

LBS Initial Assessment: Reading/Writing

Name: _____

Date: _____

Goal:

(Please circle only one.)

Employment

Apprenticeship

Secondary School Credit

Postsecondary

Independence

Student Instructions:

- Please read the article and complete all questions on the answer sheets provided.
- You may write a rough draft for the writing exercises.
- RELAX...there is no pass or fail.

(Office Use) Summary Recommendations:

A1.1, A1.2, A1.3, B2.1, B2.2, B2.3

Initial Skills Assessment: Reading and Writing

Fill in the missing alphabet letters.

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the following letters in capitals.

a A b B d D g G l L m M

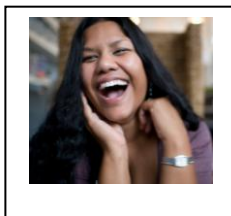
q Q r R u U w W y Y

Write a sentence here about yourself.

Answers may vary (see Initial Skills-Assessment Checklist: Writing).

Initial Skills Assessment: Reading and Writing

Copy a word from the list to match each picture.



woman



gas



books



friends



flowers



pizza

~~friends~~

~~flowers~~

~~gas~~

~~woman~~

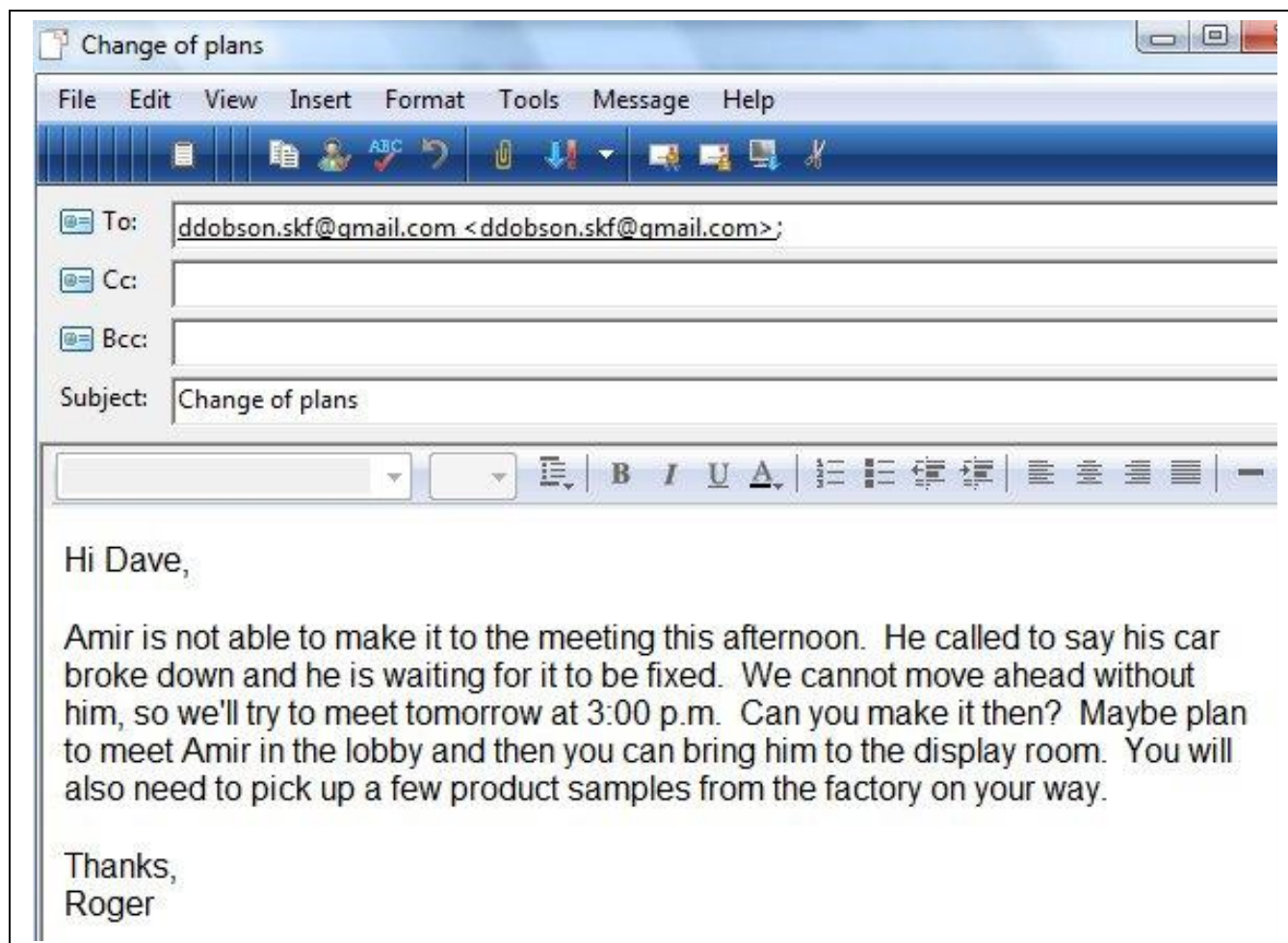
~~pizza~~

~~books~~

Initial Skills Assessment: Reading and Writing

Change of Plans Email

Read the email below and answer the questions.



Initial Skills Assessment: Reading and Writing

Change of Plans Email

1. What is the main purpose of the email from Roger?

The main purpose of Roger's email is to reschedule the meeting and make the necessary arrangements.

2. Why is Roger changing the meeting date?

Roger is changing the meeting date because Amir can't make it and they can't move ahead without him.

3. What did Roger ask Dave to pick up?

Roger asked Dave to pick up a few product samples.

4. What do you think Roger will do if Amir cannot make it to the meeting tomorrow?













I think Roger will postpone the meeting again if Amir still can't make it.

Initial Skills Assessment: Reading and Writing

What message do you think Dave needs to send back to Roger?

Write Dave's reply.

Subject:

 **B** *I* U           

Initial Skills Assessment: Reading and Writing

How to Fix a Blocked Drain

If the water is not draining out of your kitchen or bathroom sink, it is probably because something is blocking the drain pipe. It could be hair, grease, food or other junk. Here are a few things you could try to unblock the sink.

1. First, try using a plunger. The best type has a wide, flat opening that sits firmly on the bottom of the sink touching it all the way around. Run a little water into the sink. Plug the overflow hole with a wet cloth. Put the plunger over the drain, and press it down to get the air out. Then plunge it up and down several times to build up pressure. Pull the plunger out of the drain. This should clear the block. If this doesn't work, try #2.
2. Follow the directions on some liquid drain cleaner and pour the cleaner into the sink. Be careful! This liquid can burn your skin. Let it sit for fifteen minutes then flush it out with hot water. If this still doesn't work, try #3.
3. Put a piece of garden hose into the drain if it will fit. Turn the hose round and round as it goes deeper into the drain. Be careful not to let the water and drain cleaner splash up on you.

If none of these suggestions work, then you've definitely got a blocked drain.



Initial Skills Assessment: Reading and Writing

How to Fix a Blocked Drain

Answer these questions:

1. What are some things that can cause a blocked drain?

Some things that can cause a blocked drain are hair, grease, food or other junk.

