

# Embedded Skills, Knowledge and Attitudes Reference Guide for Ontario

## ESKARGO

Ontario Association of Adult and Continuing Education School Board Administrators

CESBA

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## PRACTITIONER NOTES: *The ESKARGO*

One of the main challenges that practitioners face as they begin to implement the OALCF, is deciding exactly what they are supposed to teach once goal-related tasks and milestones have been identified for learners. We understand that successful task performance depends on a person's ability to use the particular skills, knowledge and attitudes that are embedded in the task – but how is a practitioner to know what those particular skills, knowledge and attitudes are? That's the trick.

### Description:

The ESKARGO, or the *Embedded Skills, Knowledge and Attitudes Reference Guide for Ontario* is intended for practitioners. It provides a list of skills and knowledge, and a rubric related to attitudes for each OALCF competency, task group and level. The ESKARGO is based on the assumption that tasks that are situated within the same competency, task group and level, will naturally draw upon the same set of skills, knowledge and attitudes for successful performance.

The embedded skills and knowledge lists included in the ESKARGO come from a number of sources including, but not limited to, these familiar and commonly used resources:

- Curriculum Framework task and performance descriptors
- LBS Working With Learning Outcomes Matrix
- The Level Descriptions Manual
- OALCF Goal Path Descriptions for Practitioners and Learners
- Grades 1-9 Ontario Curriculum
- Conference Board of Canada - Employability Skills
- PLAR materials analysis
- Field-developed research, e.g., Clearing the Pathways
- Feedback from practitioner reviewers
- Internet research

### Purpose:

The primary benefit of the ESKARGO is its ability to create direct links between tasks and skills. In a task-based approach where skill development can appear to be taking a back seat, practitioners want to know exactly where skill-building fits in and how learners who need that skills foundation can better understand how skills relate to tasks related to their goals.

The ESKARGO can become a primary reference tool for practitioners as they make the link between particular tasks in the learners' program and the teaching content that will be necessary for successful task performance. If practitioners have quick and easy access to a checklist of skills and knowledge, and

a way to consider the role of attitudes for each task group and level, it will save a lot of time and effort in figuring out what to teach.

The ESKARGO in task tracking format provides a way to link skill development with OALCF tasks and to document and give evidence of progress as learners work to acquire necessary skills and knowledge.

### Insights:

The ESKARGO can help practitioner make two important decisions:

- 1) what to teach for specific tasks
- 2) what tasks might be appropriate in light of a learner's particular skill development.

1) Once a task has been selected for a learner to work on, practitioners will want to identify what the embedded skills, knowledge and attitudes are that make it possible for a learner to complete the task successfully. This information is important because it points to the teaching and learning elements that are needed. Here is how to use the ESKARGO for that purpose:

1. Ensure the task has first been situated within a Curriculum Framework competency, task group and level; i.e., you can identify the Curriculum Framework code for this task (B2.1, A3.2, E1, etc.).
2. Locate the page in the ESKARGO that matches that code and make a photocopy.
3. Read over the list of skills and knowledge typically required for tasks related to this competency, task group and level.
4. Based on what you know about the learner's current skills and abilities, identify the particular elements you think the learner needs to focus on in order to be able to perform the task.
5. Provide explicit instruction, and/or use your own effective skill-based resources and learning activities to help learners acquire the skills and knowledge they need.
6. Use the attitudes rubric to assess the importance of attitude for this task. If attitude is deemed important, discuss and identify what the desired attitudes are and how they might be displayed.
7. Allow adequate time for skill development, practice and testing.
8. Have the learners complete the task.
9. Report task completion on the learner's Learner Plan.

**NOTE:** Obviously, individual tasks draw upon some skills and knowledge and not others. One task does not necessarily require all of the skills and knowledge contained in the accompanying list for that task group and level. For that reason, practitioners will want to have the learner work on a number of different tasks associated with one particular task group and level in order to be assured that the learner has the full range of skills and knowledge required to perform, in the future, any goal-related task within that competency, task group and level. This is particularly important for learners transitioning to further education – Adult Secondary School Credit, Postsecondary or Apprenticeship.

2) Occasionally, the situation may arise where you have assessment results about a learner's skills, but no tasks have been selected. When that's the case, you can use the ESKARGO to work backwards from skills to tasks. Here are some tips for that:

1. Identify the probable competency that is best supported by these particular skills; e.g., if you are looking at a learner's writing skills assessment, you can assume the primary competency will be Competency B: Communicate Ideas and Information.
2. Locate the corresponding competency section in the ESKARGO, and flip through those pages until you find the list of skills that best reflect the learner's current knowledge and skill proficiency.
3. Note the task group and level identified at the top of the page. This code tells you where to look in the curriculum framework resources for appropriate tasks that call on these particular skills.

Note: You will probably notice that some same skills can appear in different task groups within the same competency and level. This is good because it provides more options for different kinds of tasks, and it also demonstrates the transferable nature of skills task to task.

### **What you can expect:**

As practitioners use the ESKARGO, they will build greater capacity for working with a task-based approach. The ESKARGO can help as practitioners think through the following issues:

- where specific skill-building activities and resources fit within the OALCF model
- how to determine what to teach once a task has been selected
- how to help learners understand the direct connection between skill development and tasks
- how to provide evidence of learner progress in a task-based framework when the learner is slowly building a foundation of skills and knowledge
- how to engage learners in considering the effects of attitudes on successful task performance

The ESKARGO provides quick and easy access to appropriate and specific skills, knowledge and attitudes that support task performance for any task that has been situated within the curriculum framework.

## ESKARGO: Attitudes Rubric

Embedded knowledge and skills in tasks are quite easy to identify because they are about what a person needs to understand (knowledge) and what a person needs to be able to do (skills). Linking attitude to successful task performance is more complicated. Attitudes do not always play a role in successful performance of a task. On the other hand, sometimes, they do. In fact, sometimes, they are absolutely crucial. It seems when attitudes do play a role, it's usually because a particular and perceivable attitude matters to someone in some way – either in relation to the purpose of the task, or the context in which the task is carried out. For example, while *send an email to request information* may draw upon certain skills and knowledge, attitude may or may not play a role in successful performance. It depends on the context; i.e., who the intended recipient is, what the purpose is, how important the request is, and what possible repercussions may follow if “proper” attitude is not evident.

**Purpose** has to do with what the task is expected to accomplish. If, in your mind or in the mind of someone else, the outcome of the task has a lot of consequence or possible repercussion attached to it, then how you perform the task, and the attitudes you convey while performing the task, really matter.

**Context** can be related to the setting in which the task will take place, the situation, or the degree to which the task involves or affects others. The degree to which these contextual considerations matter to you or to someone else influences the degree to which attitude matters to successful task performance.

In tasks where consequences, possible repercussions, settings, situations or relationships matter, then successful task performance means the task should be performed in an appropriate way or in the manner expected. LBS learners must have a way of gauging when this is the case, and how important attitude is to the successful performance of a task.

The following rubric can assist in helping learners and practitioners determine whether or not, and/or to what extent attitudes matter in the successful performance of a particular task. Making that determination helps in deciding how much time and attention should be given to identifying and fostering the appropriate attitudes for a particular task.



## ESKARGO: Attitudes Rubric

*When does attitude play a role in successful task performance, and how much does it matter?*

FACTOR	<i>Attitude is <b>not important</b> when</i>	<i>Attitude is <b>somewhat important</b> when</i>	<i>Attitude is <b>very important</b> when</i>
Attitude may matter when <b>positive consequences</b> are attached	<ul style="list-style-type: none"> <li><input type="checkbox"/> no particular consequences are attached</li> <li><input type="checkbox"/> task does not call for any particular attitude</li> <li><input type="checkbox"/> attitude has very limited effect on task performance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> some positive consequences are attached (e.g., <i>appreciation, affirmation</i>)</li> <li><input type="checkbox"/> task performance is seen as more successful when certain attitudes are evident</li> <li><input type="checkbox"/> consequences are immediate</li> <li><input type="checkbox"/> have short-term benefits</li> <li><input type="checkbox"/> may have some positive effect on approval rating</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> has some significant and positive consequences attached (e.g., <i>a bonus, more opportunities</i>)</li> <li><input type="checkbox"/> successful task performance is closely linked to particular attitudes</li> <li><input type="checkbox"/> may have long-term benefits</li> <li><input type="checkbox"/> plays an important role in overall approval rating</li> </ul>
Attitude may matter when <b>negative repercussions</b> are possible	<ul style="list-style-type: none"> <li><input type="checkbox"/> repercussions are unlikely</li> <li><input type="checkbox"/> repercussions are negligible</li> <li><input type="checkbox"/> repercussions have little to no particular significance</li> <li><input type="checkbox"/> has no effect on anything else</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> negative repercussions are possible</li> <li><input type="checkbox"/> repercussions are not too serious (e.g., <i>a reprimand, minor annoyance or disappointment of someone else</i>)</li> <li><input type="checkbox"/> repercussions are short-lived</li> <li><input type="checkbox"/> may have some small but lasting effect on something else</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> negative repercussions are probable</li> <li><input type="checkbox"/> repercussions are serious (e.g., <i>job loss, lost opportunities, broken trust</i>)</li> <li><input type="checkbox"/> repercussions have long-term effects</li> <li><input type="checkbox"/> have definite carry-over effects to other things</li> </ul>
Attitude may matter when <b>the setting</b> calls for a particular approach	<ul style="list-style-type: none"> <li><input type="checkbox"/> setting has no significance for successful task performance</li> <li><input type="checkbox"/> is very familiar</li> <li><input type="checkbox"/> is very informal</li> <li><input type="checkbox"/> mostly unstructured (e.g., <i>a task carried out by myself at home for no one but myself</i>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> setting fosters some expectations related to attitude</li> <li><input type="checkbox"/> setting is mostly familiar</li> <li><input type="checkbox"/> is somewhat informal</li> <li><input type="checkbox"/> has some elements of structure (e.g., <i>a task carried out in public but of no personal concern to spectators</i>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> setting produces definite expectations related to attitude</li> <li><input type="checkbox"/> setting may be familiar or unfamiliar</li> <li><input type="checkbox"/> is mostly formal</li> <li><input type="checkbox"/> is highly structured (e.g., <i>task carried out where there are established rules and/or generally accepted expectations re: attitude</i>)</li> </ul>
Attitude may matter when <b>the situation</b> calls for a particular approach	<ul style="list-style-type: none"> <li><input type="checkbox"/> the situation has no significance to successful task performance</li> <li><input type="checkbox"/> is routine, common and familiar</li> <li><input type="checkbox"/> is very informal</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> the situation calls for certain attitudes</li> <li><input type="checkbox"/> situation is not that common</li> <li><input type="checkbox"/> has some unfamiliar aspects</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> the situation demands certain attitudes</li> <li><input type="checkbox"/> situation is unusual or uncommon</li> <li><input type="checkbox"/> has some unfamiliar elements</li> </ul>



## Competency A: Find and Use Information

<b>A1.1</b>	<b>Read continuous text</b>	<b>OALCF Level 1</b>
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### Building Readiness for A1.1 Tasks

- Knows the alphabet
- Distinguishes between upper and lower case letters
- Randomly recognizes and pronounces letters of the alphabet and letter combinations
- Pronounces common words using a variety of cues (e.g., phonics, syntax, context, etc.)
- Uses pictures and illustrations to determine the meaning of unfamiliar words
- Knows the difference between vowels and consonants
- Uses predictable word patterns to determine the meaning of sentences
- Follows pictorial instructions up to 6 steps long
- Begins to use knowledge of alphabet and basic phonics to decode common words
- Reads common sight words

### Skills and Knowledge Required for Successful Task Performance

#### Reading Strategies – Decoding and Comprehension Enhancement

- Develops list of sight words related to specific tasks
- Uses phonics and knowledge of word parts to decode words
- Uses knowledge of basic grammar, predictable word patterns, and basic sentence structure in speech to understand phrases and sentences
- Uses knowledge of basic spelling conventions and simple punctuation to gather meaning from sentences
- Uses context cues and personal experience to gather meaning from the text
- Scans simple text to locate a single piece of information
- Uses pictures and illustrations to determine meaning of unfamiliar words and gather information about the text

#### Forms and Conventions – Find Information/Research/Understand Types of Texts

- Uses alphabetical order and basic conventions of formal texts (e.g., book titles) to locate information
- Uses a dictionary to look up unfamiliar words
- Reads sentences up to one paragraph
- Reads text having familiar, everyday content
- Reads text with simple, concrete information in simple, familiar wording

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**Comprehension – Read to Understand/Retell**

- Reads signs, symbols and common sight words from everyday life
- Retells a simple, written story in proper sequence and recalls information accurately
- Uses pictures and illustrations to find meaning
- Makes meaning of sentences in a single text

**Interpretation – Read and Apply Understanding**

- Locates a single piece of information in short texts
- Follows the sequence of events in simple texts
- Follows simple, straightforward instructions
- Identifies the main idea in brief texts
- Predicts what may happen in a story; revises or confirms predictions

## Competency A: Find and Use Information

<b>A1.2</b>	<b>Read continuous text</b>	<b>OALCF Level 2</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Reading Strategies – Decoding and Comprehension Enhancement

