safe Training www.firesafetraining.com</p>	
<p>GCF Learn Free www.gcflearnfree.org</p>	
<p>IKEA www.ikea.com</p>	
<p>LD Pride www.ldpride.net</p>	
<p>Literacy Works www.literacyworks.org</p>	

<p>Measure Up/Skillplan http://measureup.towes.com</p>	
<p>Moving Forward http://www.communityliteracyofontario.ca/resource/Moving_Forward_HI_RES_01.pdf</p>	
<p>Numeracy at Work http://www.skillplan.ca/tools-and-publications</p>	
<p>OALCF Implementation Strategy www.lbspractitionertraining.com</p>	
<p>Office of Literacy and Essential Skills http://www.hrsdc.gc.ca/eng/jobs/les/index.shtml</p>	
<p>Ontario Learn www.ontariolearn.com</p>	
<p>OSAP https://osap.gov.on.ca</p>	
<p>Recognizing Life's Work http://en.copian.ca/library/learning/recognizing/helping_learners/helping_learners.pdf</p>	
<p>Self-Management and Goal Setting http://www.alibris.com/Quick-Skills-Self-Management-and-Goal-Setting-Douglas-Gordon/book/7660710</p>	
<p>Task Based Activities for LBS http://taskbasedactivitiesforlbs.ca/</p>	
<p>Using Digital Technology http://library.copian.ca/search?q=Using+digital+Technology&collection=research&collection=learning&search=Search</p>	

<p>Using Trades Math</p> <p>http://en.copian.ca/library/learning/csc/using_trades_math/using_trades_math.pdf</p> <p>http://www.buildforce.ca/en/products/using-trades-math</p>	
<p>Vector</p> <p>http://vector.cfee.org/english/login.php</p>	
<p>Vocabulary Building Workbook</p> <p>http://en.copian.ca/library/learning/hrsdc/vocabulary_workbook/vocabulary_workbook.pdf</p>	
<p>V.O.I.C.E</p> <p>http://en.copian.ca/library/learning/christine/voice/voice.pdf</p>	
<p>Wordle</p> <p>www.wordle.net/create</p>	
<p>Working In Canada</p> <p>www.workingincanada.gc.ca</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