2. Before using the plunger, you should plug the **overflow hole**.

3. How do you know how much drain cleaner to pour in?

If you look at the directions on the drain cleanser, it will tell you how much to use.

4. How do you think the hose works to help unplug the drain?

A hose can help unplug the drain by pushing the blockage out of the way.

5. If none of these ideas work, what should you do next?

If none of these ideas work, you should call a plumber.

Initial Skills Assessment: Reading and Writing

Jobs of Importance

Brian was looking at the want ads in the newspaper. He had been looking at the want ads every day that week as soon as the paper arrived. It didn't take very long as there were never very many ads in the "Help Wanted" column. Mostly there was nothing for him. He was not a plumber or a hairdresser, or a car salesman. Today someone was looking for a secretary. There was also an ad asking for a cook's helper. A cook's helper didn't sound very important, but perhaps it was something he could do. Someday he might find a job that was exciting; something that was really important.

Suddenly Brian remembered something that had happened one winter many years ago when he was a young boy. Dad had asked him to shovel the driveway. It was not his favourite job. He dreamed of being a fireman or a rancher or a sailor. He never dreamed of shovelling piles of snow out of a driveway. However, he got the shovel and began digging away the drifts of snow. It took most of the morning, but he cleaned the whole, long driveway from the garage door out to the street.

Later that same day his mother fell down the basement stairs and broke both an arm and an ankle. When the ambulance came, it backed up the driveway right to the garage door. Brian remembered the ambulance driver had told his dad how important it was that driveways were kept shovelled so that they could more easily carry an injured person to the ambulance. As he had thrown shovelful after shovelful of snow out of the driveway it hadn't seemed like anything but a tiresome chore. Now someone was saying that it was important work.

Brian picked up the newspaper and read the ad again.

"Wanted: cook's helper."

"If a cook is asking for a helper it must be necessary to have one. I could learn to help and maybe someday..." Brian let his thoughts trail away. He cut out the ad from the paper, put it in his pocket and headed for the door.

Initial Skills Assessment: Reading and Writing

Answer the following questions. Use complete sentences and your best grammar and punctuation:

1. What kind of "Help Wanted" ads were in the paper that day?

There were ads for a secretary and a cook's helper that day.

2. What happened to Brian's mother on the day he shovelled the driveway?

On the day he shovelled the driveway, Brian's mother fell down the basement stairs and broke both her arm and ankle.

3. Why was it a good thing the driveway was shovelled?

It was a good thing the driveway was shovelled because it allowed the ambulance to back up right to the garage, so it was easier to carry Brian's mother to the ambulance.

4. Do you think Brian liked shovelling the driveway? Why do you think that?

No. I don't think Brian liked shovelling the driveway. He remembered thinking that it hadn't seemed like anything but a tiresome chore.

5. Where do you think Brian is going as he heads out the door?

I think Brian is going to stop by the restaurant that is advertising for a cook's helper to find out more about the job.

Initial Skills Assessment: Reading and Writing

6. What does the author mean when he says, “Brian let his thoughts trail away?”

The author means that Brian continued his daydreaming about what a cook’s helper position might one day lead to.

7. Match the words on the left to their meaning on the right. Place the letter for the correct meaning beside each word.

column **d**

a) required to be done, achieved; needed for a purpose

drifts **c**

b) moved in a specific direction or towards a specific location

tiresome **e**

c) a large pile of snow gathered by the wind

necessary **a**

d) part of a newspaper regularly devoted to a particular subject

headed **b**

e) long and boring; annoying



Initial Skills Assessment: Reading and Writing

Choose one of the following two questions and write your answer in one or two paragraphs.

8. Why is the job of cook's helper an important one?

OR

9. Tell about a job, volunteer opportunity or something that you have done for your family or friend which turned out to be important in some way. Give details of what happened.

Answer may vary (See the *Initial Skills-Assessment Checklist: Writing*).

Initial Skills Assessment: Reading and Writing

Turfed Out

60 days. That's all the notice I got when my landlord decided to toss me out so that *she* could move in to *my* little oasis. I have lived in my tiny, bright and stylish main floor apartment for 5 years, the only home I have known since moving away from my parents' house at age 19. The landlord simply stuffed the notice in my mailbox and that was that. So cruel, and so cold.

How could this have happened? I have been a great tenant! I was quiet. The guy upstairs sure hasn't been, and he didn't get an eviction notice. I only had one big party in all the time I lived here, and most of the guests were gone by midnight. I plant flowers every spring, and I even refinished the hardwood floors at my expense (the landlord was going to install some horrid green carpet). The rent was never late. My single and biggest flaw was that I made the apartment look too good, and when my landlord came in on that fateful day three weeks ago to replace the thermostat, she couldn't contain her surprise for my interior design genius. I was so nice to her too. I made her coffee, but within a day she was kicking me out.

Really, I shouldn't brag, but this apartment is a showpiece extraordinaire. I never had a lot of extra money lying around. Being a waitress at a downtown family restaurant isn't the highest paying job. Don't get me wrong, I love my boss and the customers, it just doesn't pay very well. Most of my furniture, decorations and curtains were bought at garage sales or at second hand stores I visited on Saturdays. I am usually quite handy too. I'm not afraid of "power tools". If only I could have replaced that darned thermostat myself, then I wouldn't be in this situation. I now have 40 days left to find a place, and still nothing.

They don't call it apartment "hunting" for nothing. It is a jungle out there, and the competition is fierce. There is no such luxury as apartment "browsing". I've made a list of my Top Ten Apartment Must Haves, and by the time I get around to inquiring about Number 7 ("Are there laundry facilities on-site?"), the place is already gone. Not having a car also means that I need to be near downtown or at least a bus stop. I'd really like to meet the people who write those ads that say "Minutes from downtown". What they really mean is "Minutes from downtown if you are driving a Ferrari at full speed!" The real bother for me, though, is having to look after so many details - such as phone and internet hook-up, the cable TV, the change of address forms and postal service hassles. If those aren't enough, I also have to worry about who is going to help me move. Let's face it; no one likes that job! I'll have to think who owes me a favour.

This moving is serious business, and I want to get it right. Having a home is more than getting a roof over my head; it is making a place to relax and just be me. So, I'm off to view another potential place to "hang my hat" as they say. This one sounds promising. I am going to get there early and talk fast with a deposit cheque in one hand and my list of references in the other. I am armed and dangerous... and determined. Let's hope this is the one!

Initial Skills Assessment: Reading and Writing

1. How old is the author of this story now?

a) 19

b) 25

c) 24

d) 44

2. How old was the author when she first moved in to her apartment?

b) 19

b) 25

c) 24

d) 44

3. Which of the following is not one of her worries about searching for a new apartment?

a) Getting Internet hooked up

b) If the apartment has laundry facilities available

c) Postal service hassles

d) If she can have loud parties

4. Why is the author being evicted?

The author says she is being evicted because the landlord has decided to move into the apartment herself.

5. List 3 words (adjectives) from the story that describe the author's present apartment.

tiny

bright

stylish

6. What is the author's job?

The author is a waitress.

Initial Skills Assessment: Reading and Writing

7. Explain the author's reason for wanting to live downtown or close to downtown.

The author wants to live downtown because she doesn't have a car, and she works downtown.

