

# Tip Sheet: Task-Tracking Sheets

## Using the resource:

There is a task-tracking sheet for every OACLF competency, task group and level. Task-Tracking Sheets were developed primarily to demonstrate the explicit connections between the development of particular skills and knowledge and the successful performance of a specific task. Here are a few tips to get the most out of this resource:

- The task-tracking sheets contain all the lists of skills and knowledge found in the ESKARGO. These lists have been organized into documents that you can use for both planning and monitoring learning. The task-tracking sheets are intended to be used primarily with individual learners; however, they can be used for groups of learners who are working on the same task if you wish.
- Don't be overwhelmed by the sheer number of skills in each list. Remember, the ESKARGO contains *a full range of skills and knowledge* that may be required for the performance of tasks situated within each particular competency, task group and level. The learner does not have to master every item on the list in order to perform the one task that is written at the top of the page – only those that, 1) pertain to that particular task, and 2) ones the learner needs and currently does not have.
- Keep in mind too, that being able to perform one task in a particular task group and level does not necessarily mean the learner will be able to perform other tasks in that same task group and level. Being able to see which skills and knowledge were acquired for the task at hand lets the practitioner see with other skills and knowledge are yet to be mastered if the learner is to be truly ready for tasks at the next level. Practitioners will want to search for other tasks for this task group and level. This will be the only way the practitioner will know for sure that the learner will be able to perform in the future any task he or she encounters for that task group and level. This is particularly important for learners moving on to Secondary School Credit, Postsecondary or Apprenticeship goals.

## Suggestions for what to do next:

- Keep a binder for learner task tracking. Label the dividers with the names of learners.
- When a task has been selected for a learner, situate the task within the Curriculum Framework; i.e., identify competency, task group and level.
- Find the matching task-tracking sheet and make a copy.
- Put the sheet into the learner's section of the binder.
- Fill in the top portion – learner's name and goal, and identify the task.
- Based on what you have observed and any assessment results you have, check (✓) the skills and knowledge that the learner needs to focus on.
- In the right-hand column, make jot notes of anything useful to you – resources, learning activities, assessment activities, dates – anything that will help keep track of what the learner is doing.
- Provide the necessary instruction and skill-building learning activities.
- Highlight on the task-tracking sheet any newly acquired skills and knowledge.
- When the learner seems to have acquired what was needed, have the learner perform the task.
- Update the Learner Plan and choose a new 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>



# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency A:  
Find and Use Information**

**Task Group A1:  
Read continuous text**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for A1.1 Tasks</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knows the alphabet</li> <li><input type="checkbox"/> Distinguishes between upper and lower case letters</li> <li><input type="checkbox"/> Randomly recognizes and pronounces letters of the alphabet and letter combinations</li> <li><input type="checkbox"/> Pronounces common words using a variety of cues (e.g., phonics, syntax, context, etc.)</li> <li><input type="checkbox"/> Uses pictures and illustrations to determine the meaning of unfamiliar words</li> <li><input type="checkbox"/> Knows the difference between vowels and consonants</li> <li><input type="checkbox"/> Uses predictable word patterns to determine the meaning of sentences</li> <li><input type="checkbox"/> Follows pictorial instructions up to 6 steps long</li> <li><input type="checkbox"/> Begins to use knowledge of alphabet and basic phonics to decode common words</li> <li><input type="checkbox"/> Reads common sight words</li> </ul> <p><b><i>Reading Strategies – Decoding and Comprehension Enhancement</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops list of sight words related to specific tasks</li> <li><input type="checkbox"/> Uses phonics and knowledge of word parts to decode words</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

## Goal Path Task-Tracking Sheets

- 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

### ***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

# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency A:  
Find and Use Information**

**Task Group A1:  
Read continuous text**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Reading Strategies – Decoding and Comprehension Enhancement</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses context cues and personal experience to gather meaning from the text</li> <li><input type="checkbox"/> Scans text to locate simple information</li> <li><input type="checkbox"/> Uses pictures and illustrations to gather information about the text</li> <li><input type="checkbox"/> Uses a variety of strategies (patterns of word structure, root words, prefixes and suffixes) to decode and determine the meaning of unfamiliar words</li> <li><input type="checkbox"/> Uses knowledge of elements of grammar, language structures, spelling and punctuation to understand phrases and sentences</li> <li><input type="checkbox"/> Draws on personal experience and on reading experience to gather meaning from the text</li> </ul> <p><b><i>Forms and Conventions – Find Information/Research/Understand Types of Texts</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Skims to understand type of text</li> <li><input type="checkbox"/> 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</li> </ul>	

## Goal Path Task-Tracking Sheets

- 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
- 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



# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency A:**  
**Find and Use Information**

**Task Group A1:**  
**Read continuous text**

Level 3

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Reading Strategies – Decoding and Comprehension Enhancement</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a variety of more complex strategies (word origins and derivations) to decode and determine the meaning of new vocabulary independently</li> <li><input type="checkbox"/> Uses knowledge of elements of more complex grammar, language structure, spelling, punctuation, and some stylistic devices to understand phrases and sentences</li> <li><input type="checkbox"/> Draws more deeply on personal experiences and on a wider variety of reading experiences to gather meaning from the text</li> <li><input type="checkbox"/> Skims to get an overview of the content; scans to find specific information</li> <li><input type="checkbox"/> Organizes and records key points in order</li> <li><input type="checkbox"/> Makes meaning of short, creative texts (e.g., poems, short stories)</li> <li><input type="checkbox"/> Integrates several pieces of information from texts</li> <li><input type="checkbox"/> Manages unfamiliar elements (vocabulary, context, topic) to complete tasks</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

## Goal Path Task-Tracking Sheets

### ***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 purposes (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
- 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