- Uses context cues and personal experience to gather meaning from the text
- Scans text to locate simple information
- Uses pictures and illustrations to gather information about the text
- Uses a variety of strategies (patterns of word structure, root words, prefixes and suffixes) to decode and determine the meaning of unfamiliar words
- Uses knowledge of elements of grammar, language structures, spelling and punctuation to understand phrases and sentences
- Draws on personal experience and on reading experience to gather meaning from the text

#### Forms and Conventions – Find Information/Research/Understand Types of Texts

- Skims to understand type of text
- Demonstrates knowledge of more forms of writing (fiction vs. non-fiction) and uses that knowledge as a guide in reading – though not always able to read all of the located information
- Reads one paragraph or page of short paragraphs
- Reads text having concrete information in familiar, concrete wording; some simple inferential meaning
- Locates multiple pieces of information in familiar text with everyday content and personal and/or general relevance
- Uses various conventions of formal texts to locate and interpret information (e.g., headings, index, parts of a letter, reference materials, etc.)
- Makes connections between sentences and between paragraphs in a single text

#### Comprehension – Read to Understand/Retell

- Identifies the topic and purpose of a piece of writing
- Identifies the main idea and supporting details
- Follows written instructions
- Locates multiple pieces of information in simple texts
- Reads more complex texts to locate a single piece of information
- Makes low-level inferences

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- Follows the main events of descriptive, narrative, and informational texts
  - Obtains information from detailed reading
  - Begins to identify sources and evaluate information

**Interpretation – Read and Apply Understanding**

- Considers ideas from reading in development of own opinions
- Distinguishes between fact and opinion in text
- Makes judgements (predictions, conclusions) using evidence from the text
- Identifies writer's point of view

## Competency A: Find and Use Information

<b>A1.3</b>	<b>Read continuous text</b>	<b>OALCF Level 3</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Reading Strategies – Decoding and Comprehension Enhancement

- Uses a variety of more complex strategies (word origins and derivations) to decode and determine the meaning of new vocabulary independently
- Uses knowledge of elements of more complex grammar, language structure, spelling, punctuation, and some stylistic devices to understand phrases and sentences
- Draws more deeply on personal experiences and on a wider variety of reading experiences to gather meaning from the text
- Skims to get an overview of the content; scans to find specific information
- Organizes and records key points in order
- Makes meaning of short, creative texts (e.g., poems, short stories)
- Integrates several pieces of information from texts
- Manages unfamiliar elements (vocabulary, context, topic) to complete tasks

#### Forms and Conventions – Find Information/Research/Understand Types of Texts

- Demonstrates a wider knowledge of various forms of writing such as articles, editorials, or short essays from resources including newspapers, magazines, books, the Internet, and computer CDs
- Uses a variety of conventions of formal texts (index, appendices, graphs, tables, footnotes and more complex reference resources) to locate and interpret information for a variety of purpose (i.e., simple research)
- Obtains information from detailed reading
- Reads independently from a variety of materials but may require help choosing reading material for a specific purpose
- Reads a text of many paragraphs
- Reads text containing complex subject matter with personal and/or general relevance
- Uses organizational features, such as headings, to locate information
- Reads text that has levels of meaning and interpretation and a number of unfamiliar words

#### Comprehension – Read to Understand/Retell

- Identifies the main idea and purpose in writing
- Cites details that support the main idea

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- Identifies important elements of fiction (e.g., Plot, Setting, Character, Conflict, Symbol, and Point of View, etc.)
  - Follows increasingly complex written instructions
  - Follows the main events of descriptive, narrative, informational, and persuasive texts

### **Interpretation – Read and Apply Understanding**

- Makes judgements based on evidence
- Analyzes, summarizes and makes inferences for a variety of texts
- Understands concepts and themes
- Understands directly stated and indirectly stated information and ideas
- Understands relationships between ideas
- Identifies a writer's perspective; distinguishes between logical and illogical arguments, objectivity
- and prejudice
- Develops and clarifies own points of view by examining the ideas of others
- Begins to recognize bias and points of view in texts
- Identifies the purpose and relevance of texts
- Infers meaning which is not explicit in texts
- Compares or contrasts information between two or more texts
- Identifies sources, evaluates and integrates information



## Competency A: Find and Use Information

A2.1	Interpret documents	OALCF Level 1
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### Building Readiness for A2.1 Tasks

- Knows the alphabet
- Distinguishes between upper and lower case letters
- Randomly recognizes and pronounces letters of the alphabet and letter combinations
- Pronounces common words using a variety of cues (e.g., phonics, syntax, context, etc.)
- Uses pictures and illustrations to determine the meaning of unfamiliar words
- Interprets pictures
- Uses knowledge of alphabet and basic phonics to decode common words
- Reads sight words commonly used in simple documents (e.g., days of the week, months of the year, name, address, telephone number, etc.)
- Uses numbers to show sequence
- Reads telephone numbers, dates, prices

### Skills and Knowledge Required for Successful Task Performance

#### Reading Strategies – Decoding and Comprehension Enhancement

- Uses knowledge of vocabulary and sight words related to specific signs, labels, lists and simple forms to understand text
- Uses phonics and knowledge of word parts to decode words
- Uses context cues and personal experience to draw meaning from signs, labels, lists and simple forms
- Uses knowledge of basic abbreviations to gather meaning from text
- Uses background knowledge on common uses and purposes of signs, lists, labels and forms to gather meaning
- Uses pictures and illustrations to determine meaning of unfamiliar words and gather information

#### Forms and Conventions – Find Information/Research/Understand Types of Texts

- Uses understanding of kinds of signs, kinds of lists, kinds of labels, and kinds of forms to help identify purpose
- Identifies how lists are organized (e.g., sequential, chronological, alphabetical, etc.)

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- Uses basic features of lists, labels and simple tables to gather meaning (e.g., titles, bullets and numbering, headings, relationship between rows and columns, etc.)
  - Scans to locate a single piece of information or specific details
  - Uses knowledge of alphabetical order to obtain meaning

**Comprehension – Read to Understand/Retell**

- Reads signs, symbols and common sight words from everyday life
- Locates specific details in simple documents, such as labels and signs
- Identifies the type of information that can be found in the list

**Interpretation – Read and Apply Understanding**

- Interprets common signs and symbols
- Locates a single piece of information in lists and simple tables
- Identifies purpose and use of signs, labels, lists, and simple forms
- Begins to identify sources and to evaluate and integrate information

## Competency A: Find and Use Information

<b>A2.2</b>	<b>Interpret documents</b>	<b>OALCF Level 2</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Reading Strategies – Decoding and Comprehension Enhancement

- Uses knowledge of vocabulary and sight words related to specific forms, tables, graphs, maps and flow charts to obtain meaning
- Uses pictures and illustrations to gather information about the text
- Uses layout to locate information
- Uses a variety of strategies to decode and determine the meaning of unfamiliar words
- Uses context cues and personal experience to gather meaning from a document
- Scans to locate specific information
- Reads times, dates, codes

#### Forms and Conventions – Find Information/Research/Understand Types of Texts

- Skims to understand purpose and use of document
- Identifies basic parts of a form, table, simple graph and chart
- Uses understanding of kinds of forms, kinds of tables, kinds of graphs, kinds of maps and kinds of charts to help identify purpose
- Uses various conventions of forms, tables, simple graphs, maps and flow charts to obtain meaning; i.e., layout, rows and columns, titles, headings and sub-headings, types of graphs, x and y-axis, legends, symbols and icons to comprehend and interpret data
- Performs limited searches using one or two search criteria

#### Comprehension – Read to Understand/Retell

- Locates multiple pieces of information in forms, tables, simple graphs, maps, flow charts
- Makes connections between elements and parts of documents
- Understands how tally charts and frequency tables can be used to record data

#### Interpretation – Read and Apply Understanding

- Identifies purpose and use of specific forms, tables, simple graphs,
- Identifies purpose, use and directionality in street maps, flow charts and floor maps
- Interprets data from graphs (e.g., bar graphs, pictographs, and circle graphs)
- Identifies timing of events
- Makes low-level inferences

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- Recognizes that graphs, tables and charts can present data with objectivity or with bias
  - Begins to evaluate information

## Competency A: Find and Use Information

<b>A2.3</b>	<b>Interpret documents</b>	<b>OALCF Level 3</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Reading Strategies – Decoding and Comprehension Enhancement

- Uses a variety of strategies to decode and determine the meaning of unfamiliar words
- Uses context cues and personal experience to gather meaning from a document
- Manages unfamiliar elements (vocabulary, context, topic) to complete tasks
- Uses knowledge of vocabulary and sight words related to specific forms, tables, graphs, maps and flow charts to obtain meaning
- Navigates various displays of information to locate information

#### Forms and Conventions – Find Information/Research/Understand Types of Texts

- Uses layout to locate information
- Uses various conventions of more complex forms, tables, graphs, maps and flow charts to obtain meaning; i.e., layout, rows and columns, titles, headings and sub-headings, types of graphs, x and y-axis, legends, symbols and icons to comprehend and interpret data
- Uses organizational features, such as headings, to locate information
- Performs complex searches using multiple search criteria

#### Comprehension – Read to Understand/Retell

- Follows list of complex written instructions
- Compares or contrasts information between two or more documents
- Identifies the purpose and relevance of documents
- Reads graphs made with concrete materials, and demonstrates understanding (e.g., reads Canada Food guide icons for number of recommended daily portions)

#### Interpretation – Read and Apply Understanding

- Integrates several pieces of information from documents
- Identifies and describes trend in graphed data using informal language
- Makes inferences and draws conclusions based on the analysis of tables, charts and graphs
- Identifies sources, evaluates and integrates information
- Evaluates arguments that are based on data analysis

## Competency A: Find and Use Information

<b>A3</b>	<b>Extract information from films, broadcasts and presentations</b>	<b>Not rated for complexity</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Comprehension

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

#### Interpretation

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

## Competency B: Communicate Ideas and Information

<b>B1.1</b>	<b>Interact with others</b>	<b>OALCF Level 1</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Presenting

- Uses familiar vocabulary and oral language structures in conversation
- Uses linking words to connect and organize ideas in speech
- Rephrases to clarify ideas
- Uses appropriate gestures, volume and tone of voice to communicate wishes and needs
- Conveys information on familiar topics; i.e., retells accounts of personal experiences
- Speaks on a variety of topics using some specialized language
- Uses pauses and repetition effectively for emphasis in speech
- Presents information in coherent sequence
- Speaks clearly in a focused and organized
- Gives short, straightforward instructions or directions way
- Uses appropriate vocabulary and oral language structures to express emotions in a variety of situations
- Repeats or questions to confirm understanding
- Concludes conversations in an appropriate way

#### Interacting

- Shows awareness of various purposes for interactions including exchanging information, giving instructions, providing directions and stating preferences
- Shows awareness of factors such as social, linguistic, and cultural differences that affect interactions in brief exchanges with others
- Participates in short, simple exchanges with another person
- Chooses appropriate language in exchanges with clearly defined purposes
- Uses and interprets non-verbal cues (e.g., body language, facial expressions, gestures)
- Allows others to speak and waits for turn in conversation
- Contributes ideas appropriate to the topic

## Competency B: Communicate Ideas and Information

<b>B1.2</b>	<b>Interact with others</b>	<b>OALCF Level 2</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Presenting

- Demonstrates ability to use tone appropriately
- Speaks or signs clearly in a focused and organized way
- Uses a wider range of vocabulary and selects words to convey intended meaning
- Identifies appropriate uses for formal and informal language (i.e., knows when to use slang or colloquial language)
- Speaks clearly in a focused and organized way when presenting information to others on a variety of topics in familiar and unfamiliar situations
- Considers the audience's interests and needs ahead of time when giving a presentation (e.g., who the group is; what to talk about; how long to talk)
- Provides specific, detailed information or instructions to familiar and unfamiliar individuals
- Makes a case to a familiar person (e.g., teacher, friend, family)

#### Interacting

- Shows awareness of various types of interactions including sharing ideas and information, exchanging opinions and explaining and discussing ideas
- Shows awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic, and cultural differences
- Uses strategies to maintain communication, such as encouraging responses from others and asking questions
- Rephrases to confirm or increase understanding
- Uses and interprets non-verbal cues (e.g., body language, facial expressions, gestures)
- Listens to others and stays on topic in conversations on familiar and unfamiliar topics, responding with feedback to the ideas of others
- Uses interaction strategies to maintain communication, such as encouraging responses from others, asking questions, and turn-taking
- Explores strategies for communicating with others in a variety of situations (i.e., how to get the information/response that you need in different situations)
- Repairs misunderstandings in communication to keep discussion going (e.g., "I'm not sure I understand . . .", "What I mean is . . .", etc.)