8. Do you think the author takes pride in her home? Give 2 examples from the story to support your answer.

Answers may vary (see *Initial Skills-Assessment Checklist: Reading* and *Initial Skills-Assessment Checklist: Writing*). Ensure that the answer is in complete sentences and contains 2 supporting examples from the story.

9. Match each word to its correct meaning. Write the correct letter from the list on the right into the box beside each word.

oasis	e	a) very unpleasant or disagreeable; nasty or vile
horrid	a	b) minor problems or inconveniences
extraordinaire	c	c) remarkable or very unique
hassles	b	d) seeking facts, information, or questioning
inquiring	d	e) a haven, or place that is a pleasant change from something plain or difficult

Initial Skills Assessment: Reading and Writing

10. The author writes, “Making a home is more than just getting a roof over my head”.

Write a paragraph to describe what you think it takes to make a real home... or a great space to just be yourself. Explain why these things are important.

Answers may vary (see *Initial Skills-Assessment Checklist: Writing*)

Initial Skills Assessment: Reading and Writing

CHAMPIX Consumer Report

The following report was prepared by Pfizer Canada Inc., manufacturers of CHAMPIX, a new medication to help people quit smoking. The report is for the benefit of health professionals and consumers providing information on this recently approved drug in Canada. As you read the article, keep two things in mind: why quitting smoking is important, and what people go through when trying to deal with this addiction. In preparation for the CHAMPIX report, here is some information and a few statistics on smoking:

About Smoking... *From Wikipedia, the free encyclopedia*

Tobacco is the single greatest cause of preventable death globally. Tobacco use leads most commonly to diseases affecting the heart, liver and lungs, with smoking being a major risk factor for heart attacks, strokes, chronic obstructive pulmonary disease (COPD) (including emphysema and chronic bronchitis), and cancer (particularly lung cancer, cancers of the larynx and mouth, and pancreatic cancer). Smoking also causes peripheral vascular disease and hypertension. The effects depend on the number of years that a person smokes and on how much the person smokes. Starting smoking earlier in life and smoking cigarettes higher in tar increases the risk of these diseases. Also, environmental tobacco smoke, or secondhand smoke, has been shown to cause adverse health effects in people of all ages. Cigarettes sold in underdeveloped countries tend to have higher tar content, and are less likely to be filtered, potentially increasing vulnerability to tobacco-related disease in these regions.

Mortality

- Male and female smokers lose an average of 13.2 and 14.5 years of life, respectively.
- According to the results of a 50 year study of 34,486 male British doctors, at least half of all lifelong smokers die earlier as a result of smoking.
- Smokers are three times as likely to die before the age of 60 or 70 as nonsmokers
- In the United States, cigarette smoking and exposure to tobacco smoke accounts for roughly one in five, or at least 443,000 premature deaths annually.

To put this into context, in the US alone, tobacco kills the equivalent of three jumbo jets full of people crashing every day, with no survivors. On a worldwide basis, this equates to a single jumbo jet every hour.

Cancer

The risk of dying from lung cancer before age 85 is 22.1% for a male smoker and 11.9% for a female smoker, in the absence of competing causes of death. The corresponding estimates for lifelong nonsmokers are a 1.1% probability of dying from lung cancer before age 85 for a man of European descent, and a 0.8% probability for a woman.

Initial Skills Assessment: Reading and Writing

Quit Smoking with CHAMPIX CONSUMER INFORMATION

Read this information each time you refill your prescription in case new information has been added.

This leaflet is part III of a three-part "Product Monograph" published when CHAMPIX was approved for sale in Canada and is designed specifically for Consumers.

This leaflet is a summary and will not tell you everything about CHAMPIX. Contact your doctor or pharmacist if you have any questions about the drug.

About this Medication

What the medication is used for:

CHAMPIX is a prescription medicine which is used in combination with supportive counselling to help motivated adults stop smoking.

What it does:

CHAMPIX can help to relieve the craving and withdrawal symptoms associated with stopping smoking. CHAMPIX does not contain nicotine, but it has been shown to affect the nicotine receptor in the brain that is thought to be most related to smoking addiction. CHAMPIX can affect this receptor in two opposite ways: it acts like a weaker version of nicotine, and also blocks nicotine from getting to the receptor because it binds more tightly. Although it is thought that this may be, in part, how CHAMPIX works, it is not known exactly how the drug works in people.

When it should not be used:

Do not take CHAMPIX

- If you are allergic (hypersensitive) to any of the ingredients of CHAMPIX (see list below of non-medicinal ingredients).
- If you are using nicotine replacement therapy, such as patches, gum or inhaler. The combination of CHAMPIX and nicotine replacement therapy is not expected to improve your chances of quitting, and may result in more side effects than with CHAMPIX alone.

What the nonmedicinal ingredients are:

The nonmedicinal ingredients are microcrystalline cellulose, anhydrous dibasic calcium phosphate,

croscarmellose sodium, colloidal silicon dioxide and magnesium stearate. The film-coating contains hypromellose, titanium dioxide, polyethylene glycol and triacetin. The 1 mg tablet also contains FD&C Blue #2/Indigo Carmine Aluminum Lake as a colouring agent.

What dosage forms it comes in:

CHAMPIX is available as film-coated tablets. The 0.5 mg tablets are white and the 1 mg tablets are light blue.

Warnings and Precautions

Some people have had changes in behavior, hostility, agitation, aggression, depressed mood, and suicidal thoughts or actions while taking CHAMPIX to help them quit smoking. Some people had these symptoms when they began taking CHAMPIX, and others developed them after several weeks of treatment or after stopping CHAMPIX. If you, your family, or caregiver notice agitation, hostility, depression or changes in behavior or thinking that are not typical for you, or you develop any of the following symptoms, stop taking CHAMPIX and call your healthcare provider right away:

- thoughts about suicide or dying, or attempts to commit suicide
- new or worse depression, anxiety or panic attacks
- feeling very agitated or restless
- acting aggressive, being angry, or violent
- acting on dangerous impulses
- an extreme increase in activity and talking (mania)
- abnormal thoughts or sensations
- seeing or hearing things that are not there (hallucinations)
- feeling people are against you (paranoia)
- feeling confused
- other unusual changes in behavior

When you try to quit smoking, with or without CHAMPIX, you may have symptoms that may be due to nicotine withdrawal, including urge to smoke, depressed mood, trouble sleeping, irritability, frustration, anger, feeling anxious, difficulty concentrating, restlessness, decreased heart rate, and increased appetite or weight gain. Some people have even experienced suicidal thoughts when trying to quit smoking without medication. Sometimes quitting smoking can lead to worsening of mental health problems that you already have, such as depression.

Initial Skills Assessment: Reading and Writing

Before taking CHAMPIX, tell your doctor if you have ever had depression or other mental health problems. You should also tell your doctor about any symptoms you had during other times you tried to quit smoking, with or without CHAMPIX.

SIDE EFFECTS AND WHAT TO DO ABOUT THEM

Some people can have allergic reactions to CHAMPIX. Some of these allergic reactions can be life-threatening and include: swelling of the face, mouth, and throat that can cause trouble breathing. If you have these symptoms, stop taking CHAMPIX and seek immediate emergency medical attention.