## Goal Path Task-Tracking Sheets

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|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Identifies a writer's perspective; distinguishes between logical and illogical arguments, objectivity and prejudice</li><li><input type="checkbox"/> Develops and clarifies own points of view by examining the ideas of others</li><li><input type="checkbox"/> Begins to recognize bias and points of view in texts</li><li><input type="checkbox"/> Identifies the purpose and relevance of texts</li><li><input type="checkbox"/> Infers meaning which is not explicit in texts</li><li><input type="checkbox"/> Compares or contrasts information between two or more texts</li><li><input type="checkbox"/> Identifies sources, evaluates and integrates information</li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency A:**  
**Find and Use Information**

**Task Group A2:**  
**Interpret documents**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for A2.1 Tasks</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knows the alphabet</li> <li><input type="checkbox"/> Distinguishes between upper and lower case letters</li> <li><input type="checkbox"/> Randomly recognizes and pronounces letters of the alphabet and letter combinations</li> <li><input type="checkbox"/> Pronounces common words using a variety of cues (e.g., phonics, syntax, context, etc.)</li> <li><input type="checkbox"/> Uses pictures and illustrations to determine the meaning of unfamiliar words</li> <li><input type="checkbox"/> Interprets pictures</li> <li><input type="checkbox"/> Uses knowledge of alphabet and basic phonics to decode common words</li> <li><input type="checkbox"/> Reads sight words commonly used in simple documents (e.g., days of the week, months of the year, name, address, telephone number, etc.)</li> <li><input type="checkbox"/> Uses numbers to show sequence</li> <li><input type="checkbox"/> Reads telephone numbers, dates, prices</li> </ul> <p><b><i>Reading Strategies – Decoding and Comprehension Enhancement</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses knowledge of vocabulary and sight words related to specific signs, labels, lists and simple forms to understand text</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

## Goal Path Task-Tracking Sheets

- 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.)
- Uses basic features of lists, labels and simple tables to gather meaning (e.g., titles, bullets and numbering, headings, relationship between rows and columns)
- 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

# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency A:**  
**Find and Use Information**

**Task Group A2:**  
**Interpret documents**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Reading Strategies – Decoding and Comprehension Enhancement</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses knowledge of vocabulary and sight words related to specific forms, tables, graphs, maps and flow charts to obtain meaning</li> <li><input type="checkbox"/> Uses pictures and illustrations to gather information about the text</li> <li><input type="checkbox"/> Uses layout to locate information</li> <li><input type="checkbox"/> Uses a variety of strategies to decode and determine the meaning of unfamiliar words</li> <li><input type="checkbox"/> Uses context cues and personal experience to gather meaning from a document</li> <li><input type="checkbox"/> Scans to locate specific information</li> <li><input type="checkbox"/> Reads times, dates, codes</li> </ul> <p><b><i>Forms and Conventions – Find Information/Research/Understand Types of Texts</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Skims to understand purpose and use of document</li> <li><input type="checkbox"/> Identifies basic parts of a form, table, simple graph and chart</li> <li><input type="checkbox"/> Uses understanding of kinds of forms, kinds of tables, kinds of graphs, kinds of maps and kinds of charts to help identify purpose</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

# Goal Path Task-Tracking Sheets

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

# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency A:**  
**Find and Use Information**

**Task Group A2:**  
**Interpret documents**

Level 3

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Reading Strategies – Decoding and Comprehension Enhancement</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a variety of strategies to decode and determine the meaning of unfamiliar words</li> <li><input type="checkbox"/> Uses context cues and personal experience to gather meaning from a document</li> <li><input type="checkbox"/> Manages unfamiliar elements (vocabulary, context, topic) to complete tasks</li> <li><input type="checkbox"/> Uses knowledge of vocabulary and sight words related to specific forms, tables, graphs, maps and flow charts to obtain meaning</li> <li><input type="checkbox"/> Navigates various displays of information to locate information</li> </ul> <p><b><i>Forms and Conventions – Find Information/Research/Understand Types of Texts</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses layout to locate information</li> <li><input type="checkbox"/> 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</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***



## Goal Path Task-Tracking Sheets

- 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***

- Identifies purpose and use of specific forms, tables, simple graphs
- 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

# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency A:**  
**Find and Use Information**

**Task Group A3:**  
**Extract info from films, broadcasts and presentations**

Un-Leveled

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gets the main idea of a film, broadcast or presentation with familiar subject matter</li> <li><input type="checkbox"/> Uses basic strategies to check and increase understanding (i.e., asks for clarification)</li> <li><input type="checkbox"/> Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects</li> <li><input type="checkbox"/> Understands how presentation techniques are used to affect/influence/persuade an audience</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary</li> <li><input type="checkbox"/> Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary</li> </ul>	

## Goal Path Task-Tracking Sheets

- 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

# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency B:**  
**Communicate Ideas and Information**

**Task Group B1:**  
**Interact with others**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b>Presenting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses familiar vocabulary and oral language structures in conversation</li> <li><input type="checkbox"/> Uses linking words to connect and organize ideas in speech</li> <li><input type="checkbox"/> Rephrases to clarify ideas</li> <li><input type="checkbox"/> Uses appropriate gestures, volume and tone of voice to communicate wishes and needs</li> <li><input type="checkbox"/> Conveys information on familiar topics; i.e., retells accounts of personal experiences</li> <li><input type="checkbox"/> Speaks on a variety of topics using some specialized language</li> <li><input type="checkbox"/> Uses pauses and repetition effectively for emphasis in speech</li> <li><input type="checkbox"/> Presents information in coherent sequence</li> <li><input type="checkbox"/> Speaks clearly in a focused and organized way</li> <li><input type="checkbox"/> Gives short, straightforward instructions or directions</li> <li><input type="checkbox"/> Uses appropriate vocabulary and oral language structures to express emotions in a variety of situations</li> <li><input type="checkbox"/> Repeats or asks questions to confirm understanding</li> <li><input type="checkbox"/> Concludes conversations in an appropriate way</li> </ul>	