- 
- Uses increased awareness of how non-verbal communication cues (body language, volume and tone of voice) affect communication (i.e., identifies cues sent out from self and others as effective or not effective)

## Competency B: Communicate Ideas and Information

<b>B1.3</b>	<b>Interact with others</b>	<b>OALCF Level 3</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Presenting

- Manages unfamiliar elements (vocabulary, context, topic) to complete tasks
- Regularly incorporates a new and varied vocabulary and selects words effectively to convey intended meaning, using comparisons to develop and clarify ideas
- Uses formal and informal language appropriately
- Uses transitional expressions to signal a new or important point (e.g., My point is..., Note that..., First..., Second..., etc.)
- Rehearses and revises material before making a presentation (e.g., reorders ideas, changes the conclusion)
- Is aware of the audience while presenting (e.g., notices if people are not listening, responds appropriately)
- Expresses ideas and opinions confidently, justifying them with details and evidence, facts and examples
- Uses an expanded and specialized vocabulary appropriate to the topic and selects words creatively and effectively to convey intended meaning
- Responds to audience while presenting and adjusts delivery accordingly (e.g., changes pace, asks questions, offers to clarify ideas, asks for feedback from audience)
- Makes a convincing case with a solid rationale to an unfamiliar person or group

#### Interacting

- Shows understanding of more complex purposes of interactions with others including exchanging opinions, explaining and discussing concepts, giving presentations and participating in interviews
- Stays on topic when exchanging opinions and when explaining and discussing concepts
- Participates in lengthier exchanges to problem solve and explore issues
- Varies speed, tone, and emphasis to increase effectiveness of exchanges
- Speaks or signs clearly in a focused and organized way
- Uses and interprets non-verbal cues (e.g., body language, facial expressions, gestures)
- Listens and contributes to discussion, follows up on the ideas of others, and recognizes different points of view
- Uses interaction strategies to facilitate understanding, such as inviting others to contribute, asking questions to clarify a point, repeating and rephrasing own ideas, paraphrasing the ideas of others, and negotiating to find a basis for agreement

- 
- Is aware of factors (such as social and cultural differences, different dialects and accents in English, different ideas and opinions) that contribute to the success, or lack of success, of a discussion
  - Analyses factors (such as social and cultural differences, different dialects and accents in English, different ideas and opinions) that contribute to the success, or lack of success, of discussion
  - Works toward building agreement and dealing with conflict that contributes to the success, or lack of success, of a discussion
  - Uses increased awareness of how non-verbal communication cues (body language, volume and tone of voice) affect communication (e.g., uses effective gestures and facial expressions to clarify meaning in conversations and to add expressiveness when speaking or presenting; evaluates overall effectiveness or lack of effectiveness of non-verbal aspect of presentation or speech given by others)

## Competency B: Communicate Ideas and Information

<b>B2.1</b>	<b>Write continuous text</b>	<b>OALCF Level 1</b>
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### Building Readiness for B2.1 Tasks

- Forms the letters of the alphabet legibly (upper and lower case)
- Writes own name, names of family members and home address
- Copies from printed materials
- Leaves spaces between words
- Uses appropriate letter size
- Writes on the line when provided
- Writes common, simple words from memory
- Forms the plural of one-syllable words (e.g., car/cars, book/books)
- Uses capital letters for beginning of sentences, for familiar proper nouns and for the pronoun, I
- Knows the difference between vowels and consonants
- Uses proper punctuation at end of sentence
- Identifies nouns and pronouns
- Identifies verbs

### Skills and Knowledge Required for Successful Task Performance

#### Purpose and Form – Write for Various Purposes

- Writes brief texts to convey simple ideas and factual information
- Begins to write for specific purposes using a few different forms; i.e., instructional, descriptive, narrative, and brief informational texts
- Writes simple texts to request, remind, or inform
- Writes simple notes and short, simple personal letters
- Writes emails
- Writes instructions and directions
- Writes to describe experiences
- Texts messages

#### Organization – Visual Presentation

- Prints and writes legibly
- Demonstrates some understanding of sequence
- Identifies purpose and intention for writing

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**Style – Voice, Vocabulary and Sentence Variety**

- Writes for a familiar audience
- Writes on familiar, day-to day topics
- Uses words from everyday, oral vocabulary
- Introduces some less familiar words
- Writes simple but complete sentences
- Avoids writing sentences that are sentence fragments and run-on sentences

**Mechanics – Punctuation, Spelling and Grammar***Punctuation*

- Uses proper punctuation including: periods, exclamation marks, question marks and commas

*Spelling*

- Writes word endings (“ed” “ing” “s”) from knowledge of spoken English
- Uses basic phonics to spell unfamiliar words

*Grammar*

- Uses proper word form and word order to convey complete thoughts
- Uses connecting words to link simple sentences
- Uses common adjectives and adverbs to add description
- Writes sentences in the negative (e.g., I will not do that/I cannot do that/ He does not do that)
- Uses correct verb tenses for simple present, simple past, future, present continuous, past continuous and future continuous
- Uses proper subject/verb agreement
- Uses regular and irregular plural correctly

## Competency B: Communicate Ideas and Information

<b>B2.2</b>	<b>Write continuous text</b>	<b>OALCF Level 2</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Purpose and Form – Write for Various Purposes

- Conveys intended meaning on familiar topics for a limited range of purposes and audiences
- Writes texts to explain or describe
- Answers simple comprehension questions
- Writes letters (personal and business) and memos
- Writes short summaries, short reports, and short compositions/essays to present factual information, opinions, and experiences on familiar and some unfamiliar topics
- Presents opinions based on reading

#### Organization – Visual Presentation

- Organizes thoughts to convey a main idea in a paragraph
- Begins to sequence writing with some attention to organizing principles (e.g., time, importance)
- Uses basic organizers to connect ideas including common linking words, titles, basic parts of a letter, and parts of a paragraph (i.e., introductory and concluding sentences and simple support)
- Uses basic revising techniques
- Writes longer text on familiar topics using introductory and concluding paragraphs, appropriate connecting words and relevant supporting details
- Writes legibly

#### Style – Voice, Vocabulary and Sentence Variety

- Begins to select words and tone appropriate to the task
- Selects appropriate language (i.e., formal/informal)
- Uses familiar and some unfamiliar vocabulary and punctuation appropriate to the task
- Begins to show some awareness of different audiences
- Introduces words from reading into writing
- Chooses words and phrases most appropriate to their purpose
- Uses various sentence types (e.g., questions, commands, etc.)
- May use simple visual material to explain or support message
- Selects words to create effect

- Uses a thesaurus and dictionary
- Uses a variety of sentence structures (i.e., simple and compound sentences with phrasing to add details)

## **Mechanics – Punctuation, Spelling and Grammar**

### *Punctuation*

- Uses apostrophes for possession
- Uses the apostrophe in common contractions
- Uses commas in lists, dates, and addresses
- Uses common abbreviations
- Uses periods consistently after initials and abbreviations
- Uses quotation marks with commas and periods for direct speech
- Uses commas in complex sentences
- Punctuates simple and compound sentences with periods and commas
- Uses the hyphen to divide words at the end of lines and to spell compound words

### *Spelling*

- Checks spelling
- Spells a wide range of common words
- Confirms spelling of difficult, unfamiliar words using word knowledge and various other resources
- Begins to use resources: a dictionary or computer
- Uses strategies for accurate spelling (e.g., words syllables, phonics and spelling rules)
- Uses “es” to form the plural of certain words (e.g., dishes)
- Uses abbreviations to spell frequently used words

### *Grammar*

- Uses noun/pronoun agreement, consistent pronoun and consistent verb tense
- Uses standard subject-verb agreement
- Uses phrases to clarify meaning
- Uses a variety of subordinate clauses and modifiers
- Uses verb tenses correctly and appropriately
- Identifies various parts of speech (e.g., verbs, adjectives, adverbs, etc.)
- Writes simple and compound sentences
- Uses a variety of sentence types correctly (e.g., questions, exclamations, etc.)
- Uses connecting words (also, finally, after, but) correctly to link ideas in a paragraph

## Competency B: Communicate Ideas and Information

<b>B2.3</b>	<b>Write continuous text</b>	<b>OALCF Level 3</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Purpose and Form – Write for Various Purposes

- Writes continuous text to present information, summarize, express opinions, present arguments, convey ideas, or persuade
- Writes to narrate, report, inform, explain, summarize, compare, establish a cause-and-effect relationship, clarify personal concerns, explore social issues, evaluate information and state a position
- Writes business letters, news articles, book and article reviews, five-paragraph essays, short answer analyses, and evaluations
- Makes notes from a text

#### Organization – Visual Presentation

- Organizes and sequences writing to communicate effectively
- Organizes information and ideas to convey one main idea in well-linked and well-developed paragraphs
- Selects supporting ideas for effect; may use opinions/quotes and statistics
- Revises independently, seeking feedback when needed
- Uses italics or underlining for titles of books, movies, plays, and magazines

#### Style – Voice, Vocabulary, and Sentence Variety

- Selects and uses vocabulary, tone, and structure appropriate to the task
- Uses a variety of vocabulary, structures, and approaches to convey main ideas with supporting details
- Manages unfamiliar elements (vocabulary, context, topic) to complete tasks
- Uses voice appropriate to purpose
- Shows awareness of the expressiveness of words in word choice and selects words and expressions to create special effects; uses special terminology where necessary
- Uses a wide variety of sentence types and structures (complex sentences) appropriately and effectively
- Selects words and expressions to create specific effects
- Uses correctly pairs (or groups) of commonly confused words (e.g., accept/except)



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## Mechanics – Punctuation, Spelling and Grammar

### *Punctuation*

- Uses periods consistently after initials and abbreviations
- Identifies and corrects errors in apostrophe use in contractions and possessive forms
- Uses quotation marks with commas and periods for direct speech
- Uses commas to separate an introductory phrase or clause from the main part of the sentence, and to separate phrases and clauses in a series
- Uses a colon before a list, between numbers in time, and after a greeting

### *Spelling*

- Spells a wide range of common words
- Identifies some generalizations about spelling and uses them to spell unfamiliar words
- Applies generalizations about spelling to identify exceptions to spelling patterns
- Confirms spelling of difficult, unfamiliar words by using word knowledge and a variety of resources
- Edits own writing to eliminate spelling, grammar and punctuation errors

### *Grammar*

- Identifies and names major parts of the sentence (e.g., subject, object, predicate, etc.)
- Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words
- Selects subjects in a variety of sentence structures
- Identifies and corrects sentence fragments and run-on sentences in passages
- Uses subordinate clauses correctly (e.g., Because she worked very hard, she was successful)
- Uses verb tenses consistently throughout a piece of writing
- Uses modifiers and prepositional phrases correctly
- Uses adjective and adverb phrases correctly
- Uses case for pronouns correctly (e.g., There is a deep bond between him and me; She and I went to the museum)
- Uses complex sentence structures correctly (e.g., sentences using connecting words such as if, as, when, though, etc.)
- Uses the positive, comparative, and superlative forms of adjectives correctly (e.g., good/better/best, short/shorter/shortest)

## Competency B: Communicate Ideas and Information

<b>B3.1</b>	<b>Complete and create documents</b>	<b>OALCF Level 1</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Completes Documents

- Makes a direct match between what is requested and what is entered
- Makes entries using familiar vocabulary
- Prints and writes legibly
- Copies information accurately from printed material
- Writes and signs own first and last name
- Writes own address
- Writes own telephone/cell phone number
- Enters information accurately in the appropriate place
- Writes number symbols 1-10
- Writes number words one to ten
- Records information on a calendar
- Completes a simple form with personal information (i.e., own name, names of family members and address)
- Writes cheques

#### Creates Documents

- Follows conventions to display information in lists, labels, simple forms, signs (e.g., images support the message, text is legible)
- Organizes materials on given charts, concrete graphs and pictographs using one-to-one correspondence
- Generates yes/no questions on a given topic
- Organizes lists to suit purpose (e.g., chronologically, alphabetically, numerically, sequentially, etc.)
- Includes titles where required
- Uses labels and headings to organize content
- Presents text and numbers below one or more headings in lists
- Writes a short list using familiar words
- Creates signs, labels, simple forms

## Competency B: Communicate Ideas and Information

<b>B3.2</b>	<b>Complete and create documents</b>	<b>OALCF Level 2</b>
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### Skills and Knowledge Required for Successful Task Performance

May draw on additional sample sources such as a list

#### Completes Documents

- 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 multiple entries using a limited range of vocabulary
- Follows instructions on documents
- Makes entries on simple forms and tables
- Displays data on labeled graphs (title, labeled axes, labeled intervals) made by hand and by a computer application, using many-to-one correspondence

#### Creates Documents

- Follows conventions to display information in simple documents (e.g., use of font, colour, shading, bulleted lists, etc.)
- 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
- Creates simple forms, tables, hand-drawn maps and floor plans
- Constructs bar graphs with discrete classes on one axis and number on the other using scales with multiples of 2, 5, and 10
- Designs surveys, collects data, and records results on given tally charts and spreadsheets

## Competency B: Communicate Ideas and Information

### B3.3 Completes and creates documents

### OALCF Level 3

#### Skills and Knowledge Required for Successful Task Performance

- Draws from multiple sources as required (i.e., other documents and texts)
- Manages unfamiliar elements (vocabulary, context, topic) to complete the task

#### Completes Documents

- Uses layout to determine where to make entries
- Makes inferences to decide what, where, and how to enter information if fields are not clear
- Follows directions to complete a more complex document
- Makes multiple entries on more complex forms, tables, timelines and flow charts
- Completes an income tax form