Some people can have serious skin reactions while taking CHAMPIX. These can include rash, swelling, redness, and peeling of the skin. Some of these reactions can become life-threatening. If you have a rash with peeling skin or blisters in your mouth, around the eyes or genitals, stop taking CHAMPIX and seek immediate emergency medical attention.

Psychiatric Symptoms

Quitting smoking can be associated with changes in mood and behavior, with or without taking medication to help quit. Some patients taking CHAMPIX may experience unusual feelings of agitation, depressed mood, hostility, aggression, changes in behavior or have impulsive or disturbing thoughts such as thoughts of self-harm or harm to others.

Stop taking CHAMPIX right away and tell your doctor if you experience these symptoms in a way that is not typical for you, or if you have thoughts of self-harm or harm to others. In a few cases, these symptoms have occurred after stopping CHAMPIX.

It is not known if these symptoms occur more often in people treated with CHAMPIX compared to those attempting to quit without any medication, or with other smoking cessation medications.

Accidental Injury, including while Driving, Operating Machinery

Do not engage in potentially hazardous tasks, such as driving a car or operating dangerous

machines, until you know how CHAMPIX may affect you.

In some cases, people have reported sleepiness, dizziness, blackouts, seizures or difficulty concentrating while driving.

Heart or Stroke Events

From the information available to date, it is not possible to determine whether CHAMPIX increases the risk of heart or stroke events in people who have cardiovascular disease.

Get emergency medical help right away if you have symptoms of a heart attack, including any of the following:

- Chest discomfort (uncomfortable pressure, squeezing, fullness or pain) that lasts more than a few minutes, or that goes away and comes back
- Pain or discomfort in one or both arms, back, neck, jaw or stomach
- Shortness of breath, sweating, nausea, vomiting, or feeling lightheaded associated with chest discomfort

Get emergency medical help right away if you have symptoms of a stroke, including any of the following:

- Weakness - Sudden loss of strength or sudden
- Numbness in the face, arm or leg even if temporary.
- Trouble speaking - Sudden difficulty speaking or understanding or sudden confusion, even if temporary.
- Vision problems - Sudden trouble with vision, even if temporary.
- Headache - Sudden severe and unusual headache.
- Dizziness - Sudden loss of balance, especially with any of the above signs.

Proper Use of this Medication

Always take CHAMPIX exactly as your doctor or healthcare professional has told you. You should check with your doctor or pharmacist if you are not sure.

REMEMBER: This medication has been prescribed specifically for you. Do not give it to anyone else.

Initial Skills Assessment: Reading and Writing

You take CHAMPIX for 12 weeks.

Dosing Options:

After the Week 1 Dosing Schedule (see below), there are two dosing options: the dose can remain at 0.5 mg twice a day or go up to 1.0 mg twice a day.

Discussion with your doctor is important in order to choose the dose that is best for you.

Regardless of which dose is prescribed, the first week on CHAMPIX is the same, and is described in the following table:

Day	Dose
Day 1 – 3	Take one white CHAMPIX 0.5 mg tablet once a day.
Day 4 - 7	Take one white CHAMPIX 0.5 mg tablet twice a day

Week 2 (day 8) to the end of treatment: There are two dosing options:

Option #1

Day	Dose
Day 8- end of treatment	0.5 mg twice a day: Continue to take one white CHAMPIX 0.5 mg pill in the morning, and one in the evening, at about the same time each day

OR Options #2

Day	Dose
Day 8- end of treatment	1.0 mg twice a day: Continue to take one white CHAMPIX 1.0 mg pill in the morning, and one in the evening, at about the same time each day

Overdose

If you accidentally take more CHAMPIX than your doctor prescribed, you must seek medical advice or go to the nearest hospital emergency department immediately. Take your medication with you.

Contact a health care practitioner, hospital emergency department or regional Poison Control Centre immediately, even if there are no symptoms.

Missed Dose:

Do not take a double dose to make up for a forgotten tablet. It is important that you take CHAMPIX regularly at the same time each day. If you forget to take a dose, take it as soon as you remember, as long as it is within a few hours of the missed dose. If it is longer than that since the missed dose, or if you do not remember whether you took a dose or not, then skip that dose, and wait to take the next dose at the correct time.

SERIOUS SIDE EFFECTS, HOW OFTEN THEY HAPPEN AND WHAT TO DO ABOUT THEM				
Symptom/ Effect		Talk with your doctor or pharmacist		Stop taking the drug and seek immediate emergency medical treatment
		Only if severe	In all cases	
Rare	Allergic reaction such as: redness, itching or swelling of your skin, hives, burning, stinging, swelling of the neck area, or any difficulty with breathing, not present before using this medicine			X
Rare	Serious skin reactions such as: peeling of the skin, or rash combined with blisters around the mouth, eyes or genitals.			X
Rare: See Warnings & Precautions	Psychiatric Symptoms		X	X (if severe, or if involves potential for harm to self or others)

Initial Skills Assessment: Reading and Writing

Based on the introductory material on smoking and the CHAMPIX report...

Write a 2-page opinion paper on CHAMPIX as a treatment to help quit smoking. Include your thoughts on the following: why you think Pfizer Canada published this pamphlet; what effect this report had on you; whether or not you would recommend CHAMPIX to someone who was trying to quit smoking, and your reasons; an evaluation of the possible side effects of CHAMPIX over against the dangers of smoking. Provide supporting facts and details for your opinions.

Answers may vary (see *Initial Skills-Assessment Checklist: Reading and Initial Skills-Assessment: Writing*)



Initial Skills Assessment: Reading and Writing

Initial Skills Assessment: Reading and Writing

Initial Skills-Assessment Checklist: Reading

LEARNER: _____ **GOAL:** _____

Competency A: Find and Use Information

Task Group A1: Read continuous text

Key performance descriptors for building readiness for A1.1 tasks	Tool
<i>Building Readiness for A1.1 Tasks</i> <ul style="list-style-type: none"> <input type="checkbox"/> Knows the alphabet <input type="checkbox"/> Distinguishes between upper and lower case letters <input type="checkbox"/> Follows pictorial instructions up to 6 steps long <input type="checkbox"/> Reads common sight words 	Read alphabet letters Read upper and lower case Read word list
Key performance descriptors for A1.1 tasks	Tool
<ul style="list-style-type: none"> <input type="checkbox"/> Reads sentences up to one paragraph in length <input type="checkbox"/> Locates a single piece of information in short texts <input type="checkbox"/> Follows the sequence of events in simple texts <input type="checkbox"/> Follows simple, straightforward instructions <input type="checkbox"/> Identifies the main idea in brief texts <input type="checkbox"/> Predicts what may happen in a story; revises or confirms predictions 	Read brief email
Key performance descriptors for A1.2 tasks	Tool
<ul style="list-style-type: none"> <input type="checkbox"/> Reads page of short paragraphs <input type="checkbox"/> Identifies the main idea and supporting details <input type="checkbox"/> Locates multiple pieces of information in simple texts <input type="checkbox"/> Follows the main events of descriptive, narrative, and informational texts <input type="checkbox"/> Obtains information from detailed reading <input type="checkbox"/> Considers ideas from reading in development of own opinions <input type="checkbox"/> Makes judgments (predictions, conclusions) using evidence from the text <input type="checkbox"/> Identifies writer's point of view 	Read three articles: 1. Fixing a Blocked Drain 2. Jobs of Importance 3. Turfed Out
Key performance descriptors for A1.3 tasks	Tool
<ul style="list-style-type: none"> <input type="checkbox"/> Manages unfamiliar elements (e.g., vocabulary, context and topic) <input type="checkbox"/> Reads text containing complex subject matter with personal and/or general relevance <input type="checkbox"/> Follows increasingly complex written instructions <input type="checkbox"/> Follows the main events of informational, and persuasive texts 	Read CHAMPIX Consumer Report