**LEARNER PLAN: Building Capacity for Successful Task Completion**

# Goal Path Task-Tracking Sheets

**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

# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency B:  
Communicate Ideas and Information**

**Task Group B1:  
Interact with others**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b>Presenting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ability to use tone appropriately</li> <li><input type="checkbox"/> Speaks or signs clearly in a focused and organized way</li> <li><input type="checkbox"/> Uses a wider range of vocabulary and selects words to convey intended meaning</li> <li><input type="checkbox"/> Identifies appropriate uses for formal and informal language (i.e., knows when to use slang or colloquial language)</li> <li><input type="checkbox"/> Speaks clearly in a focused and organized way when presenting information to others on a variety of topics in familiar and unfamiliar situations</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Provides specific, detailed information or instructions to familiar and unfamiliar individuals</li> <li><input type="checkbox"/> Makes a case to a familiar person (e.g., teacher, friend, family)</li> </ul>	

# Goal Path Task-Tracking Sheets

<p><b>Interacting</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Shows awareness of various types of interactions including sharing ideas and information, exchanging opinions and explaining and discussing ideas</li><li><input type="checkbox"/> Shows awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic, and cultural differences</li><li><input type="checkbox"/> Uses strategies to maintain communication, such as encouraging responses from others and asking questions</li><li><input type="checkbox"/> Rephrases to confirm or increase understanding</li><li><input type="checkbox"/> Uses and interprets non-verbal cues (e.g., body language, facial expressions, gestures)</li><li><input type="checkbox"/> Listens to others and stays on topic in conversations on familiar and unfamiliar topics, responding with feedback to the ideas of others</li><li><input type="checkbox"/> Uses interaction strategies to maintain communication, such as encouraging responses from others, asking questions, and turn-taking</li><li><input type="checkbox"/> 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)</li><li><input type="checkbox"/> Repairs misunderstandings in communication to keep discussion going (e.g., "I'm not sure I understand . . .", "What I mean is . . .", etc.)</li><li><input type="checkbox"/> 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)</li></ul>	
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# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency B:**  
**Communicate Ideas and Information**

**Task Group B1:**  
**Interact with others**

Level 3

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b>Presenting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manages unfamiliar elements (vocabulary, context, topic) to complete tasks</li> <li><input type="checkbox"/> Regularly incorporates a new and varied vocabulary and selects words effectively to convey intended meaning, using comparisons to develop and clarify ideas</li> <li><input type="checkbox"/> Uses formal and informal language appropriately</li> <li><input type="checkbox"/> Uses transitional expressions to signal a new or important point (e.g., My point is..., Note that..., First..., Second..., etc.)</li> <li><input type="checkbox"/> Rehearses and revises material before making a presentation (e.g., reorders ideas, changes the conclusion)</li> <li><input type="checkbox"/> Is aware of the audience while presenting (e.g., notices if people are not listening, responds appropriately)</li> <li><input type="checkbox"/> Expresses ideas and opinions confidently, justifying them with details and evidence, facts and examples</li> <li><input type="checkbox"/> Uses an expanded and specialized vocabulary appropriate to the topic and selects words creatively and effectively to convey intended meaning</li> </ul>	

**LEARNER PLAN: Building Capacity for Successful Task Completion**



## Goal Path Task-Tracking Sheets

- 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 awareness of various types of interactions including sharing ideas and information, exchanging opinions and explaining and discussing ideas
- 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 a discussion
- Works toward building agreement and dealing with conflict that contributes to the success, or lack of success, of a discussion

# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency B:**  
**Communicate Ideas and Information**

**Task Group B2:**  
**Write continuous text**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for B2.1 Tasks</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Forms the letters of the alphabet legibly (upper and lower case)</li> <li><input type="checkbox"/> Writes own name, names of family members and home address</li> <li><input type="checkbox"/> Copies from printed materials</li> <li><input type="checkbox"/> Leaves spaces between words</li> <li><input type="checkbox"/> Uses appropriate letter size</li> <li><input type="checkbox"/> Writes on the line when provided</li> <li><input type="checkbox"/> Writes common, simple words from memory</li> <li><input type="checkbox"/> Forms the plural of one-syllable words (e.g., <i>car/cars</i>, <i>book/books</i>)</li> <li><input type="checkbox"/> Uses capital letters for beginning of sentences, for familiar proper nouns and for the pronoun, I</li> <li><input type="checkbox"/> Knows the difference between vowels and consonants</li> <li><input type="checkbox"/> Uses proper punctuation at end of sentence</li> <li><input type="checkbox"/> Identifies nouns and pronouns</li> <li><input type="checkbox"/> Identifies verbs</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

# Goal Path Task-Tracking Sheets

## ***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

## ***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

## Goal Path Task-Tracking Sheets

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Uses common adjectives and adverbs to add description</li><li><input type="checkbox"/> Writes sentences in the negative (e.g., <i>I will not do that/I cannot do that/ He does not do that</i>)</li><li><input type="checkbox"/> Uses correct verb tenses for simple present, simple past, future, present continuous, past continuous and future continuous</li><li><input type="checkbox"/> Uses proper subject/verb agreement</li><li><input type="checkbox"/> Uses regular and irregular plural correctly</li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency B:**  
**Communicate Ideas and Information**