#### Creates Documents

- Follows conventions to display information in more complex documents (e.g., use of abbreviations, 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
- Creates documents using titles, row and column headings, sub-headings, or sub parts
- Creates more complex forms, tables, timelines and flow charts
- Creates a budget template
- Creates a bibliography
- Tries a variety of displays of the same data using computer applications, and selects the type of graph that best represents the data

## Competency B: Communicate Ideas and Information

B4

Express oneself creatively

Not rated for complexity

### Skills and Knowledge Required for Successful Task Performance

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

Sample Tasks:

- Create a collage (e.g., vision board)
- Write a poem to express oneself
- Tell or sign a story
- Keep a journal or blog to record experiences, feelings, and thoughts
- Make a card for a friend, a relative, an instructor, or a guest presenter
- Write lyrics to music

## Competency C: Understand and Use Numbers

<b>C1.1</b>	<b>Manage money</b>	<b>OALCF Level 1</b>
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### Readiness for C1.1 Tasks

#### Number Sense

- Reads and writes number words to a thousand
- Understands place value
- Compares, orders, and represents the place value of whole numbers
- Reads signs (+ - x ÷)

#### Counting

- Counts by 1s, 2s, 5s, 10s and 100s to 1,000 using various starting points and by 25s to 1,000 using multiples of 25 as starting points
- Counts backwards by 1s, 2s, 5s, and 20s from 100 using multiples of 2, 5, and 10 as starting points and by 100s from any number less than 1,001
- Estimates the number of objects and checks the reasonableness of an estimate by counting

#### Fractions & Percents

- Understands fractions and percents as representing part of a whole

#### Money Math

- Names coins up to \$2 and states the value
- Demonstrates the relationship of all coins and bills up to \$100
- Creates equivalent sets of coins up to \$1 in value (e.g., 2 quarters, 5 dimes; 3 quarters, 2 dimes, 1 nickel)
- Estimates the amount of money in collections of coins and bills to \$1,000 and counts to determine the total value
- Reads and writes money values from \$0.01 to \$1,000
- Represents amounts of money under \$100 using the smallest possible number of coins and bills
- Uses terms for common fractions (halves, thirds, quarters) to describe and measure quantities in everyday life (e.g., "Everything half price!")
- Explain common percent (25%, 50%, 100%) in terms of their relationship to common fractions (quarter, half, whole) (e.g., "Save 25% off our regular low prices!")

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## Skills and Knowledge Required for Successful Task Performance

### The learner:

- Adds, subtracts, multiplies and divides whole numbers and decimals

#### *Addition & Subtraction*

- Rounds whole numbers
- Mentally adds and subtracts one digit numbers
- Writes and solves simple addition and subtraction sentences (e.g.,  $5 + 6 = 11$ )
- Adds whole numbers by carrying
- Subtracts whole numbers by borrowing
- Identifies the effect of zero in addition and subtraction
- Adds and subtracts multi-digit whole numbers with and without regrouping
- Identifies and performs required 1-step operations

#### *Multiplication & Division*

- Represents multiplication as repeated addition (e.g., 3 groups of 2 is the same as  $2 + 2 + 2$ )
- Demonstrates division as distributing a quantity of something equally (e.g., distributing 12 of something among 4 persons means each person gets 3)
- Writes and solves multiplication and division sentences (e.g.,  $5 \times 6 = 30$ )
- Multiplies multi-digit whole numbers with and without carrying
- Divides multi-digit whole numbers with and without remainders
- Identifies and performs required 1-step operations

#### *Decimals*

- Compares, orders, and represents the place value of whole numbers and decimals from 0.01 to 1,000
- Rounds decimals
- Mentally multiplies and divides decimal numbers by 10 and 100
- Adds and subtracts multi-digit whole numbers and decimals
- Multiplies and divides multi-digit whole numbers and decimals
- Identifies and performs required 1-step operations

- 
- Begins to interpret integers, such as in a negative bank balance
    - Understands signed numbers (i.e., negative and positive)
    - Adds and subtracts signed numbers
  
  - Interprets and represents costs using monetary symbols and decimals
    - Makes purchases and change for money amounts up to \$100, and estimates, counts, and records the value up to \$100 of a collection of coins and bills
    - Reads and writes money amounts using two forms of notation (89 and \$0.89)
    - Adds and subtracts money amounts to \$100 using concrete materials, drawings, and symbols
    - Adds and subtracts money amounts and represents the answer in decimal notation (e.g., 5 dollars and 75 cents plus 10 cents is 5 dollars and 85 cents, which is \$5.85)
    - Rounds to the nearest dollar or cent
  
  - Follows apparent steps to reach solutions
  - Uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)



## Competency C: Understand and Use Numbers

<b>C1.2</b>	<b>Manage money</b>	<b>OALCF Level 2</b>
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### Building Readiness for C1.2 Tasks

#### Number Sense and Computation

- Demonstrates an understanding of the order of operations with brackets, and applies the order of operations in evaluating expressions that involve whole numbers and decimals
- Identifies and describes the characteristics of multiples and factors, and composite and prime numbers
- Recalls multiplication and division facts, and uses them to estimate and do mental computation

#### Money Math

- Interprets and represents costs using monetary symbols and decimals
- Makes purchases and change for money amounts up to \$100, and estimates, counts, and records the value up to \$100 of a collection of coins and bills
- Reads and writes money amounts using two forms of notation (89¢ and \$0.89)
- Adds and subtracts money amounts and represents the answer in decimal notation (e.g., 5 dollars and 75 cents plus 10 cents is 5 dollars and 85 cents, which is \$5.85)
- Rounds to the nearest dollar
- Reads and writes money values to \$10,000

### Skills and Knowledge Required for Successful Task Performance

#### The learner:

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers
- Makes simple estimates
- Interprets, represents, and converts amounts using whole numbers, decimals, percentages, ratios, and simple, common fractions (e.g.,  $\frac{1}{2}$ ,  $\frac{1}{4}$ )

#### *Fractions*

- Recognizes types of fractions (i.e., proper, improper, mixed)
- Expresses fractions represented in diagrams as words & symbols
- Uses fraction terminology and notation (e.g., numerator, denominator)

- Generates multiples and factors of given numbers in order to find equivalent fractions
- Compare fractions by rewriting with a common denominator
- Reduces fractions to lowest terms
- Changes improper fractions to whole or mixed numbers and vice versa
- Adds and subtracts fractions with common denominators
- Adds and subtracts fractions by finding common denominators
- Borrowing and subtracting fractions
- Multiplies fractions with and without canceling
- Multiplies using fractions, whole numbers and mixed numbers
- Divides using fractions, whole numbers and mixed numbers
- Finds a number when a fraction of it is given

#### *Decimals*

- Compares, orders, and represents the place value of whole numbers and decimals
- Rounds decimals
- Converts fractions to decimals and vice versa
- Adds, subtracts, multiples and divides multi-digit whole numbers and decimals

#### *Percents/Ratios*

- Explains the meaning of percent and ratios used in everyday situations
- Expresses a fraction with a denominator of 100 as a percent
- Converts between fractions, decimals, and percents
- Finds a percent of a number
- Finds what percent one number is of another
- Finds a number when a percent of it is given

#### *Integers*

- Understands and interprets integers, such as in a negative bank balance
  - Adds and subtracts signed numbers
- Chooses and performs required operation(s); may make inferences to identify required operation(s)
  - Selects appropriate steps to reach solutions
    - Solves multi-step numerical and word problems involving fractions, decimals, percents and ratios

- 
- Evaluates expressions containing fractions, decimals, percents and ratios, using the correct order of operations
  - Interprets and applies rates (e.g., \$/kg, \$/l)
  - Represents costs and rates using monetary symbols, decimals, and percentages
  - Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

## Competency C: Understand and Use Numbers

<b>C1.3</b>	<b>Manage money</b>	<b>OALCF Level 3</b>
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### Building Readiness for C1.3 Tasks

#### Number Sense and Computation

- Evaluates expressions containing fractions, decimals, percents and ratios, using the correct order of operations
- Selects appropriate steps to reach a solution
- Solves multi-step numerical and word problems involving fractions, decimals, percents and ratios
- Makes simple estimates

#### Money Math

- Represents costs and rates using monetary symbols, decimals, and percentages
- Reads and writes money values to \$100,000
- Interprets and applies rates (e.g., \$/kg, \$/l)

### Skills and Knowledge Required for Successful Task Performance

#### The learner:

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

## Competency C: Understand and Use Numbers

<b>C2.1</b>	<b>Manage time</b>	<b>OALCF Level 1</b>
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### Building Readiness for C2.1 Tasks

#### Number Sense

- Reads and writes number words to a thousand
- Understands place value
- Compares, orders, and represents the place value of whole numbers
- Reads signs (+ - x ÷)

#### Counting

- Counts by 1s, 2s, 5s, 10s and 100s to 1,000 using various starting points and by 25s to 1,000 using multiples of 25 as starting points
- Counts backwards by 1s, 2s, 5s, and 20s from 100 using multiples of 2, 5, and 10 as starting points and by 100s from any number less than 1,001
- Estimates the number of objects and checks the reasonableness of an estimate by counting

#### Fractions & Percents

- Understands fractions and percents as representing part of a whole

#### Time

- Demonstrates understanding of standard units of measure for time (e.g., second, minute, hour, day, week, month, year)
- Explains the relationship among standard units of time
- Converts standard units of time (e.g. 1 minute = 60 seconds)
- Orders sequences of events
- Knows when a given time is approaching
- Estimates and compares the duration of various activities
- Compares and orders time measurement
- Names and orders the days of the week, months and seasons
- Explains the relationship among years, decades, centuries and millenniums

## Skills and Knowledge Required for Successful Task Performance

### The learner:

- Adds, subtracts, multiplies, and divides whole numbers and decimals

#### *Addition & Subtraction*

- Rounds whole numbers
- Mentally adds and subtracts one digit numbers
- Writes and solves simple addition and subtraction sentences (e.g.  $5 + 6 = 11$ )
- Adds whole numbers by carrying
- Subtracts whole numbers by borrowing
- Identifies the effect of zero in addition and subtraction
- Adds and subtracts multi-digit whole numbers with and without regrouping
- Identifies and performs required 1-step operations

#### *Multiplication & Division*

- Represents multiplication as repeated addition (e.g. 3 groups of 2 is the same as  $2 + 2 + 2$ )
- Demonstrates division as distributing a quantity of something equally (e.g. distributing 12 of something among 4 persons means each person gets 3)
- Writes and solves multiplication and division sentences (e.g.  $5 \times 6 = 30$ )
- Multiplies multi-digit whole numbers with and without carrying
- Divides multi-digit whole numbers with and without remainders
- Identifies and performs required 1-step operations

#### *Decimals*

- Compares, orders, and represents the place value of whole numbers and decimals from 0.01 to 1,000
- Rounds decimals
- Mentally multiplies and divides decimal numbers by 10 and 100
- Adds and subtracts multi-digit whole numbers and decimals
- Multiplies and divides multi-digit whole numbers and decimals
- Identifies and performs required 1-step operations
- Recognizes values in number and word format
- Understands chronological order
- Understands and uses common date formats

- 
- Reads and writes dates and times using S1 notation (e.g., June 30, 2012, is written 2012 06 30)
  - Reads time on analog and digital clocks
    - Reads analog clocks and tells time to the hour and half hour
    - Tells and writes time to the nearest minute in 12-hour notation using digital clocks
    - Reads and writes time to the nearest 5-minutes using analogue clocks
    - Adds minutes to current time to determine new time (e.g., in  $\frac{1}{2}$  an hour; in 15 minutes)
  - Represents dates and times using standard conventions
  - Measures time using common instruments, such as clocks, timers, and stopwatches
  - Chooses appropriate units of measurement (e.g., hours, minutes, seconds)
  - Interprets and represents time using whole numbers, decimals (e.g., .25, .5), and simple, common fractions (e.g.,  $\frac{1}{2}$ ,  $\frac{1}{4}$  hour)
  - Follows apparent steps to reach solutions
  - Rounds to nearest minute or hour
  - Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)
    - Estimates and measures the passage of time using minutes and hours
    - Estimates and measures the passage of time using non-standard units
    - Estimates amount of time to complete a task

## Competency C: Understand and Use Numbers

<b>C2.2</b>	<b>Manage time</b>	<b>OALCF Level 2</b>
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### Building Readiness for C2.2 Tasks

#### Number Sense and Computation

- Demonstrates an understanding of the order of operations with brackets and applies the order of operations in evaluating expressions that involve whole numbers and decimals
- Identifies and describes the characteristics of multiples and factors, and composite and prime numbers
- Recalls multiplication and division facts and uses them to estimate and do mental computation
- Understands chronological order
- Estimates how much time an activity should take to complete
- Estimates and measures time intervals to the nearest second
- Reads and writes dates using S1 notation (i.e., y/m/d)
- Reads analog clock to nearest second and writes the time to nearest minute
- Adds, subtracts, multiplies and divides measurements of time

### Skills and Knowledge Required for Successful Task Performance

#### The learner:

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers
- Makes simple estimates
- Interprets, represents, and converts time using whole numbers, decimals, percentages, ratios, and simple, common fractions (e.g.,  $\frac{1}{2}$ ,  $\frac{1}{4}$ )