Initial Skills-Assessment Checklist: Reading

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Makes judgments based on evidence<input type="checkbox"/> Understands concepts and themes<input type="checkbox"/> Understands directly stated and indirectly stated information and ideas<input type="checkbox"/> Understands relationships between ideas<input type="checkbox"/> Identifies a writer's perspective; distinguishes between logical and illogical arguments, objectivity and prejudice<input type="checkbox"/> Develops and clarifies own points of view by examining the ideas of others<input type="checkbox"/> Begins to recognize bias and points of view in texts<input type="checkbox"/> Identifies the purpose and relevance of texts<input type="checkbox"/> Infers meaning which is not explicit in texts | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Initial Skills-Assessment Checklist: Writing

LEARNER: _____ **GOAL:** _____

Competency B: Communicate Ideas and Information

Task Group B2: Write continuous text

Key performance descriptors for readiness for B2.1 tasks	Tool
<ul style="list-style-type: none"> <input type="checkbox"/> Forms the letters of the alphabet legibly (upper and lower case) <input type="checkbox"/> Writes own name, names of family members and home address <input type="checkbox"/> Copies from printed materials <input type="checkbox"/> Leaves spaces between words <input type="checkbox"/> Uses appropriate letter size <input type="checkbox"/> Writes on the line when provided <input type="checkbox"/> Writes common, simple words from memory <input type="checkbox"/> Forms the plural of one-syllable words (<i>car/cars, book/books</i>) <input type="checkbox"/> Uses capital letters for beginning of sentences, for familiar proper nouns and for the pronoun, I <input type="checkbox"/> Uses proper punctuation at end of sentence 	2 work pages
Key performance descriptors for B2.1 tasks	Tool
<ul style="list-style-type: none"> <input type="checkbox"/> Writes brief texts to convey simple ideas and factual information <input type="checkbox"/> Writes simple notes and short, simple personal letters <input type="checkbox"/> Writes instructions and directions <input type="checkbox"/> Prints or writes legibly <input type="checkbox"/> Identifies purpose and intention for writing <input type="checkbox"/> Writes simple but complete sentences <input type="checkbox"/> Avoids writing sentence fragments and run-on sentences <input type="checkbox"/> Uses proper punctuation <input type="checkbox"/> Uses proper word form and word order to convey complete thoughts <input type="checkbox"/> Uses connecting words to link simple sentences <input type="checkbox"/> Writes sentences in the negative (<i>I will not do that/I cannot do that/ He does not do that</i>) <input type="checkbox"/> Writes word endings ("ed", "ing", "s") <input type="checkbox"/> Uses correct verb tenses <input type="checkbox"/> Uses proper subject/verb agreement 	Compose an email in response to Roger's

Initial Skills-Assessment Checklist: Writing

Key performance descriptors for B2.2 tasks	Tool
<ul style="list-style-type: none"> <input type="checkbox"/> Answers simple comprehension questions <input type="checkbox"/> Writes texts to explain or describe <input type="checkbox"/> Presents opinions based on reading <input type="checkbox"/> Organizes thoughts to convey a main idea in a paragraph <input type="checkbox"/> Writes legibly <input type="checkbox"/> Self corrects <input type="checkbox"/> Introduces words from reading into writing <input type="checkbox"/> Spells a wide range of common words <input type="checkbox"/> Uses appropriate punctuation <input type="checkbox"/> Uses standard subject-verb agreement <input type="checkbox"/> Uses verb tenses correctly and appropriately <input type="checkbox"/> Uses a variety of sentence types correctly and appropriately (e.g., questions, exclamations) <input type="checkbox"/> Uses connecting words (also, finally, after, but) correctly to link ideas in a paragraph <input type="checkbox"/> Uses descriptive language 	<p>Provide written answers to questions on three articles:</p> <ol style="list-style-type: none"> 1. Fixing a Blocked Drain 2. Jobs of Importance 3. Turfed Out
Key performance descriptors for B2.3 tasks	Tool
<ul style="list-style-type: none"> <input type="checkbox"/> Writes continuous text to present information, summarize, express opinions, present arguments, convey ideas, or persuade <input type="checkbox"/> Writes short-answer analyses, evaluations <input type="checkbox"/> Organizes and sequences writing to communicate effectively <input type="checkbox"/> Conveys one main idea in well-linked and well-developed paragraphs <input type="checkbox"/> Selects supporting ideas for effect; <input type="checkbox"/> Manages unfamiliar elements (vocabulary, context, topic) to complete tasks <input type="checkbox"/> Varies sentence types and structures appropriately and effectively <input type="checkbox"/> Selects words and expressions to create specific effects <input type="checkbox"/> Uses correct punctuation <input type="checkbox"/> Edits own writing to eliminate errors <input type="checkbox"/> Uses subordinate clauses correctly <input type="checkbox"/> Uses verb tenses consistently throughout a piece of writing <input type="checkbox"/> Uses modifiers and prepositional phrases correctly <input type="checkbox"/> Uses adjective and adverb phrases correctly <input type="checkbox"/> Uses pronouns correctly <input type="checkbox"/> Uses the positive, comparative, and superlative forms of adjectives correctly (for example: good/better/best, short/shorter/shortest) 	<p>Write an opinion paper on the CHAMPIX Consumer Report</p>

LBS Initial Assessment: Numeracy

Name: _____

Date: _____

Goal:

(Please circle only one.)

Employment

Apprenticeship

Secondary School Credit

Postsecondary

Independence

Student Instructions:

- Please complete the questions to the best of your ability.
- Please show all calculations and hand in any scrap paper used.
- Relax! There is no pass or fail.
- No calculators please!

(Office Use) Summary Recommendations:

C.1, C.2, C.3

Match the following:

Eight	9
Ten	6
One	8
Six	10
Four	4
Nine	1

Fill in the blanks:

- a) 1, 2, 3, 4, 5, 6
 b) 10, 11, 12, 13, 14, 15
 c) 17, 18, 19, 20, 21, 22
 d) 96, 97, 98, 99, 100, 101

Match the following:

Add	-
Subtract	÷
Multiply	+
Divide	×

Finish the following patterns:

- a) 2, 4, 6, 8, 10, 12, 14, 16, 18
 b) 5, 10, 15, 20, 25, 30, 35, 40
 c) 20, 30, 40, 50, 60, 70, 80, 90

Write the value of each coin:



\$0.01



\$2.00



\$0.05



\$0.10

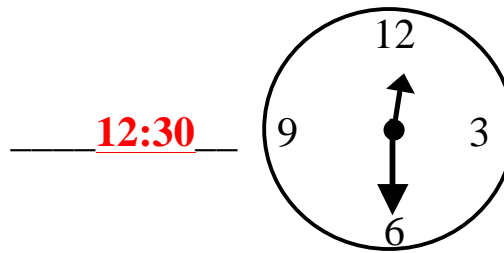
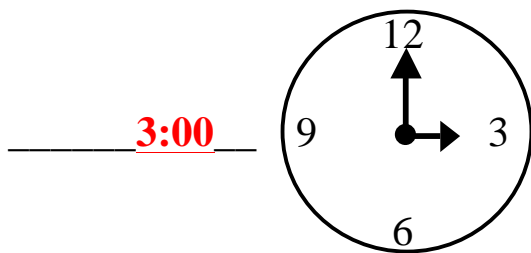


\$0.25



\$1.00

What time is it?