**Task Group B2:**  
**Write continuous text**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Purpose and Form – Write for Various Purposes</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conveys intended meaning on familiar topics for a limited range of purposes and audiences</li> <li><input type="checkbox"/> Writes texts to explain or describe</li> <li><input type="checkbox"/> Answers simple comprehension questions</li> <li><input type="checkbox"/> Writes letters (personal and business) and memos</li> <li><input type="checkbox"/> Writes short summaries, short reports, and short compositions/essays to present factual information, opinions, and experiences on familiar and some unfamiliar topics</li> <li><input type="checkbox"/> Presents opinions based on reading</li> </ul> <p><b><i>Organization – Visual Presentation</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organizes thoughts to convey a main idea in a paragraph</li> <li><input type="checkbox"/> Begins to sequence writing with some attention to organizing principles (e.g., time, importance)</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Uses basic revising techniques</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

## Goal Path Task-Tracking Sheets

- 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 thesaurus and a dictionary to find synonyms
- 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

# Goal Path Task-Tracking Sheets

**Spelling**

- Checks spelling
- Spells a wide range of common words
- Confirms spelling of difficult, unfamiliar words by using word knowledge and a variety of resources
- Begins to use resources: a dictionary or computer
- Uses strategies for correct spelling (e.g., divides words into syllables; uses 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 and appropriately (e.g., questions, exclamations, etc.)
- Uses connecting words (also, finally, after, but) correctly to link ideas in a paragraph

# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency B:**  
**Communicate Ideas and Information**

**Task Group B2:**  
**Write continuous text**

Level 3

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Purpose and Form – Write for Various Purposes</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes continuous text to present information, summarize, express opinions, present arguments, convey ideas, or persuade</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Writes business letters, news articles, book and article reviews, five-paragraph essays, short-answer analyses, and evaluations</li> <li><input type="checkbox"/> Makes notes from a text</li> </ul> <p><b><i>Organization – Visual Presentation</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organizes and sequences writing to communicate effectively</li> <li><input type="checkbox"/> Organizes information and ideas to convey one main idea in well-linked and well-developed paragraphs</li> <li><input type="checkbox"/> Selects supporting ideas for effect; may use opinions/quotes and statistics</li> <li><input type="checkbox"/> Revises independently, seeking feedback when needed</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***



## Goal Path Task-Tracking Sheets

- 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)

### **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

## Goal Path Task-Tracking Sheets

- 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)

# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency B:**  
**Communicate Ideas and Information**

**Task Group B3:**  
**Complete and create documents**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Completes Documents</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes a direct match between what is requested and what is entered</li> <li><input type="checkbox"/> Makes entries using familiar vocabulary</li> <li><input type="checkbox"/> Prints and writes legibly</li> <li><input type="checkbox"/> Copies information accurately from printed material</li> <li><input type="checkbox"/> Writes and signs own first and last name</li> <li><input type="checkbox"/> Writes own address</li> <li><input type="checkbox"/> Writes own telephone/cell phone number</li> <li><input type="checkbox"/> Enters information accurately in the appropriate place</li> <li><input type="checkbox"/> Writes number symbols 1-10</li> <li><input type="checkbox"/> Writes number words one to ten</li> <li><input type="checkbox"/> Records information on a calendar</li> <li><input type="checkbox"/> Completes a simple form with personal information (i.e., own name, names of family members, and address)</li> <li><input type="checkbox"/> Writes cheques</li> </ul> <p><b><i>Creates Documents</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows conventions to display information in lists, labels, simple forms, signs (e.g., images support the message, text is legible)</li> </ul>	

## Goal Path Task-Tracking Sheets

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Organizes materials on given charts, concrete graphs and pictographs using one-to-one correspondence</li><li><input type="checkbox"/> Generates yes/no questions on a given topic</li><li><input type="checkbox"/> Organizes lists to suit purpose (e.g., chronologically, alphabetically, numerically, sequentially, etc.)</li><li><input type="checkbox"/> Includes titles where required</li><li><input type="checkbox"/> Uses labels and headings to organize content</li><li><input type="checkbox"/> Presents text and numbers below one or more headings in lists</li><li><input type="checkbox"/> Writes a short list using familiar words</li><li><input type="checkbox"/> Creates signs, labels, simple forms</li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency B:**  
**Communicate Ideas and Information**

**Task Group B3:**  
**Complete and create documents**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><i>May draw on additional simple sources, such as a list</i></p> <p><b>Completes Documents</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses layout to determine where to make entries</li> <li><input type="checkbox"/> Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li><input type="checkbox"/> Makes multiple entries using a limited range of vocabulary</li> <li><input type="checkbox"/> Follows instructions on documents</li> <li><input type="checkbox"/> Makes entries on simple forms and tables</li> <li><input type="checkbox"/> Displays data on labeled graphs (title, labeled axes, labeled intervals) made by hand and by a computer application, using many-to-one correspondence</li> </ul> <p><b>Creates Documents</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows conventions to display information in simple documents (e.g., use of font, colour, shading, bulleted lists, etc.)</li> <li><input type="checkbox"/> Sorts entries into categories</li> <li><input type="checkbox"/> Displays one or two categories of information organized according to content to be presented</li> </ul>	

## Goal Path Task-Tracking Sheets

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Identifies parts of documents using titles, row and column headings, and labels</li><li><input type="checkbox"/> Creates simple forms, tables, hand-drawn maps and floor plans</li><li><input type="checkbox"/> Constructs bar graphs with discrete classes on one axis and number on the other using scales with multiples of 2, 5, and 10</li><li><input type="checkbox"/> Designs surveys, collects data, and records results on given tally charts and spreadsheets</li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency B:**  
**Communicate Ideas and Information**