#### *Fractions*

- Recognizes types of fractions (i.e., proper, improper, mixed)
- Expresses fractions represented in diagrams as words & symbols
- Uses fraction terminology and notation (e.g., numerator, denominator)
- Generates multiples and factors of given numbers in order to find equivalent fractions
- Compare fractions by rewriting with a common denominator
- Reduces fractions to lowest terms
- Changes improper fractions to whole or mixed numbers and vice versa



- Adds and subtracts fractions with common denominators
- Adds and subtracts fractions by finding common denominators
- Borrowing and subtracting fractions
- Multiplies fractions with and without canceling
- Multiplies using fractions, whole numbers and mixed numbers
- Divides using fractions, whole numbers and mixed numbers
- Finds a number when a fraction of it is given

### *Decimals*

- Compares, orders, and represents the place value of whole numbers and decimals
- Rounds decimals
- Converts fractions to decimals and vice versa
- Adds, subtracts, multiplies and divides multi-digit whole numbers and decimals

### *Percents/Ratios*

- Explains the meaning of percent and ratios used in everyday situations
- Expresses a fraction with a denominator of 100 as a percent
- Converts between fractions, decimals, and percents
- Finds a percent of a number
- Finds what percent one number is of another
- Finds a number when a percent of it is given

### *Integers*

- Understands and interprets integers, such as in time zones
  - Adds and subtracts signed numbers
- 
- Chooses and performs required operation(s); may make inferences to identify required operation(s)
  - Selects appropriate steps to reach solutions
  - 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)
  - Understands and converts time between 12- and 24-hour clocks
  - Converts time between time zones
  - Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

## Competency C: Understand and Use Numbers

<b>C2.3</b>	<b>Manage time</b>	<b>OALCF Level 3</b>
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### Building Readiness for C2.3 Tasks

#### Number Sense and Computation

- Evaluates expressions containing fractions, decimals, percents and ratios, using the correct order of operations
- Selects appropriate steps to reach a solution
- Solves multi-step numerical and word problems involving fractions, decimals, percents and ratios
- Estimates how much time an activity should take to complete
- Estimates and measures time to the nearest second
- Adds, subtracts, multiplies, and divides measurements of time

### Skills and Knowledge Required for Successful Task Performance

#### The learner:

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers
- Manages unfamiliar elements (context, content) to complete tasks
- 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 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)

## Competency C: Understand and Use Numbers

<b>C3.1</b>	<b>Use measures</b>	<b>OALCF Level 1</b>
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### Building Readiness for C3.1 Tasks

#### Number Sense

- Reads and writes number words to a thousand
- Understands place value
- Compares, orders, and represents the place value of whole numbers
- Reads signs (+ - x ÷)

#### Counting

- Counts by 1s, 2s, 5s, 10s and 100s to 1,000 using various starting points and by 25s to 1,000 using multiples of 25 as starting points
- Counts backwards by 1s, 2s, 5s, and 20s from 100 using multiples of 2, 5, and 10 as starting points and by 100s from any number less than 1,001
- Estimates the number of objects and checks the reasonableness of an estimate by counting

#### Fractions & Percents

- Understands fractions and percents as representing part of a whole

#### Measures

- Demonstrates understanding of standard units of measurement for length, weight, capacity and temperature
- Chooses appropriate unit of measurement (e.g., metres, grams, litres)

### Skills and Knowledge Required for Successful Task Performance

#### The learner:

- Adds, subtracts, multiplies, and divides whole numbers and decimals

#### *Addition & Subtraction*

- Rounds whole numbers
- Mentally adds and subtracts one digit numbers
- Writes and solves simple addition and subtraction sentences (e.g.,  $5 + 6 = 11$ )

- Adds whole numbers by carrying
- Subtracts whole numbers by borrowing
- Identifies the effect of zero in addition and subtraction
- Adds and subtracts multi-digit whole numbers with and without regrouping
- Identifies and performs required 1-step operations

#### *Multiplication & Division*

- Represents multiplication as repeated addition (e.g., 3 groups of 2 is the same as  $2 + 2 + 2$ )
- Demonstrates division as distributing a quantity of something equally (e.g., distributing 12 of something among 4 persons means each person gets 3)
- Writes and solves multiplication and division sentences (e.g.,  $5 \times 6 = 30$ )
- Multiplies multi-digit whole numbers with and without carrying
- Divides multi-digit whole numbers with and without remainders
- Identifies and performs required 1-step operations

#### *Decimals*

- Compares, orders, and represents the place value of whole numbers and decimals from 0.001 to 1,000
- Rounds decimals
- Mentally multiplies and divides decimal numbers by 10 and 100
- Adds and subtracts multi-digit whole numbers and decimals
- Multiplies and divides multi-digit whole numbers and decimals
- Identifies and performs required 1-step operations
- Recognizes values in number and word format
- Recognizes simple, common shapes (e.g., circle, square, rectangle, triangle)
- Measures distance, length, width, height, weight, liquid volume, angles, and temperature
- Demonstrates an understanding that a standard unit to measure is used to describe the measure of an object
- Develops rules for calculating the perimeter and area of rectangles, generalizes rules, and develops formulas
- Estimates and calculates the perimeter and area of rectangles and squares
- Develops rules for calculating the volume of rectangular solids, generalizes rules, and develops formulas
- Estimates and calculates the volume of rectangular solids and cubes
- Uses common measuring tools, such as rulers, scales, and thermometers

- 
- Distinguishes between estimated and precise measurements and knows when each kind is required
  - Selects the most appropriate standard unit to measure
  - Estimates, measures, and records the linear dimensions of objects
  - Estimates, measures, and records the capacity of containers using standard units and compares the measures
  - Estimates, reads, and records temperature to the nearest degree
- 
- Understands numerical order
  - Makes simple estimates
  - Begins to interpret integers (e.g., temperature, elevation)
  - Chooses appropriate units of measurement (e.g., centimetres, metres, kilometres)
  - Uses common standard units (e.g., metres, inches) and non-standard units (e.g., paces, cupfuls, scoops)
  - Identifies and performs required operation
  - Interprets and represents measures using whole numbers, decimals, and simple, common fractions (e.g.,  $\frac{1}{2}$ ,  $\frac{1}{4}$ )
  - Interprets and represents measures using symbols and abbreviations (e.g., inches as “, centimetres as cm, pounds as lbs, kilograms as kilos or kg)
  - Follows apparent steps to reach solutions
  - Rounds to the nearest whole unit (e.g., kilos)
  - Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

## Competency C: Understand and Use Numbers

### C3.2 Use measures

### OALCF Level 2

## Building Readiness for C3.2 Tasks

### Number Sense

- Demonstrates an understanding of the order of operations with brackets and applies the order of operations in evaluating expressions that involve whole numbers and decimals
- Identifies and describes the characteristics of multiples and factors, and composite and prime numbers
- Recalls multiplication and division facts and uses them to estimate and do mental computation

### Measures

- Recognizes simple, common shapes (e.g., circle, square, rectangle, triangle)
- Measures distance, length, width, height, weight, liquid volume, angles, and temperature
- Uses common measuring tools, such as rulers, scales, and thermometers
- Begins to interpret integers (e.g., temperature, elevation)
- Chooses appropriate units of measurement (e.g., centimetres, metres, kilometres)
- Uses common standard units (metres, inches) and non-standard units (e.g. paces, cupfuls, scoops)
- Interprets and represents measures using symbols and abbreviations (e.g., inches as “, centimetres as cm., pounds as lbs., kilograms as kilos or kg.)

## Skills and Knowledge Required for Successful Task Performance

### The learner:

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers
- Makes simple estimates
- Interprets, represents, and converts time using whole numbers, decimals, percentages, ratios, and simple, common fractions (e.g.,  $\frac{1}{2}$ ,  $\frac{1}{4}$ )

### *Fractions*

- Recognizes types of fractions (i.e., proper, improper, mixed)
- Expresses fractions represented in diagrams as words & symbols

- Uses fraction terminology and notation (e.g., numerator, denominator)
- Generates multiples and factors of given numbers in order to find equivalent fractions
- Compare fractions by rewriting with a common denominator
- Reduces fractions to lowest terms
- Changes improper fractions to whole or mixed numbers and vice versa
- Adds and subtracts fractions with common denominators
- Adds and subtracts fractions by finding common denominators
- Borrowing and subtracting fractions
- Multiplies fractions with and without canceling
- Multiplies using fractions, whole numbers and mixed numbers
- Divides using fractions, whole numbers and mixed numbers
- Finds a number when a fraction of it is given

#### *Decimals*

- Compares, orders, and represents the place value of whole numbers and decimals
- Rounds decimals
- Converts fractions to decimals and vice versa
- Adds, subtracts, multiples and divides multi-digit whole numbers and decimals

#### *Percents/Ratios*

- Explains the meaning of percent and ratios used in everyday situations
- Expresses a fraction with a denominator of 100 as a percent
- Converts between fractions, decimals, and percents
- Finds a percent of a number
- Finds what percent one number is of another
- Finds a number when a percent of it is given

#### *Integers*

- Understands and interprets integers, such as in temperature and elevation
  - Adds and subtracts signed numbers
- Calculates angles in simple, common shapes
- Identifies, measures and draws different types of angles
  - Labels angles in squares, rectangles and triangles
  - Identifies different types of triangles (e.g., Equilateral, Isosceles, and Scalene)

- 
- Understands and uses ratio and proportion
  - Interprets and represents area and volume using symbols and abbreviations (e.g., m<sup>3</sup>)
  - Interprets and applies rates (e.g., km/hr, km/l) and ratios (e.g., map scales)
  - 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
    - Estimates and calculates the perimeter and area of an irregular two-dimensional shape (e.g., trapezoid, hexagon)
    - Estimates and calculates the area of a trapezoid, parallelogram and triangle using a formula
    - Develops and applies formulas for surface area of a rectangular prisms
  - Chooses and performs required operation(s); may make inferences to identify required operation(s)
  - Selects appropriate steps to solutions
  - Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)



## Competency C: Understand and Use Numbers

<b>C3.3</b>	<b>Use measures</b>	<b>OALCF Level 3</b>
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### Building Readiness for C3.3 Tasks

#### Number Sense and Computation

- Evaluates expressions containing fractions, decimals, percents and ratios, using the correct order of operations
- Selects appropriate steps to reach a solution
- Solves multi-step numerical and word problems involving fractions, decimals, percents and ratios

#### Measures

- Calculates angles in simple, common shapes
- Understands and uses ratio and proportion
- Interprets and represents area and volume using symbols and abbreviations (e.g., m<sup>3</sup>)
- Interprets and applies rates (e.g., km/hr, km/l) and ratios (e.g., map scales)
- 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

### Skills and Knowledge Required for Successful Task Performance

#### The learner:

- 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 relations between pairs of angles
  - Understands relations of angles in parallel lines cut by a transversal
  - Identifies, measures and draws different types of triangles
  - Understands the relations of angles in a triangle (e.g., uses the sum of angles in a triangle to find the measure of an unknown angle)
  - Understands relations of angles and sides in similar triangles
  - Understands and applies squares and square roots (e.g., Pythagorean Theorem)

- 
- Understands and uses formulas for finding the perimeter, area, and volume of non-rectangular, composite shapes
    - Develops the formula for finding the surface area of a triangular prism
    - Defines radius, diameter, and circumference and explains the relationship between them
    - Measures the radius, diameter, and circumference of a circle
    - Develops the formula for finding the circumference and area of a circle
    - Draws a circle given its area and/or circumference
    - Develops and applies formulas for surface area of a prism, pyramid, cylinders and cones in a problem-solving context
    - Estimates and measures the volume of irregular three-dimensional figures using appropriate units
  
  - Manages unfamiliar elements (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, micrometers)
  - Chooses and performs required operations; makes inferences to identify required operations
  - Selects appropriate steps to solutions from among options
  - Identifies a variety of ways to complete tasks
  - Interprets, represents, and converts measures using whole numbers, decimals, percentages, ratios, and fractions
  - Organizes and displays numerical information (e.g., graphs, tables)
  - Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

## Competency C: Understand and Use Numbers

<b>C4.1</b> Manage data	OALCF Level 1
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### Building Readiness for C4.1 Tasks

#### Number Sense

- Reads and writes number words to a thousand
- Understands place value
- Compares, orders, and represents the place value of whole numbers
- Reads signs (+ - x ÷)

#### Counting

- Counts by 1s, 2s, 5s, 10s and 100s to 1,000 using various starting points and by 25s to 1,000 using multiples of 25 as starting points
- Counts backwards by 1s, 2s, 5s, and 20s from 100 using multiples of 2, 5, and 10 as starting points and by 100s from any number less than 1,001
- Estimates the number of objects and checks the reasonableness of an estimate by counting

#### Fractions & Percents

- Understands fractions and percents as representing part of a whole

### Skills and Knowledge Required for Successful Task Performance

#### The learner:

- Adds, subtracts, multiplies, and divides whole numbers and decimals

#### *Addition & Subtraction*

- Rounds whole numbers
- Mentally adds and subtracts one digit numbers
- Writes and solves simple addition and subtraction sentences (e.g.,  $5 + 6 = 11$ )
- Adds whole numbers by carrying
- Subtracts whole numbers by borrowing
- Identifies the effect of zero in addition and subtraction
- Adds and subtracts multi-digit whole numbers with and without regrouping
- Identifies and performs required 1-step operations