Calculate:

$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 2 \\ 6 \\ +4 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 10 \\ +2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 19 \\ -7 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 20 \\ -8 \\ \hline 12 \end{array}$$

Match the following:

One hundred four	60,000
Sixty thousand	16
One thousand four	1,305
Six million	1,004
Sixteen	104
One thousand three hundred five	6,000,000

Write the following numbers in words:

8 eight

13 thirteen

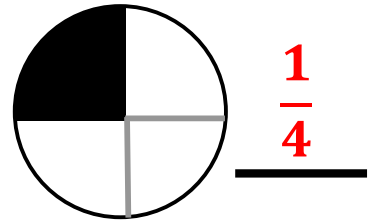
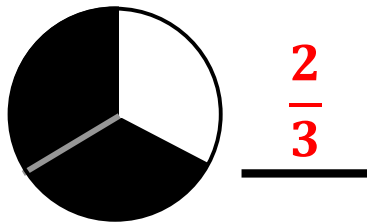
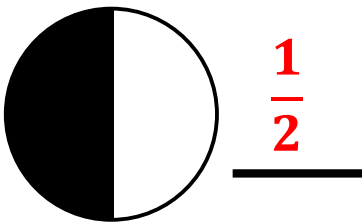
497 four hundred ninety-seven

2,100 two thousand, one hundred

83, 090 eighty-three thousand, ninety

1,700,000 one million, seven hundred thousand

Write the fraction shown by each shaded area:



Round the following amounts to the nearest dollar:

\$2.98 **\$3.00** \$36.87 **\$37.00** \$10.35 **\$10.00** \$8.53 **\$9.00**

Circle the largest amount in the following sets:

<u>\$100.04</u>	\$19.35	\$32.78
\$10.04	<u>\$35.19</u>	\$23.98
\$98.04	\$9.98	<u>\$33.15</u>

Add and subtract money amounts:

\$1.25	\$.97	\$15.64	\$19.28	\$3.45
+ .33	+ .35	-\$ 8.21	+\$10.00	-\$1.98
<u>\$1.58</u>	<u>\$1.32</u>	<u>\$7.43</u>	<u>\$29.28</u>	<u>\$1.47</u>

Round to the nearest hour:

3:15 a.m. rounded to the nearest hour would be **3:00 a.m.**
10:35 p.m. rounded to the nearest hour would be **11:00 p.m.**
8:10 p.m. rounded to the nearest hour would be **8:00 p.m.**
12:50 a.m. rounded to the nearest hour would be **1:00 a.m.**

Calculate:

$$\begin{array}{r} 532 \\ 96 \\ + 809 \\ \hline 1437 \end{array}$$

$$\begin{array}{r} 382 \\ - 149 \\ \hline 233 \end{array}$$

$$\begin{array}{r} 4031 \\ - 598 \\ \hline 3433 \end{array}$$

$$\begin{array}{r} 25 \\ \times 3 \\ \hline 75 \end{array}$$

$$\begin{array}{r} 52 \\ \times 24 \\ \hline 1248 \end{array}$$

$$\begin{array}{r} 253 \\ \times 500 \\ \hline 126500 \end{array}$$

$$\begin{array}{r} 4 \\ 3 \overline{)12} \end{array}$$

$$\begin{array}{r} 51 \\ 5 \overline{)255} \end{array}$$

$$\begin{array}{r} 3741 \\ 2 \overline{)7482} \end{array}$$

$$\begin{array}{r} 140R9 \\ 42 \overline{)5889} \end{array}$$

$$\begin{array}{r} 82 \\ 202 \overline{)16564} \end{array}$$

1. A hamburger costs \$1.99 and a drink costs \$1.50. What is the total cost of the hamburger and the drink?

$$\begin{array}{r} 1.99 \\ + 1.50 \\ \hline 3.49 \end{array}$$

Answer: The total cost of the hamburger and drink is \$3.49.

2. A woman earns \$8.00 per hour. How much will she earn if she works 20 hours?

$$\begin{array}{r} 8.00 \\ \times 20 \\ \hline 160.00 \end{array}$$

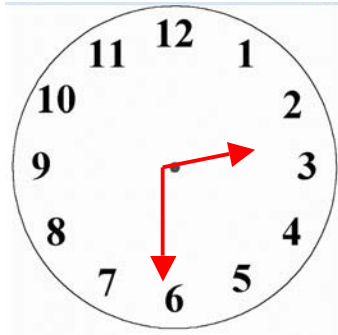
Answer: She will earn \$160.00 if she works 20 hours.

3. If each package of paper costs \$5, how many packages will an office be able to buy with \$300?

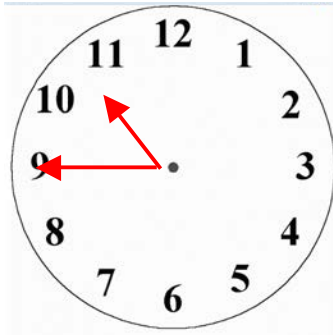
$$\$300 \div \$5 = 60$$

Answer: An office will be able to buy 60 packages of paper.

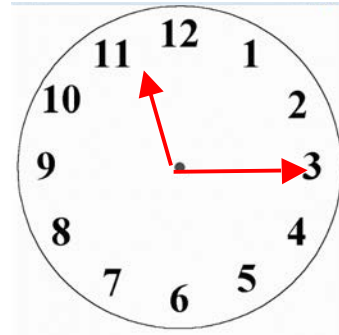
Draw hands on the clocks below to show the time:



Two-thirty



10:45



Quarter after 11:00

In each pair, circle the time that is earlier:

3:15 a.m.

OR

2:45 a.m.

5 after 3:00 p.m.

OR

10 after 1:00 p.m.

8:35 a.m.

OR

10:25 a.m.

11:45 a.m.

OR

2:30 p.m.

Convert time:

86 hours = 3 days 14 hours

2 years and 3 months = 27 months

Write 18:15 as a 12-hour time 6:15 p.m.

Write your answer using only numbers, a colon, and a.m. or p.m.