**Task Group B3:**  
**Complete and create documents**

Level 3

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p>Draws from multiple sources as required (i.e., other documents and texts)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manages unfamiliar elements (vocabulary, context, topic) to complete the task</li> </ul> <p><b>Completes Documents</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses layout to determine where to make entries</li> <li><input type="checkbox"/> Makes inferences to decide what, where, and how to enter information if fields are not clear</li> <li><input type="checkbox"/> Follows directions to complete a more complex document</li> <li><input type="checkbox"/> Makes multiple entries on more complex forms, tables, timelines and flow charts</li> <li><input type="checkbox"/> Completes an income tax form</li> </ul> <p><b>Creates Documents</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows conventions to display information in more complex documents (e.g., use of abbreviations, symbols)</li> <li><input type="checkbox"/> Sorts entries into categories and subcategories</li> <li><input type="checkbox"/> Displays many categories of information</li> <li><input type="checkbox"/> Organizes information in a variety of ways</li> </ul>	

## Goal Path Task-Tracking Sheets

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Identifies parts of documents using titles, row and column headings, sub-headings, and labels</li><li><input type="checkbox"/> Creates documents using titles, row and column headings, sub-headings, or sub parts</li><li><input type="checkbox"/> Creates more complex forms, tables, timelines and flow charts</li><li><input type="checkbox"/> Creates a budget template</li><li><input type="checkbox"/> Creates a bibliography</li><li><input type="checkbox"/> Tries a variety of displays of the same data using computer applications, and selects the type of graph that best represents the data</li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C1:**  
**Manage money**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C1.1 Tasks</i></b></p> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reads and writes number words to a thousand</li> <li><input type="checkbox"/> Understands place value</li> <li><input type="checkbox"/> Compares, orders, and represents the place value of whole numbers</li> <li><input type="checkbox"/> Reads signs (+ - x ÷)</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Estimates the number of objects and checks the reasonableness of an estimate by counting</li> </ul> <p><b>Fractions &amp; Percents</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands fractions and percents as representing part of a whole</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

# Goal Path Task-Tracking Sheets

## 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!")

## Performance Indicators

### 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  $2 + 2 + 2$ )

# Goal Path Task-Tracking Sheets

- 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

# Goal Path Task-Tracking Sheets

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| <ul style="list-style-type: none"><li><input type="checkbox"/> 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)</li><li><input type="checkbox"/> Rounds to the nearest dollar or cent</li><li><input type="checkbox"/> <b>Follows apparent steps to reach solutions</b></li><li><input type="checkbox"/> <b>Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)</b></li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C1:**  
**Manage money**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C1.2 Tasks</i></b></p> <p><b>Number Sense and Computation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Identifies and describes the characteristics of multiples and factors, and composite and prime numbers</li> <li><input type="checkbox"/> Recalls multiplication and division facts, and uses them to estimate and do mental computation</li> </ul> <p><b>Money Math</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interprets and represents costs using monetary symbols and decimals</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Reads and writes money amounts using two forms of notation (89¢ and \$0.89)</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

# Goal Path Task-Tracking Sheets

- 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

## ***Performance Indicators***

### **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

- Rounds whole numbers
- 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

# Goal Path Task-Tracking Sheets

- 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)**

# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C1:**  
**Manage money**

**Level 3**

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C1.3 Tasks</i></b></p> <p><b>Number Sense and Computation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates expressions containing fractions, decimals, percents and ratios, using the correct order of operations</li> <li><input type="checkbox"/> Selects appropriate steps to reach a solution</li> <li><input type="checkbox"/> Solves multi-step numerical and word problems involving fractions, decimals, percents and ratios</li> <li><input type="checkbox"/> Makes simple estimates</li> </ul> <p><b>Money Math</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Represents costs and rates using monetary symbols, decimals, and percentages</li> <li><input type="checkbox"/> Reads and writes money values to \$100,000</li> <li><input type="checkbox"/> Interprets and applies rates (e.g. \$/kg, \$/l)</li> </ul> <p><b><i>Performance Indicators</i></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers</b></li> <li><input type="checkbox"/> <b>Manages unfamiliar elements (context, content) to complete the task</b></li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***



## Goal Path Task-Tracking Sheets

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|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Chooses and performs required operations; makes inferences to identify operations</li><li><input type="checkbox"/> Selects appropriate steps to reach solutions from among options</li><li><input type="checkbox"/> Identifies a variety of ways to complete the task</li><li><input type="checkbox"/> Finds, integrates, and analyses numerical information</li><li><input type="checkbox"/> Organizes and displays numerical information (e.g., tables, graphs)</li><li><input type="checkbox"/> Makes estimates</li><li><input type="checkbox"/> Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)</li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C2:**  
**Manage time**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C2.1 Tasks</i></b></p> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reads and writes number words to a thousand</li> <li><input type="checkbox"/> Understands place value</li> <li><input type="checkbox"/> Compares, orders, and represents the place value of whole numbers</li> <li><input type="checkbox"/> Reads signs (+ - x ÷)</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Estimates the number of objects and checks the reasonableness of an estimate by counting</li> </ul> <p><b>Fractions &amp; Percents</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands fractions and percents as representing part of a whole</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

# Goal Path Task-Tracking Sheets

## 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

## *Performance Indicators*

### 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  $2 + 2 + 2$ )

# Goal Path Task-Tracking Sheets

- 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)

## Goal Path Task-Tracking Sheets

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| <ul style="list-style-type: none"><li>○ <b>Represents dates and times using standard conventions</b></li><li>○ <b>Measures time using common instruments, such as clocks, timers, and stopwatches</b></li><li>○ <b>Chooses appropriate units of measurement (e.g., hours, minutes, seconds)</b></li><li>○ <b>Interprets and represents time using whole numbers, decimals (e.g., .25, .5), and simple, common fractions (e.g., <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> hour)</b></li><li>○ <b>Follows apparent steps to reach solutions</b></li><li>○ <b>Rounds to nearest minute or hour</b></li><li>○ <b>Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)</b></li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C2:**  
**Manage time**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C2.2 Tasks</i></b></p> <p><b>Number Sense and Computation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Identifies and describes the characteristics of multiples and factors, and composite and prime numbers</li> <li><input type="checkbox"/> Recalls multiplication and division facts and uses them to estimate and do mental computation</li> <li><input type="checkbox"/> Understands chronological order</li> <li><input type="checkbox"/> Estimates how much time an activity should take to complete</li> <li><input type="checkbox"/> Estimates and measures time intervals to the nearest second</li> <li><input type="checkbox"/> Reads and writes dates using S1 notation (i.e., y/m/d)</li> <li><input type="checkbox"/> Reads analog clock to nearest second and writes the time to nearest minute</li> <li><input type="checkbox"/> Adds, subtracts, multiplies and divides measurements of time</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