### *Multiplication & Division*

- Represents multiplication as repeated addition (e.g., 3 groups of 2 is the same as  $2 + 2 + 2$ )
- Demonstrates division as distributing a quantity of something equally (e.g., distributing 12 of something among 4 persons means each person gets 3)
- Writes and solves multiplication and division sentences (e.g.,  $5 \times 6 = 30$ )
- Multiplies multi-digit whole numbers with and without carrying
- Divides multi-digit whole numbers with and without remainders
- Identifies and performs required 1-step operations

### *Decimals*

- Compares, orders, and represents the place value of whole numbers and decimals from 0.001 to 1,000
  - Rounds decimals
  - Mentally multiplies and divides decimal numbers by 10 and 100
  - Adds and subtracts multi-digit whole numbers and decimals
  - Multiplies and divides multi-digit whole numbers and decimals
- 
- Identifies and performs required 1-step operations
  - Recognizes values in number and word format
  - Identifies and compares quantities of items
  - Understands numerical order
  - Identifies and performs required operation
  - Begins to interpret integers (e.g., negative bank balance, temperature, elevation)
    - Understands signed numbers (i.e., negative and positive)
    - Adds and subtracts signed numbers
  - Makes simple estimates
  - Interprets and represents values using whole numbers, decimals, percentages, and simple, common fractions (e.g.,  $\frac{1}{2}$ ,  $\frac{1}{4}$ )
  - Follows apparent steps to reach solutions
  - Interprets simple, common probabilities, such as the chance of precipitation from a weather forecast
  - Recognizes simple patterns
  - Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

## Competency C: Understand and Use Numbers

<b>C4.2</b>	<b>Manage data</b>	<b>OALCF Level 2</b>
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### Building Readiness for C4.2 Tasks

#### Number Sense and Computation

- Demonstrates an understanding of the order of operations with brackets and applies the order of operations in evaluating expressions that involve whole numbers and decimals
- Identifies and describes the characteristics of multiples and factors, and composite and prime numbers
- Recalls multiplication and division facts and uses them to estimate and do mental computation

### Skills and Knowledge Required for Successful Task Performance

#### The learner:

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers
- Makes simple estimates
- Interprets, represents, and converts time using whole numbers, decimals, percentages, ratios, and simple, common fractions (e.g.,  $\frac{1}{2}$ ,  $\frac{1}{4}$ )

#### *Fractions*

- Recognizes types of fractions (i.e., proper, improper, mixed)
- Expresses fractions represented in diagrams as words & symbols
- Uses fraction terminology and notation (e.g., numerator, denominator)
- Generates multiples and factors of given numbers in order to find equivalent fractions
- Compare fractions by rewriting with a common denominator
- Reduces fractions to lowest terms
- Changes improper fractions to whole or mixed numbers and vice versa
- Adds and subtracts fractions with common denominators
- Adds and subtracts fractions by finding common denominators
- Borrowing and subtracting fractions
- Multiplies fractions with and without canceling
- Multiplies using fractions, whole numbers and mixed numbers

- Divides using fractions, whole numbers and mixed numbers
- Finds a number when a fraction of it is given

### *Decimals*

- Compares, orders, and represents the place value of whole numbers and decimals
- Rounds decimals
- Converts fractions to decimals and vice versa
- Adds, subtracts, multiplies and divides multi-digit whole numbers and decimals

### *Percents/Ratios*

- Explains the meaning of percent and ratios used in everyday situations
- Expresses a fraction with a denominator of 100 as a percent
- Converts between fractions, decimals, and percents
- Finds a percent of a number
- Finds what percent one number is of another
- Finds a number when a percent of it is given

### *Integers*

- Understands and interprets integers
  - Adds and subtracts signed numbers
- 
- Understands and uses ratio and proportion
  - Finds ranges for data sets
  - Calculates averages (mean) and percentages
  - Identifies medians and modes
  - Collects, organizes, and represents data using simple tables and graphs
  - Interprets rates (e.g., crime rates) and ratios (e.g., shots–on-net to goals)
  - Chooses and performs required operation(s); may make inferences to identify required operation(s)
  - Selects appropriate steps to solutions
  - Recognizes patterns and begins to identify trends in data (e.g., population, crime, demographic, inventory, injury)
  - Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

## Competency C: Understand and Use Numbers

<b>C4.3</b>	<b>Manage data</b>	<b>OALCF Level 3</b>
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### Building Readiness for C4.3 Tasks

#### Number Sense and Computation

- Evaluates expressions containing fractions, decimals, percents and ratios, using the correct order of operations
- Selects appropriate steps to reach a solution
- Solves multi-step numerical and word problems involving fractions, decimals, percents and ratios
- Understands and uses ratio and proportion
- Finds ranges for sets of data
- Collects, organizes, and represents data using simple tables and graphs
- Interprets rates and ratios
- Recognizes patterns and begins to identify trends in data

### Skills and Knowledge Required for Successful Task Performance

#### The learner:

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers
- Manages unfamiliar elements (context, content) 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)
- Calculates percent change
- Applies statistics (e.g., population change, growth rates)
- Chooses and performs required operations; makes inferences to identify required operations
- Selects appropriate steps to solutions from among options
- Interprets, represents, and converts values using whole numbers, decimals, percentages, ratios, and fractions
- Identifies a variety of ways to complete tasks
- 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



## Competency C: Understand and Use Numbers

### C Additional skills for successful transition to further education

**NOTE:** The following list is intended to help bridge the gap between skills and knowledge for identified tasks in the curriculum framework for Competency C at level 3 and the numeracy requirements for transition to goals related to further education and training, i.e., Adult Secondary School Credit, Postsecondary and Apprenticeship. Please note that this list is **not** introducing a new OALCF level nor does it suggest that OALCF level 3 should be expanded to 3+. This list merely includes additional skills and knowledge at OALCF level 3 that were not specifically required for tasks described in the curriculum framework but have since been identified as essential for successful transition to goals that are academic in nature.

## Skills and Knowledge Required for Successful Transition to Academic Goal Paths

### Number Sense and Computation

- Chooses appropriate methods of computation involving rational numbers in any form to solve problems
- Demonstrates proficiency in calculations involving whole numbers, fractions, decimals, percents, integers, ratios and rate, powers and square roots and uses in problem-solving
- Uses estimation and mental calculation to determine the reasonableness and accuracy of a calculation
- Uses a calculator correctly and efficiently for calculation and during investigations

### Pre-Algebra

- Evaluates and interprets powers with integral bases and integral exponents
- Generalizes from numerical cases to exponent laws and expresses algebraically
- Simplifies expressions involving multiplication, division, and powers of powers
- Simplifies expressions involving negative exponents
- Represents whole numbers in expanded form using powers and scientific notation (e.g.,  $347 = 3 \times 10^2 + 4 \times 10 + 7$ ;  $356 = 3.56 \times 10^1$ )
- Finds the square root of perfect squares and fractions
- Understands that the square roots of non-perfect squares are approximations
- Demonstrates an understanding of spatial sense and patterns (e.g., symmetry, congruent and similar figures, tessellations)

- Identifies and analyzes geometric properties and concepts, and describes and explains them in precise mathematical language
- Identifies the angle properties of intersecting, parallel, and perpendicular lines by direct measurement: interior, corresponding, opposite, alternate, supplementary, complimentary
- Solves angle measurement problems involving properties of intersecting line segments, parallel lines, and transversals
- Demonstrates an understanding of coordinates in a Cartesian plane in the first quadrant and plots points (e.g., x- and y-coordinates, ordered pairs)
- Uses plotted points to graph a line and identifies the x- and y-intercepts
- Draws similar figures on coordinate plane using scale factors
- Represents relationships defined by tables, graphs, equations, and formulas using graphs

### **Algebra and Geometry**

- Identifies, writes, and solves simple algebraic expressions (e.g., when  $y = 2$ ,  $3y + 7 = 3(2) + 7 = 6 + 7 = 13$ )
- Identifies, writes, and solves multi-operation algebraic expressions containing parentheses (e.g., when  $y = 2$ ,  $3(y+7) = 3(2+7) = 3(9) = 27$ )
- Simplifies algebraic expressions by combining like terms (e.g.,  $3x^2 + 7x + 2x^2 - 3x = 5x^2 + 4x$ )
- Identifies, writes and solves simple algebraic equations using inverse operations
- Solves addition, subtraction, multiplication and division equations
- Solves equations with a fraction coefficient
- Solves multi-step equations with and without parentheses
- Solves equations with separated unknowns and checks by substituting
- Applies understanding of equations to problem-solving with ratios and proportions
- Solves linear equations and finds solutions using systems of equations
- Solves quadratic equations
- Applies understanding of coordinate grids to find the slope of a line
- Graphs linear equations
- Finds a common solution by graphing systems of equations
- Graphs quadratic equations
- Graphs inequalities on a number line
- Applies understanding of equation to solve inequalities

- 
- Identifies and analyzes algebraic properties and concepts, and describes and explains them in precise mathematical language (e.g., polynomials, monomials, binomials, trinomials, like and unlike terms, coefficient, variable part, etc.)
  - Adds, subtracts, multiplies and divides polynomials
  - Begins to identify factors of whole numbers
  - Distinguishes between prime numbers and composite numbers
  - Writes factors in prime-factorization form and by using exponents (e.g.,  $2 \times 2 \times 3 = 2^2 \times 3$ )
  - Finds the square root of an algebraic term; simplifies
  - Factors algebraic expressions
  - Simplifies a quotient of algebraic expressions by dividing out the common factor
  - Factors a difference of squares

## Competency D: Use Digital Technology

<b>D.1</b>	<b>Use digital technology</b>	<b>OALCF Level 1</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Digital Technology

- Describes the purpose and use of digital technology in everyday life (e.g., cell phones, digital cameras, ATMs, GPS, calculators, computers, iPads, digital thermostats, scanners, remote control devices, fax machines, photocopiers etc.)
- Explains common features of everyday digital devices
- Uses a calculator to make and/or check accuracy of calculations in numeracy-related tasks at complexity level 1
- Sends 1-page faxes
- Uses photocopier to make multiple copies of a single page
- Sends text messages to friends and family
- Follows simple prompts
- Locates specific functions and information
- Follows apparent steps to complete tasks
- Interprets brief text and icons
- Enters, sends and saves information using hand held devices
- Identifies components of computer hardware and describes what they do (e.g., keyboard, mouse, monitor/screen, input/output devices, etc.)

#### Working in MS Word

- Opens and closes Microsoft Word
- Operates a mouse; i.e., click (left button), drag, double click, right click (for the context menu)
- Locates, understands and begins to use common keys and icons (e.g., return/enter, backspace, space, shift, tab, arrows, caps lock, delete, end, home, etc.)
- Uses mouse to select and deselect text
- Locates, describes and begins to use features of an MS Word window (e.g., Office Button, Ribbon/information bar, information pop ups, scroll bar, arrows, tabs and tools, toolbars, etc.)