Reduce to lowest terms:

$$\frac{6}{8} = \frac{3}{4} \quad \frac{16}{16} = 1 \quad \frac{9}{3} = 3 \quad \frac{5}{3} = 1\frac{2}{3} \quad \frac{16}{12} = 1\frac{4}{12} = 1\frac{1}{3}$$

$$\begin{array}{r} \frac{2}{9} \\ + \frac{5}{9} \\ \hline \frac{7}{9} \end{array} \quad \begin{array}{r} \frac{7}{8} \\ + \frac{3}{8} \\ \hline \frac{10}{8} = 1\frac{2}{8} = 1\frac{1}{4} \end{array} \quad \begin{array}{r} \frac{3}{5} \\ - \frac{1}{5} \\ \hline \frac{2}{5} \end{array} \quad \begin{array}{r} \frac{7}{8} \\ - \frac{5}{8} \\ \hline \frac{2}{8} = \frac{1}{4} \end{array}$$

$$\frac{7}{9} - \frac{5}{9} = \frac{2}{9} \quad 26 - \frac{5}{6} = \frac{26}{1} - \frac{5}{6} = \frac{156}{6} - \frac{5}{6} = 25\frac{1}{6}$$

$$\frac{1}{2} \times \frac{3}{5} = \frac{3}{10} \quad \frac{5}{9} \div \frac{1}{2} = \frac{5}{9} \times \frac{2}{1} = \frac{10}{9} = 1\frac{1}{9}$$

$$2\frac{3}{4} \div 6\frac{7}{8} = \frac{11}{4} \div \frac{55}{8} = \frac{11}{4} \times \frac{8}{55} = \frac{1}{1} \times \frac{2}{5} = \frac{2}{5}$$

A bake shop sold $\frac{3}{4}$ of an apple pie, $\frac{1}{2}$ of a lemon pie and $\frac{1}{2}$ of a blueberry pie.
How much pie did the bake shop sell altogether?

$$\frac{3}{4} + \frac{1}{2} + \frac{1}{2} = 1\frac{3}{4}$$

Answer: The bake shop sold $1\frac{3}{4}$ pies altogether.

Evaluate:

$$0.81 + 2.3 + 4.65 = \underline{\textcolor{red}{7.76}}$$

$$\begin{array}{r} 8.65 \\ - 3.20 \\ \hline \textcolor{red}{5.45} \end{array}$$

$$94.3 - 0.81 = \textcolor{red}{93.49}$$

$$\begin{array}{r} 2.4 \\ \times 0.2 \\ \hline \textcolor{red}{0.48} \end{array}$$

$$0.004 \times 0.3 = \textcolor{red}{0.0012}$$

$$8.44 \div 0.4 = \textcolor{red}{21.1}$$

$$15\% \text{ of } 40 = \textcolor{red}{6.00}$$

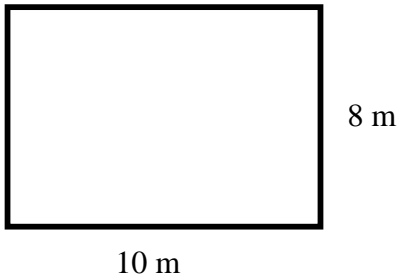
$$12 \text{ is what percent of } 16? \textcolor{red}{75}$$

$$2^3 = \textcolor{red}{8}$$

$$13 - (5 \times 2) + 8 = \textcolor{red}{11}$$

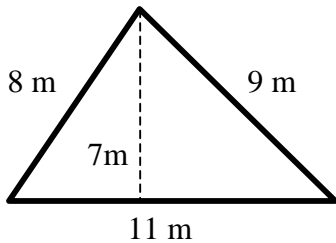
$$13 + n = 26 + 39 \quad n = \textcolor{red}{52}$$

Geometry



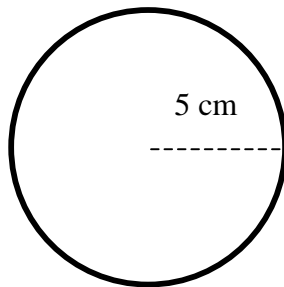
$$\begin{aligned}
 \text{Perimeter} &= 2l + 2w \\
 &= 2(10) + 2(8) \\
 &= 20 + 16 \\
 &= 36 \text{ m}
 \end{aligned}$$

$$\begin{aligned}
 \text{Area} &= lw \\
 &= (10)(8) \\
 &= 80 \text{ m}^2
 \end{aligned}$$



$$\text{Perimeter} = 8m + 9m + 11m = 28 \text{ m}$$

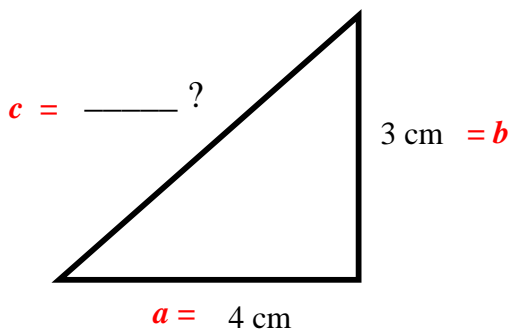
$$\begin{aligned}
 \text{Area} &= \frac{1}{2}bh \\
 &= \frac{1}{2}(11)(7) \\
 &= \frac{77}{2} \\
 &= 37.5 \text{ m}^2
 \end{aligned}$$



$$\begin{aligned}
 \text{Circumference} &= 2\pi r \\
 &= 2(3.14)(5) \\
 &= 31.4 \text{ cm}
 \end{aligned}$$

$$\begin{aligned}
 \text{Area} &= \pi r^2 \\
 &= (3.14)(5)^2 \\
 &= (3.14)(25) \\
 &= 78.5 \text{ cm}^2
 \end{aligned}$$

(Use $\pi = 3.14$)



Find the length of the missing side.

$$\begin{aligned}
 a^2 + b^2 &= c^2 \\
 4^2 + 3^2 &= c^2 \\
 16 + 9 &= c^2 \\
 25 &= c^2 \\
 \sqrt{25} &= c
 \end{aligned}$$

Answer: The length of the missing side is 5 cm.

Estimate: Circle the correct answer:

1. Which is a better estimate for the volume of a can of paint?

3 millilitres **3 litres**

2. Which is a better estimate for the weight of a picnic table?

16 kilograms 16 grams

Write the following money amounts using numbers:

Three hundred and forty dollars and 67 cents **\$340.67**

Twenty-nine fifty **\$29.50**

Eight dollars and ninety eight cents **\$8.98**

Convert:

Write $\frac{47}{100}$ as a decimal number **0.47**

Write $\frac{731}{1000}$ as a decimal number **0.731**

Calculate:

1. The circumference of a circle is 12.56 metres. What is the circle's radius? (Use 3.14 for π .)

$$C = 2\pi r$$

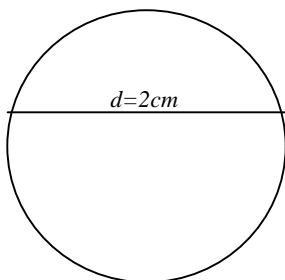
$$12.56 = 2(3.14)r$$

$$\frac{12.56}{6.28} = r$$

$$r = 2 \text{ m}$$

Answer: The circle's radius is 2 m.

2. The diameter of a circle is 2 centimetres. What is the circle's circumference? (Use 3.14 for π .)



$$\begin{aligned} C &= \pi d \\ &= (3.14)(2) \\ &= 6.28 \text{ cm} \end{aligned}$$

Answer: The circle's circumference is 6.28 centimetres.

Word Problems:

1. Amasa bought 8 books about plants and 2 books about fish. He also bought 10 science magazines. Each book cost \$18 and each magazine cost \$5. How much did Amasa spend in all?