# Goal Path Task-Tracking Sheets

## ***Performance Indicators***

### **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

- Rounds whole numbers
- 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
- Compares 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

## Goal Path Task-Tracking Sheets

- 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**
- 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)**



# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C2:**  
**Manage time**

**Level 3**

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C2.3 Tasks</i></b></p> <p><b>Number Sense and Computation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates expressions containing fractions, decimals, percents and ratios, using the correct order of operations</li> <li><input type="checkbox"/> Selects appropriate steps to reach a solution</li> <li><input type="checkbox"/> Solves multi-step numerical and word problems involving fractions, decimals, percents and ratios</li> <li><input type="checkbox"/> Estimates how much time an activity should take to complete</li> <li><input type="checkbox"/> Estimates and measures time to the nearest second</li> <li><input type="checkbox"/> Adds, subtracts, multiplies, and divides measurements of time</li> </ul> <p><b><i>Performance Indicators</i></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers</b></li> <li><input type="checkbox"/> <b>Manages unfamiliar elements (context, content) to complete the task</b></li> <li><input type="checkbox"/> <b>Makes estimates</b></li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

## Goal Path Task-Tracking Sheets

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Chooses and performs required operations; makes inferences to identify operations</li><li><input type="checkbox"/> Selects appropriate steps to reach solutions from among options</li><li><input type="checkbox"/> Identifies a variety of ways to complete the task</li><li><input type="checkbox"/> Finds, integrates, and analyses numerical information</li><li><input type="checkbox"/> Organizes and displays numerical information (e.g., Gantt chart, schedules)</li><li><input type="checkbox"/> Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)</li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C3:**  
**Use measures**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C3.1 Tasks</i></b></p> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reads and writes number words to a thousand</li> <li><input type="checkbox"/> Understands place value</li> <li><input type="checkbox"/> Compares, orders, and represents the place value of whole numbers</li> <li><input type="checkbox"/> Reads signs (+ - x ÷)</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Estimates the number of objects and checks the reasonableness of an estimate by counting</li> </ul> <p><b>Fractions &amp; Percents</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands fractions and percents as representing part of a whole</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

# Goal Path Task-Tracking Sheets

## Measures

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

## Performance Indicators

### 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

## Goal Path Task-Tracking Sheets

## 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

## Goal Path Task-Tracking Sheets

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Estimates, measures, and records the capacity of containers using standard units and compares the measures</li><li><input type="checkbox"/> Estimates, reads, and records temperature to the nearest degree</li><br/><li><input type="checkbox"/> <b>Understands numerical order</b></li><li><input type="checkbox"/> <b>Makes simple estimates</b></li><li><input type="checkbox"/> <b>Begins to interpret integers (e.g., temperature, elevation)</b></li><li><input type="checkbox"/> <b>Chooses appropriate units of measurement (e.g., centimetres, metres, kilometres)</b></li><li><input type="checkbox"/> <b>Uses common standard units (e.g., metres, inches) and non-standard units (e.g., paces, cupfuls, scoops)</b></li><li><input type="checkbox"/> <b>Identifies and performs required operation</b></li><li><input type="checkbox"/> <b>Interprets and represents measures using whole numbers, decimals, and simple, common fractions (e.g., <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</b></li><li><input type="checkbox"/> <b>Interprets and represents measures using symbols and abbreviations (e.g., inches as “, centimetres as cm, pounds as lbs, kilograms as kilos or kg)</b></li><li><input type="checkbox"/> <b>Follows apparent steps to reach solutions</b></li><li><input type="checkbox"/> <b>Rounds to the nearest whole unit (e.g., kilos)</b></li><li><input type="checkbox"/> <b>Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)</b></li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C3:**  
**Use measures**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C3.2 Tasks</i></b></p> <p><b>Number Sense and Computation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Identifies and describes the characteristics of multiples and factors, and composite and prime numbers</li> <li><input type="checkbox"/> Recalls multiplication and division facts and uses them to estimate and do mental computation</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes simple, common shapes (e.g., circle, square, rectangle, triangle)</li> <li><input type="checkbox"/> Measures distance, length, width, height, weight, liquid volume, angles, and temperature</li> <li><input type="checkbox"/> Uses common measuring tools, such as rulers, scales, and thermometers</li> <li><input type="checkbox"/> Begins to interpret integers (e.g., temperature, elevation)</li> <li><input type="checkbox"/> Chooses appropriate units of measurement (e.g., centimetres, metres, kilometres)</li> <li><input type="checkbox"/> Uses common standard units (metres, inches) and non-standard units (e.g., paces, cupfuls, scoops)</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

# Goal Path Task-Tracking Sheets

- Interprets and represents measures using symbols and abbreviations (e.g., inches as “, centimetres as cm, pounds as lbs, kilograms as kilos or kg)

## ***Performance Indicators***

### **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

- Rounds whole numbers
- 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



# Goal Path Task-Tracking Sheets

## 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
- 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)

## Goal Path Task-Tracking Sheets

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Estimates and calculates the area of a trapezoid, parallelogram and triangle using a formula</li><li><input type="checkbox"/> Develops and applies formulas for surface area of a rectangular prisms</li><br/><li><input type="checkbox"/> <b>Chooses and performs required operation(s); may make inferences to identify required operation(s)</b></li><li><input type="checkbox"/> <b>Selects appropriate steps to solutions</b></li><li><input type="checkbox"/> <b>Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)</b></li></ul> |  |
|--|--|

# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C3:**  
**Use measures**

Level 3

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C3.3 Tasks</i></b></p> <p><b>Number Sense and Computation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates expressions containing fractions, decimals, percents and ratios, using the correct order of operations</li> <li><input type="checkbox"/> Selects appropriate steps to reach a solution</li> <li><input type="checkbox"/> Solves multi-step numerical and word problems involving fractions, decimals, percents and ratios</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Calculates angles in simple, common shapes</li> <li><input type="checkbox"/> Understands and uses ratio and proportion</li> <li><input type="checkbox"/> Interprets and represents area and volume using symbols and abbreviations (e.g., m<sup>3</sup>)</li> <li><input type="checkbox"/> Interprets and applies rates (e.g., km/hr, km/l) and ratios (e.g., map scales)</li> <li><input type="checkbox"/> Converts units of measurement within the same system and between systems</li> <li><input type="checkbox"/> Understands and uses formulas for finding the perimeter, area, and volume of simple, common shapes</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

# Goal Path Task-Tracking Sheets

## ***Performance Indicators***

**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**

## Goal Path Task-Tracking Sheets

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|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Interprets and represents measurements taken with specialized tools (e.g., callipers, multimeters)</b></li><li><input type="checkbox"/> <b>Chooses and performs required operations; makes inferences to identify required operations</b></li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C4:**  
**Manage data**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C4.1 Tasks</i></b></p> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reads and writes number words to a thousand</li> <li><input type="checkbox"/> Understands place value</li> <li><input type="checkbox"/> Compares, orders, and represents the place value of whole numbers</li> <li><input type="checkbox"/> Reads signs (+ - x ÷)</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Estimates the number of objects and checks the reasonableness of an estimate by counting</li> </ul> <p><b>Fractions &amp; Percents</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands fractions and percents as representing part of a whole</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

## Goal Path Task-Tracking Sheets

**Performance Indicators****The learner:**

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

## Addition &amp; 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 &amp; 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

## Goal Path Task-Tracking Sheets

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|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Adds and subtracts multi-digit whole numbers and decimals</li><li><input type="checkbox"/> Multiplies and divides multi-digit whole numbers and decimals</li><li><input type="checkbox"/> Identifies and performs required 1-step operations</li><br/><li><input type="checkbox"/> <b>Recognizes values in number and word format</b></li><li><input type="checkbox"/> <b>Identifies and compares quantities of items</b></li><li><input type="checkbox"/> <b>Understands numerical order</b></li><li><input type="checkbox"/> <b>Identifies and performs required operation</b></li><li><input type="checkbox"/> <b>Begins to interpret integers (e.g., negative bank balance, temperature, elevation)</b><ul style="list-style-type: none"><li><input type="checkbox"/> Understands signed numbers (i.e., negative and positive)</li><li><input type="checkbox"/> Adds and subtracts signed numbers</li></ul></li><br/><li><input type="checkbox"/> <b>Makes simple estimates</b></li><li><input type="checkbox"/> <b>Interprets and represents values using whole numbers, decimals, percentages, and simple, common fractions (e.g., <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</b></li><li><input type="checkbox"/> <b>Follows apparent steps to reach solutions</b></li><li><input type="checkbox"/> <b>Interprets simple, common probabilities, such as the chance of precipitation from a weather forecast</b></li><br/><li><input type="checkbox"/> <b>Recognizes simple patterns</b></li><li><input type="checkbox"/> <b>Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)</b></li></ul> |  |
|---|--|



## Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C4:**  
**Manage data**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C4.2 Tasks</i></b></p> <p><b>Number Sense and Computation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Identifies and describes the characteristics of multiples and factors, and composite and prime numbers</li> <li><input type="checkbox"/> Recalls multiplication and division facts and uses them to estimate and do mental computation</li> </ul> <p><b><i>Performance Indicators</i></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers</b></li> <li><input type="checkbox"/> <b>Makes simple estimates</b></li> <li><input type="checkbox"/> <b>Interprets, represents, and converts amounts using whole numbers, decimals, percentages, ratios, and simple, common fractions (e.g., <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</b></li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

## Goal Path Task-Tracking Sheets

## Fractions

- Rounds whole numbers
- 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

## Goal Path Task-Tracking Sheets

- 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)**

# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

**Task Group C4:**  
**Manage data**

Level 3

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for C4.3 Tasks</i></b></p> <p><b>Number Sense and Computation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates expressions containing fractions, decimals, percents and ratios, using the correct order of operations</li> <li><input type="checkbox"/> Selects appropriate steps to reach a solution</li> <li><input type="checkbox"/> Solves multi-step numerical and word problems involving fractions, decimals, percents and ratios</li> <li><input type="checkbox"/> Understands and uses ratio and proportion</li> <li><input type="checkbox"/> Finds ranges for sets of data</li> <li><input type="checkbox"/> Collects, organizes, and represents data using simple tables and graphs</li> <li><input type="checkbox"/> Interprets rates and ratios</li> <li><input type="checkbox"/> Recognizes patterns and begins to identify trends in data</li> </ul> <p><b><i>Performance Indicators</i></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers</b></li> <li><input type="checkbox"/> <b>Manages unfamiliar elements (context, content) to complete tasks</b></li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