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## Word Processing

- Opens new documents; closes documents
- Saves to My Documents and/or USB (memory stick)
- Opens files and documents from My Documents or from USB
- Changes font (e.g., type, size, colour, style, etc.)
- Uses undo/redo, text alignment, page layout (margins and paper orientation)
- Uses basic word processing for B2.1 tasks that require computer use
- Uses bullets

## Internet

- Describes the basic concept and purposes of Internet use
- Understands basic vocabulary of Internet use (e.g., online, offline, address bar, scroll, social networking, URL, website, web page, internet provider, browser, drop down menu, etc.)
- Understands purpose and use of a pointer and hand cursor
- Understands conventions of Internet addresses; uses address bar
- Uses the mouse online; uses scroll bars; navigates backwards and forwards
- Understands and uses search engines for simple Internet searches
- Uses online dictionary and thesaurus
- Begins to evaluate relevance/usefulness of web based information

## Email

- Creates a personal email account
- Discusses purpose and use of emails, “dos and don’ts” of emails, dangers to be aware of
- Understands the general structure of an email address
- Interprets basic features of an inbox (e.g., owner, date, subject, size, etc.)
- Interprets features of a new message (e.g., To, Cc, Subject, etc.)
- Sends brief emails (with a highly explicit purpose, on familiar topics, using common vocabulary, to individual recipients who are familiar to the sender)
- Logs in and signs out of email

## Competency D: Use Digital Technology

<b>D.2</b>	<b>Use digital technology</b>	<b>OALCF Level 2</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Digital Technology

- Selects and follows appropriate 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 keywords (e.g., Internet, software help menu)
- Uses calculator to make and/or check accuracy of calculations of level 2 tasks involving numbers
- Accesses podcasts
- Sends multi-page faxes with cover sheet
- Uses photocopier to make and collate multiple copies of multiple pages
- Uses social networking; discusses its benefits and dangers
- Discusses and begins to use digital technology for presentation purposes

#### Working in MS Word

- Uses MS Word functions and commands (i.e., Office Button, Ribbon/information bar, information pop ups, scroll bar, arrows, tabs and tools, toolbars, etc.)
- Creates shortcuts to desktop
- Organizes files into folders
- Accesses and uses MS Word help feature

#### Word Processing

- Demonstrates proficiency with D.1 skills in word processing
- Cuts, Copies and Pastes information into MS Word documents
- Prints a document; uses Print Preview; prints envelopes
- Uses Spell Check, Grammar Check, Word Count
- Uses word processing to complete B2.2 tasks
- Formats paragraphs and characters:
  - makes columns
  - puts lists in alphabetical order
  - uses borders - customized borders, page borders and shading

- creates tables
  - selects numbers of rows and columns
  - shades rows and columns
  - adds and deletes rows and columns
  - aligns text in columns
  - changes text direction
  - uses Autofit
- 
- Removes formatting from text
  - Cites any electronic references for information used
  - Saves documents to appropriate folders
  - Selects MS Word templates for letter-writing

### Internet

- Demonstrates proficiency with D.1 skills for Internet use
- Correctly uses terms and references related to Internet use
- Conducts key word searches
- Locates information on a web page with some distracting elements
- Uses online dictionary and thesaurus
- Begins to evaluate web based information; begins to discriminate between trustworthy and untrustworthy online information (e.g., current, accurate, reliable, etc.)
- Uses website tabs and menu bars
- Uses hyperlinks and navigation buttons
- Sends text messages
- Engages in social networking; i.e., Twitter, Facebook, Skype
- Follows steps to contribute to the creation of a webpage; creates a Blog

### Email

- Demonstrates proficiency with D.1 email skills
- Sends emails (of more than one paragraph, with a clearly defined purpose, that may include unfamiliar elements; e.g., vocabulary context and topic, to recipients who may or may not be familiar to the sender)
- Retrieves and replies to emails; forwards emails; sends to multiple recipients; creates address book/contact list; creates group email addresses; sends attachments, interprets and uses features of a retrieved message (e.g., From, Date Sent, Reply, etc.)

## Excel

- Understands and describes a number of purposes for spreadsheets
- Opens Microsoft Excel
- Describes the Excel worksheet
- Identifies and describes the Excel Ribbon, Tabs (Home, Insert, Page layout, Formulas, Data, Review, View), and groups of Tools
- Begins to use a limited range of Excel features and options:
  - bars and arrows for scrolling up and down, across and back
  - selects and deselects cells, rows and columns
  - names worksheets (spreadsheets) and workbooks
  - deletes and copies cells; re-sizes rows and columns
  - deletes content in columns and rows
  - uses Autofill
  - adds or moves a worksheet
  - adds columns or rows
  - uses gridlines and borders
  - uses print preview
  - selects print options
  - prints a partial or complete worksheet
- Formats a worksheet; enters data that is easy to interpret
- Interprets spreadsheet data that contains simple text, icons or both
- Uses the Excel Help system

## PowerPoint

- Understands what Microsoft PowerPoint is and describes purposes for which it is used
- Opens Microsoft PowerPoint
- Understands and describes basic features on PowerPoint; i.e., tabs, tools and command features
- Begins to use a limited range of PowerPoint features and options:
  - enters text using text box templates
  - adds a text box; sizes a textbox
  - adds a new slide
  - saves and closes a presentation
- Creates a simple presentation using PowerPoint:
  - opens and customizes PowerPoint
  - creates a title slide and text slides; uses bulleted lists
  - changes views to review presentation



- changes slide layout, activates slide show
- edits slides, names, saves and closes presentation

## Competency D: Use Digital Technology

<b>D.3</b>	<b>Use digital technology</b>	<b>OALCF Level 3</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Digital Technology

- Experiments and problem-solves to achieve desired results
- Selects and installs software; downloads and uses a range of apps
- Manages unfamiliar elements (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, etc.)
- Uses calculator to make and/or check accuracy of calculations of level 3 tasks involving numbers
- Discriminates between trustworthy and untrustworthy online information (i.e., current, accurate and reliable)

#### Working in MS Word

- Demonstrates proficiency with D.2 skills for working with MS Word
- Uses a wide range of MS Word functions and commands in multi-page documents:
  - changes margin settings and line spacing
  - inserts header and/or footer
  - inserts footnotes; numbers pages
  - uses shortcut keys to apply formatting
  - modifies paragraph indentation
  - uses word count
  - inserts manual page breaks
  - inserts text box
  - inserts, re-sizes and formats pictures and clipart
  - merges documents
  - creates hyperlinks
  - sorts selected paragraphs; proofs and revises a document
  - displays Web page associated with a hyperlink
  - uses print screen feature and re-sizes
  - creates and inserts tables, graphs and charts
  - creates table of contents
  - uses design options to create cover page

- uses research task pane to locate information;
- uses editing features such as track changes and find/replace
- inserts citations
- adds bibliography

### Internet

- Demonstrates proficiency with D.2 skills for Internet use
- Discriminates between information that is or is not current, accurate and reliable
- Discriminates re: the sharing of personal information online
- Uses Google Images, Videos, Maps, News, YouTube, Groups, Gmail, and Documents etc.
- Uses toolbar features; adds and deletes bookmarks and favourites
- Conduct transactions online e.g. banking, shopping, selling, request/receive email notification for various purposes
- Prints documents and selected text from the Internet; uses print preview and print options
- Deletes browsing history
- Registers for and takes an online course; participates in a webinar
- Accesses, uses and/or contributes to a wiki; creates new blog post with contents from a document
- Performs advanced searches (e.g., refines search terms, uses advanced search features, cross-refers between websites)

### Email

- Demonstrates proficiency with D.2 email skills
- Sends emails of more than one paragraph, with a clearly defined purpose, that may include unfamiliar elements (e.g., vocabulary, context and topic; to recipients who may or may not be familiar to the sender)
- Send copy of a document as an email; email document as PDF document
- Sends multiple attachments; sends attachments using Winzip
- Uses folders to organize inbox
- Sorts emails by email features
- Manages emails using a variety of tools and options

## Excel

- Demonstrates proficiency with D.2 Excel skills
- Uses a wide range of Excel features and options
  - formats a worksheet using buttons and commands
  - adds conditional formatting to a range of cells
  - displays and prints the formulas version of a worksheet
  - renames sheets in a workbook
  - aligns text in cells
  - uses date formatting
  - enters basic spreadsheet formulae
  - recognizes smart tags and option buttons
  - applies the AVERAGE, MAX, and MIN functions
  - verifies a formula using Range Finder
  - uses nested formulas
  - uses relative and absolute references
  - formats borders
  - uses table and cell colour formatting
  - uses the “if” function; creates charts
  - adds header and footer; uses text wrapping
- Interprets spreadsheet data that may contain unfamiliar elements
- Uses the Excel Help system

## PowerPoint

- Demonstrates proficiency with D.2 PowerPoint skills
- Creates PowerPoint presentations:
  - selects design theme
  - creates title slide and text slides with single- and multi-level bulleted lists using layouts
  - copies elements from one slide to another
  - displays and prints presentation in grayscale
  - changes font color using format painter
  - adds text and slide animation; adds and animates clip art
  - adds movie clips
  - adds hyperlinks to web sites and other documents
  - adds background style
  - inserts and moves clip art and changes size
  - copies and adds text or photograph from a file or from the Internet

- deletes a placeholder
- changes font color
- ends slide show with a black slide
- adds slide animation scheme and runs slide show
- prints presentation as handouts in colour or in grayscale
- uses PowerPoint Help
- saves presentation

### Databases

- Opens Microsoft Access
- Describes purpose of databases and database management systems
- Describes MS Word Access desktop: describes ribbon tabs and tools; describes navigation pane
- Opens an existing table; searches for particular records, sorts records; adds, edits and deletes existing records; selects records
- Uses existing forms; understands form design
- Creates a simple database
- Creates tables: modifies tables; creates new tables; specifies data types; specifies field properties
- Creates simple records: edits, finds, sorts and filters records; creates table relationships
- Creates simple forms: modifies forms; adds/deletes records
- Creates simple queries: sorts results; adds criteria; applies Boolean operators; finds duplicate records
- Creates and prints a custom report

## Competency E: Manage Learning

<b>E.1</b>	<b>Manage learning</b>	<b>OALCF Level 1</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Goal Setting and Planning

- Understands the concept of goal-setting and the value of having personal goals
- Practices goal-setting; i.e., set goals for short timeframes (e.g., day, week, or month)
- Identifies/plans out steps/activities to achieve short timeframe goals
- Identifies markers that will show progress is being made
- Identifies possible barriers to achieving short goals
- Plans possible solutions for overcoming obstacles
- Identifies (with literacy staff) LBS goal and goal path based on assessment of own skills, needs, interests and abilities
- Participates (with literacy staff) in the development of a Learner Plan based on own identified goal and learning needs
- Understands and identify (with literacy staff) tasks that build toward goal achievement
- Identifies (with literacy staff) milestones that will show progress toward goal completion
- Understands how skills, knowledge and attitudes are necessary for successful task completion
- Participates (with literacy staff) in planning his/her learning activity and understand how learning tasks relate to his/her goal path
- Identifies possible barriers to achieving LBS goal
- Plans (with literacy staff) possible solutions for overcoming obstacles

#### Learning Strategies

- Finds one necessary source of information (text, document, classmate, co-worker) to complete
- tasks
- Begins to implement simple learning strategies
  - Follows simple instructions both oral and written
  - Takes notes, creates outlines
  - Highlights or underlines key information
  - Uses a calendar or agenda
  - Checks and rechecks work
  - Uses "to do" lists

- 
- Begins to manage time
    - Keeps track of time
    - Shows improved/steady attendance
    - Shows improved/steady punctuality
    - Begins to complete assignments within prescribed or agreed upon timeframes
    - Understands the need to complete sequential tasks in proper order, finishing one task before beginning the next
    - Begins to make realistic estimates about time required to meet deadlines and/or to complete activities and tasks
    - Plans and organizes several activities in advance for a day/month
    - Begins to anticipate possible problems that may affect time management and identify possible solutions
    - Understands how different criteria can affect planning and organization of tasks
    - Begins to prioritize and organize tasks according to given criteria
    - Begins to identify and solve problems and make decisions in relation to learning
  
  - Begins to identify problems and generate ideas about possible solutions/options
    - Shows increased willingness to acknowledge need and seek help when necessary
    - Develops and demonstrates techniques for breaking problems down into manageable parts
    - Develops and demonstrates ability to transfer problem-solving skills from one situation to another
    - Develops and demonstrates ability to make a problem-solving decision and follows through
  
  - Develops and uses simple strategies to improve concentration and memory (i.e., focus on one task at a time)
  - Develops and demonstrates ability to persevere with a task until completion
  - Develops and demonstrates increased capacity for reasoning and logic
  - Develops and demonstrates increased capacity for critical thinking
  - Begins to demonstrate capacity to transfer knowledge from previous learning to complete a new task

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## Monitored Learning, Self-Reflection and Evaluation

- Begins to demonstrate understanding of his/her own learning strengths and weaknesses
- Identifies preferred learning style
- Understands the value and importance of self-reflection, evaluation and monitored learning
- Begins to engage in self-assessment, evaluation and self-reflection
- Begins to recognize and acknowledge the benefits of self-assessment, evaluation and self-reflection
- Begins to monitor own learning and progress
- Shows increased readiness to accept praise for own work
- Shows increased readiness to receive constructive criticism
- Begins to use feedback to improve performance
- Shows increased readiness to offer constructive criticism of own work
- Reports a family member, friend, co-worker, or supervisor noticing an improvement in his/her skill
- Reports a successful application of newly-acquired skills in a context outside of LBS
- Reports greater confidence in his/her own skills

## Attitudes

- Demonstrates positive attitude to learning; is easily motivated
- Demonstrates increased readiness and ability to do the following:
  - work independently
  - assume responsibility for own work
  - try new learning challenges and assignments
  - take initiative in learning
  - take risks in learning situations
  - be concerned about quality
  - persist and follow through
  - commit to the task at hand
  - adapt to change



## Competency E: Manage Learning

<b>E.2</b>	<b>Manage learning</b>	<b>OALCF Level 2</b>
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### Skills and Knowledge Required for Successful Task Performance

#### Goal Setting and Planning

- Embraces the concept of goal-setting and the value of personal goals
- Sets realistic goals for short timeframes (e.g., day, week, or month)
- Prioritizes goals and sets realistic timelines for achieving goals
- Identifies/plans out steps/activities to achieve short timeframe goals
- Identifies markers that will show progress is being made
- Identifies possible barriers to achieving short timeframe goals
- Plans possible solutions for overcoming obstacles
- Identifies, with literacy staff, a realistic LBS goal and goal path based on assessment of own skills, needs, interests and abilities
- Participates with literacy staff in the development of a Learner Plan based on own identified goal and learning needs
- Identifies, with literacy staff, tasks that build toward goal achievement
- Identifies, with literacy staff, milestones that will show progress toward goal completion
- Understands how skills, knowledge and attitudes are necessary for successful task completion
- Participates with literacy staff in planning learning activity and in selecting tasks related to the chosen goal path
- Identifies possible barriers to achieving LBS goal
- Begins to adjust goals, activities and timelines to address obstacles to achieving goals