Step 1: Cost of books

$$10 \times \$18 = \$180$$

Step 3: Total amount Amasa spent

$$\$180 + \$50 = \$230$$

Step 2: Cost of magazines

$$10 \times \$5 = \$50$$

Answer: Amasa spent \$230.

2. For breakfast, Joel bought a muffin for \$1.15 and a cup of coffee for \$1.40. For lunch, Joel had soup, a salad, and lemonade. The soup cost \$2.35, the salad cost \$4.10, and the lemonade cost \$1.00. How much more money did Joel spend on lunch than on breakfast?

Breakfast:

$$\begin{array}{r} \$1.15 \\ +\$1.40 \\ \hline \end{array}$$

$$+ \$1.40$$

$$\hline \$2.55$$

Lunch:

$$\begin{array}{r} \$2.35 \\ \$4.10 \\ +\$1.00 \\ \hline \end{array}$$

$$+ \$1.00$$

$$\hline \$7.45$$

Lunch – Breakfast:

$$\$7.45 - \$2.55 = \$4.90$$

Answer: Joel spent \$4.90 more on lunch than breakfast.

3. Brenda has the following data: 6 10 6 6 b 10 If the mean is 8, which number could b be?

$$\text{mean} = \frac{6 + 10 + 6 + 6 + b + 10}{6}$$

$$8 = \frac{6 + 10 + 6 + 6 + b + 10}{6}$$

$$8 = \frac{38 + b}{6}$$

$$48 = 38 + b$$

$$b = 48 - 38$$

4. Molly ate dinner with a friend at a restaurant. The bill came to \$91.00. If she left an 18% tip, what was the total cost of the meal?

Step 1: Tip

$$\begin{array}{r} 91 \\ \times .18 \\ \hline \end{array}$$

$$\hline \$16.38$$

Step 2: Total Cost

$$\begin{array}{r} \$91.00 \\ +\$16.38 \\ \hline \end{array}$$

$$\hline \$107.38$$

Answer: The total cost of the meal was \$107.38.

Word Problems (continued):

5. Kira buys a microscope online priced at \$36.00. Shipping and handling are an additional 15%. How much shipping and handling did Kira pay?

$$\begin{array}{r} 36 \\ \times .15 \\ \hline \$5.48 \end{array}$$

Answer: Kira paid \$5.48 in shipping and handling.

6. A store pays \$12.00 for a toy rocket. The store marks up the price by 45%. What is the new price?

Step 1: Mark-up

$$\begin{array}{r} 12 \\ \times .45 \\ \hline \$5.40 \end{array}$$

Step 2: New Price

$$\begin{array}{r} \$12.00 \\ +\$5.40 \\ \hline \$17.40 \end{array}$$

Answer: The new price is \$17.40.

7. Last year, Peel County's event hall was used for 16 wedding receptions and 20 anniversary parties. This year it was used for 19 wedding receptions and 13 anniversary parties. During which year was the event hall used for a lower ratio of wedding receptions to anniversary parties?

☒ **last year**

☐ this year

☐ neither: the ratios are the same

Last year:

$$\frac{W}{A} \frac{16}{20} = \frac{4}{5}$$

This year:

$$\frac{W}{A} \frac{19}{13} = 1 \frac{6}{13}$$

Comparison:

$$\frac{4}{5} < 1 \frac{6}{13}$$

8. At 8:00 A.M. the temperature was -17°C. AT 3:00 P.M. the temperature was -22°C. Was it warmer or colder than at 8:00 A.M.?

Answer: It was colder.

Initial Skills-Assessment Checklist: Numeracy

LEARNER: _____ **GOAL:** _____

Competency C: Understand and Use Numbers

Key performance descriptors for C.1 tasks	Tool
<p><i>Number Sense and Computation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands numerical order <input type="checkbox"/> Compares, orders, and represents the place value of whole numbers <input type="checkbox"/> Counts by 2s, 5s, 10s <input type="checkbox"/> Reads signs (+ - x ÷) <input type="checkbox"/> Adds and subtracts whole numbers <input type="checkbox"/> Multiplies and divides whole numbers <input type="checkbox"/> Identifies fractions of a whole <input type="checkbox"/> Identifies and performs required operations <p><i>Money Math (C1.1)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes coin value to \$2.00 <input type="checkbox"/> Uses monetary symbols and decimals <input type="checkbox"/> Adds and subtracts money amounts <input type="checkbox"/> Rounds to the nearest dollar <p><i>Measuring Time (C2.1)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reads time on analogue clocks <input type="checkbox"/> Writes dates and times using standard conventions <input type="checkbox"/> Rounds to nearest hour <p><i>Using Measures (C3.1)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes common shapes <input type="checkbox"/> Uses common measuring tools <input type="checkbox"/> Reads and writes measures using whole numbers, decimals, and simple, common fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$) <p><i>Manage Data (C4.1)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Compares quantities of items <input type="checkbox"/> Recognizes simple patterns 	
Key performance descriptors for C.2 tasks	Tool
<p><i>Number Sense and Computation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses order of operations to evaluate expressions with whole numbers and decimals <input type="checkbox"/> Recalls multiplication and division facts <input type="checkbox"/> Adds, subtracts, multiples and divides multi-digit whole numbers and decimals <input type="checkbox"/> Calculates using fractions, decimals, percentages, and integers <input type="checkbox"/> Converts amounts using whole numbers, decimals, percentages, common fractions 	

Initial Skills-Assessment Checklist: Numeracy

<input type="checkbox"/> Reduces fractions to lowest terms <input type="checkbox"/> Converts between improper fractions and whole or mixed numbers <input type="checkbox"/> Adds and subtracts fractions <input type="checkbox"/> Multiplies and divides using fractions <input type="checkbox"/> Converts between fractions, decimals, and percents <input type="checkbox"/> Solves multi-step numerical and word problems <i>Money Math (C1.2)</i> <input type="checkbox"/> Makes purchases and change for money amounts <i>Measures Time (C2.2)</i> <input type="checkbox"/> Converts between 12-hour and 24-hour time <input type="checkbox"/> Converts between units of time <i>Uses Measures (C3.2)</i> <input type="checkbox"/> Uses formulas for finding perimeter and area of common shapes <i>Manages Data (C4.2)</i> <input type="checkbox"/> Makes low level inferences to organize and represent data <input type="checkbox"/> Identifies trends in data	
Key performance descriptors for C.3 tasks	Tool
<i>Number Sense and Computation</i> <input type="checkbox"/> Uses the order of operations <input type="checkbox"/> Calculates using numbers expressed as integers <i>Measures Time (C2.3)</i> <input type="checkbox"/> Adds, subtracts, multiplies, and divides measurements of time <i>Uses Measures (C3.3)</i> <input type="checkbox"/> Calculates the radius, diameter, and circumference of circles <input type="checkbox"/> Uses formulas for finding the perimeter, area, and volume of non-rectangular, composite shapes <i>Manages Data (C4.3)</i> <input type="checkbox"/> Finds, integrates, and analyses numerical information <input type="checkbox"/> Calculates and interprets summary measures (e.g., mean, median, mode) <input type="checkbox"/> Makes predictions using data; identifies trends	