#### Learning Strategies

- Uses more than one source of information (text, document, classmate, co-worker) to complete a task
- Implements a number of learning strategies, for example:
  - Sets study schedule
  - Makes notes from more than one source of information
  - Seeks opportunities for practice
  - Focuses attention on the task at hand
  - Begins to make inferences/“educated guesses”
  - Begins to substitute/paraphrase
  - Uses tools that are readily available

- Begins to use graphic organizers
- Shows increased ability to manage time; i.e., does the following on a more frequent or regular basis:
  - Keeps track of time
  - Maintains regular attendance
  - Maintains regular punctuality
  - Completes assignments within prescribed or agreed upon timeframes
  - Completes sequential tasks in proper order, finishing one task before beginning the next
  - Begins to make realistic estimates about time required to meet deadlines and/or to complete activities and tasks
  - Plans and organizes several activities in advance for a day/week/month
  - Begins to anticipate possible problems that may affect task completion and identify possible solutions
  - Understands how different criteria can affect planning and organization of tasks
  - Prioritizes and organizes tasks according to particular criteria
- Shows increased ability to identify and solve problems and make decisions in relation to learning; i.e. does the following on a more frequent or regular basis:
  - Identifies problems and generate ideas about possible solutions/options
  - Acknowledges need and seek help when necessary
  - Breaks problems down into manageable parts
  - Transfers problem-solving skills from one situation to another
  - Makes a problem-solving decision and follows through
- Identifies ways to clarify, check understanding and reinforce learning
- Begins to adapt to instructional approaches and learning materials that do not reflect preferred learning style
- Begins to evaluate the quality and usefulness of various resources for tasks completion
- Begins to use a range of strategies to improve concentration and memory
- Perseveres with a task until completion
- Demonstrates increased capacity for reasoning and logic
- Demonstrates increased capacity for critical thinking
- Transfers knowledge from previous learning in order to complete a new task

## Monitored Learning, Self-Reflection and Evaluation

- Shows increased ability to monitor learning, and engage in self-reflection and evaluation in relation to learning, i.e. does the following on a more frequent to regular basis:
  - Demonstrates self-awareness of own learning strengths and weaknesses
  - Uses strategies for independent learning based on identified preferred learning style
  - Embraces the value of self-reflection, evaluation and monitored learning
  - Engages in self-assessment, evaluation and self-reflection activity, for example:
    - Assess how well you have accomplished the learning task
    - Assess how well you have applied the strategies
    - Decide how effective the strategies were in helping you accomplish the task
- Monitors learning and overall progress toward goal completion
- Evaluates own performance using established criteria and tools (e.g., rubrics, checklists)
- Begins to identify how skills and strategies can transfer to different contexts
- Readily accepts praise for own work
- Readily receives constructive criticism
- Begins to identify ways to improve quality and performance
- Readily offers constructive criticism of own work
- Reports a family member, friend, co-worker, or supervisor noticing an improvement in his/her skill
- Reports a successful application of newly-acquired skills in a context outside of LBS
- Reports greater confidence in own skills

## Attitudes

- Demonstrates positive attitude to learning; begins to self-motivate
- Demonstrates ability to do the following on a more frequent to regular basis:
  - work independently
  - assume responsibility for own work
  - accept new learning challenges and assignments
  - take initiative in learning
  - assume risks in new learning situations
  - show concern about quality
  - persist and follow through
  - commit to the task at hand
  - adapt to change

## Competency E: Manage Learning

<b>E.3</b> Manage learning	OALCF Level 3
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### Skills and Knowledge Required for Successful Task Performance

#### Goal Setting and Planning

- Embraces the concept of goal-setting and the value of personal goals
- Sets realistic goals for short timeframes (e.g., day, week, or month)
- Prioritizes goals and sets realistic timelines for goal achievement
- Identifies/plans out steps/activities to achieve short timeframe goals
- Identifies markers that will show progress is being made
- Identifies possible barriers to achieving short timeframe goals
- Plans possible solutions for overcoming obstacles
- Identifies LBS goal and goal path based on assessment of own skills, needs, interest and abilities
- Participates in the development of a Learner Plan based on own identified goal and learning needs
- Identifies with literacy staff, tasks that build toward goal achievement
- Identifies with literacy staff, milestones that will show progress toward goal completion
- Discusses the skills, knowledge and attitudes necessary for successful task completion
- Participates in planning learning and selecting tasks related to the chosen goal path
- Identifies possible barriers to achieving LBS goal
- Adjusts goals, activities and timelines to address obstacles to achieving goals

#### Learning Strategies

- Uses multiple sources of information (text, document, classmate, co-worker) to complete a task
- Implements a number of learning strategies:
  - Arranges conditions when possible to support own preferred learning style
  - Sets study schedule
  - Makes notes from multiple sources
  - Seeks opportunities for practice
  - Focuses attention on the task at hand
  - Uses background knowledge and experience
  - Makes inferences/ “educated guesses”
  - Substitutes/paraphrases
  - Uses available tools (e.g., calendar, thesaurus, dictionary, etc.)

- Finds/applies patterns
  - Uses graphic organizers
  - Collaborates with others
- Shows increased ability to manage time; i.e., does the following consistently and on a regular basis:
- Keeps track of time
  - Maintains regular attendance
  - Maintains punctuality
  - Completes assignments within prescribed or agreed upon timeframes
  - Completes sequential tasks in proper order
  - Makes realistic estimates about time required to meet deadlines and/or to complete activities and tasks
  - Plans and organizes several tasks in advance for a week/month/semester
  - Anticipates possible problems that may affect time management and identify possible solutions
  - Understands how different criteria can affect planning and organization of tasks
  - Prioritizes and organizes tasks according to particular criteria
- Shows increased ability to identify and solve problems and make decisions in relation to learning, i.e., does the following consistently and on a regular basis:
- Identifies problems and generate ideas about possible solutions/options
  - Seeks help when necessary
  - Breaks problems down into manageable parts
  - Transfers problem-solving skills from one situation to another
  - Makes a problem-solving decision and follows through
- Clarifies, checks understanding and reinforces learning
- Adapts to instructional approaches and learning materials that do not reflect preferred learning style
- Evaluates the quality and usefulness of various resources for completion of tasks
- Uses strategies to improve concentration and memory
- Perseveres to complete tasks
- Continues to increase capacity for reasoning and logic
- Continues to increase capacity for critical thinking
- Transfers knowledge from previous learning in order to complete a new task

### Monitored Learning, Self-Reflection and Evaluation

- Shows increased ability to monitor learning, and engages in self-reflection and evaluation in relation to learning; i.e., does the following consistently and on a regular basis:
  - Demonstrates self-awareness of own learning strengths and weaknesses
  - Uses strategies for learning based on own identified preferred learning style
  - Engages in self-assessment, evaluation and self-reflection, for example:
    - Assess how well you have accomplished the learning task
    - Assess how well you have applied particular strategies
    - Decide how effective the strategies were in helping you accomplish the task
    - Determine how prepared you are to move on to the next task
  - Evaluates own performance using established criteria and tools (e.g., rubrics, checklists)
  - Monitors continuous improvement of performance
  - Tracks ongoing progress toward goal completion
  - Readily accepts praise for own work
  - Readily receives constructive criticism
  - Identifies ways to improve quality and performance
  - Readily offers constructive criticism of own work
  - Reports a family member, friend, co-worker, or supervisor noticing an improvement in his/her skill
  - Reports a successful application of newly-acquired skills in a context outside of LBS
  - Reports greater confidence in own skills

### Attitudes

- Demonstrates positive attitude to learning; sustains motivation
- Demonstrates ability to do the following on a more frequent to regular basis:
  - work independently
  - assume responsibility for own work
  - accept new learning challenges and assignments
  - take initiative
  - assume risks in new learning situations
  - pursue quality
  - persist and follow through
  - commit to the task at hand
  - adapt to change

## Competency F: Engage With Others

F

Engage with others

Not rated for complexity

### Skills and Knowledge Required for Successful Task Performance

- Applies the following selected skills, knowledge and attitudes when working with one other person
- Applies the following selected skills, knowledge and attitudes when working with two or more people

#### Interpersonal Skills

- Builds good rapport
  - Exchanges information to get acquainted and to establish a personal connection
- Communicates effectively
  - Demonstrates interest and attentive listening through body language and facial expression
  - Lets people finish the point they are making without interruption
  - Listens for underlying messages from others:
    - What does the person really mean?
    - What do they really want you to hear or to know?
  - Checks for meaning; asks questions to check for correct understanding
  - Asks for more details when necessary; asks questions for clarification
  - Shares own thoughts and ideas
  - Leave silences so other people can enter the dialogue or work out their own position
  - Phrases suggestions as questions (e.g., instead of “I think we should...” asks, “What about doing...?”)
- Demonstrates respect for others
  - Understands that people are different, have different strengths and abilities, different perspectives, different ways of doing things
  - Acknowledges, appreciates and values diversity
  - Considers the feelings, views and values of others
  - Demonstrates tolerance, patience and flexibility
- Understands the need for different roles and responsibilities in working together
  - Understands the big picture – the overall objective – the expectations and scope of the project or task at hand
  - Understands own role; seeks clarification of role if necessary

- Accepts one's own share of responsibilities
- Understands and recognizes the roles of others; seeks clarification of roles if necessary
- Cooperates and collaborates with others to complete a project or task
  - Negotiates to establish consensus
  - Acknowledges and uses the skills, strengths, ideas and opinions of other team members
  - Contributes to decision-making by stating own ideas and points of view
  - Accepts decisions made by the group
  - Maintains honest and respectful communication
  - Gives and receives feedback and criticism in constructive ways
  - Considers feedback and advice given by other team members
  - Helps out others when necessary
  - Reviews work with others and agrees on ways of improving collaborative work
- Works to resolve conflict
  - Recognizes areas of agreement and disagreement
  - Understands and accepts the role of conflict in group work; i.e., a sometimes normal and necessary part of the process
  - Recognizes and acknowledges when conflict has a negative impact, for example through:
    - dissatisfaction with others
    - competition amongst members
    - disagreement over procedures
  - Identifies options for resolving disagreements and conflict, and/or sanctions
  - Contributes to finding a mutually agreeable solution

### **Group Work or Team Work Skills**

- Understands what team work means, for example:
  - what is meant by cooperative or collaborative work
  - sharing and supporting a common goal or objective - what the group wants to achieve
  - putting the desired team outcome first: individual interests take a secondary place
  - recognizing that members have different strengths and will make different contributions
  - taking steps to ensure that nobody feels left out or undervalued



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- respecting and valuing the contribution each member can make, everybody counts
  - exercising flexibility; sometimes accepting and going with someone else's way of doing things
  
  - Shows awareness of group dynamics
    - Understands and works within the culture of the group
    - Understands different roles and responsibilities within a group
  
  - Works as a member of a team
    - Discusses with others, identifies and comes to agreement on ground rules for working together; group targets, individual responsibilities, timelines, lines of accountability, communication methods and work priorities
    - Assumes appropriate share of the work load
    - Understands how own work contributes to the larger whole
    - Keeps others informed about project or task developments
    - Completes own work and meets target deadlines so that other tasks are not kept waiting
    - Participates in making group decisions and respects decisions once they are made
    - Respects the time of other team members; is punctual for meetings; turns up; takes turns
    - Reviews methods and results of working with others and agrees on ways of improving collaborative work
  
  - Completes projects and tasks with others
    - Plans, designs or carries out a project or task from start to finish
    - Seeks feedback, tests, revises and implements
    - Works to established quality standards and specifications
    - Selects and uses appropriate tools and technology for the task
    - Adapts to changing requirements and/or new information
    - Monitors progress and evaluates the success of a project or task identifying ways to improve

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## Leadership Skills

- Organizes the group
  - Shares or manages tasks such as:
    - holding regular team meetings for collaborative work and updates
    - phoning members to remind them of the next meeting and any action they had agreed to undertake
    - developing an agenda
    - keeping time in meetings
    - keeping the group on track – sticking to the agenda and to the item under discussion
    - creating a team contact list
  - Clearly describes roles and responsibilities for team members
  - Establishes team goals and objectives that are clear, understood and accepted by everyone
  
- Establishes and maintains a supportive and positive working atmosphere
  - Demonstrates passion and enthusiasm for the work
  - Seeks to establish and build an atmosphere of mutual respect and trust within the group; leads by example
  - Ensures everyone has equal opportunity to contribute
  - Ensures everybody gets an equal share of time for their own issue, and that different people go first or last each time
  - Encourages team members to share ideas by asking questions and listening attentively
  - Recognizes and acknowledges progress and the accomplishments of team members
  - Gives constructive feedback to help others improve their work
  - Is objective when giving feedback or input
  - Supports individuals in the group by listening to concerns and feelings
  - Does not avoid conflict, for example:
    - addresses issues or problems whenever they occur
    - leads the group to resolve conflict together
    - steps in to manage and resolve conflict when necessary
  - Does not pass judgment on ideas or suggestions when hearing them for the first time
  - Considers all options when making a decision
  - Takes time to explain when necessary