## Goal Path Task-Tracking Sheets

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| <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Makes estimates involving many factors where precision is required</b></li><li><input type="checkbox"/> <b>Begins to recognize bias in data and in displays, such as graphs</b></li><li><input type="checkbox"/> <b>Calculates and interprets summary measures (e.g., mean, median, mode)</b></li><li><input type="checkbox"/> <b>Calculates percent change</b></li><li><input type="checkbox"/> <b>Applies statistics (e.g., population change, growth rates)</b></li><li><input type="checkbox"/> <b>Chooses and performs required operations; makes inferences to identify required operations</b></li><li><input type="checkbox"/> <b>Selects appropriate steps to solutions from among options</b></li><li><input type="checkbox"/> <b>Interprets, represents, and converts values using whole numbers, decimals, percentages, ratios, and fractions</b></li><li><input type="checkbox"/> <b>Identifies a variety of ways to complete tasks</b></li><li><input type="checkbox"/> <b>Finds, integrates, and analyses data</b></li><li><input type="checkbox"/> <b>Organizes and represents numerical information (e.g., tables, graphs)</b></li><li><input type="checkbox"/> <b>Makes predictions using data; identifies trends</b></li><li><input type="checkbox"/> <b>Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)</b></li></ul> |  |
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# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency C:**  
**Understand and Use Numbers**

Post Level 3

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Building Readiness for Transition to Further Education</i></b></p> <p><b>Number Sense and Computation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chooses appropriate methods of computation involving rational numbers in any form to solve problems</li> <li><input type="checkbox"/> Demonstrates proficiency in calculations involving whole numbers, fractions, decimals, percents, integers, ratios and rate, powers and square roots and uses in problem-solving</li> <li><input type="checkbox"/> Uses estimation and mental calculation to determine the reasonableness and accuracy of a calculation</li> <li><input type="checkbox"/> Uses a calculator correctly and efficiently for calculation and during investigations</li> </ul> <p><b>Pre-Algebra</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates and interprets powers with integral bases and integral exponents</li> <li><input type="checkbox"/> Generalizes from numerical cases to exponent laws and expresses algebraically</li> <li><input type="checkbox"/> Simplifies expressions involving multiplication, division, and powers of powers</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

# Goal Path Task-Tracking Sheets

- Simplifies expressions involving negative exponents
- Represents whole numbers in expanded form using powers and scientific notation (e.g.,  $347 = 3 \times 10^2 + 4 \times 10 + 7$ ;  $356 = 3.56 \times 10^2$ )
- 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

# Goal Path Task-Tracking Sheets

- Solves addition, subtraction, multiplication and division equations
- Solves equations with a fraction coefficient
- Solves multistep 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



# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency D:  
Use Digital Technology**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Digital Technology</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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,)</li> <li><input type="checkbox"/> Explains common features of everyday digital devices</li> <li><input type="checkbox"/> Uses a calculator to make and/or check accuracy of calculations in numeracy-related tasks at complexity level 1</li> <li><input type="checkbox"/> Sends 1-page faxes</li> <li><input type="checkbox"/> Uses photocopier to make multiple copies of a single page</li> <li><input type="checkbox"/> Sends text messages to friends and family</li> <li><input type="checkbox"/> Follows simple prompts</li> <li><input type="checkbox"/> Locates specific functions and information</li> <li><input type="checkbox"/> Follows apparent steps to complete tasks</li> <li><input type="checkbox"/> Interprets brief text and icons</li> <li><input type="checkbox"/> Enters, sends and saves information using hand held devices</li> </ul>	

# Goal Path Task-Tracking Sheets

- 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.)

## **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

## Goal Path Task-Tracking Sheets

- 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

Attitudes associated with successful performance of tasks involving digital technology are about the use of language that conveys tone and additional messaging to the reader. Successful performance of digital technology tasks is related to selecting the appropriate language for particular people, purposes and situations to ensure desired results. Use the following rubric to help you determine the role that tone and language plays in the successful performance of the task you have in mind.

***Etiquette in technology*** is the conduct that is socially acceptable in an online or digital situation. While etiquette is ingrained into culture, etiquette in technology is a fairly recent concept. Although certain rules have been established for correct etiquette while using technology, many users believe that current users are not as well-mannered in etiquette for digital devices, such as the computer or a cell phone.

# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency D:  
Use Digital Technology**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Digital Technology</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selects and follows appropriate steps to complete tasks</li> <li><input type="checkbox"/> Locates and recognizes functions and commands</li> <li><input type="checkbox"/> Makes low-level inferences to interpret icons and text</li> <li><input type="checkbox"/> Begins to identify sources and evaluate information</li> <li><input type="checkbox"/> Performs simple searches using keywords (e.g., Internet, software help menu)</li> <li><input type="checkbox"/> Uses calculator to make and/or check accuracy of calculations of level 2 tasks involving numbers</li> <li><input type="checkbox"/> Accesses podcasts</li> <li><input type="checkbox"/> Sends multi-page faxes with cover sheet</li> <li><input type="checkbox"/> Uses photocopier to make and collate multiple copies of multiple pages</li> <li><input type="checkbox"/> Uses social networking; discusses its benefits and dangers</li> <li><input type="checkbox"/> Discusses and begins to use digital technology for presentation purposes</li> </ul> <p><b><i>Working in MS Word</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses MS Word functions and commands (i.e., Office Button, Ribbon/information bar, information pop ups, scroll bar, arrows, tabs and tools, toolbars)</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

## Goal Path Task-Tracking Sheets

- Creates shortcuts to desktop
- Organizes files into folders
- Accesses and uses MSWord 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 (e.g., 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)
- Uses website tabs and menu bars
- Uses hyperlinks and navigation buttons
- Sends text messages
- Engages in social networking; i.e., Twitter, Facebook, Skype

## Goal Path Task-Tracking Sheets

- 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)

### **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; resizes 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

## Goal Path Task-Tracking Sheets

- 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 (e.g., 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; i.e., starts 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

***Attitudes associated with successful performance of tasks involving digital technology are about the use of language that conveys tone and additional messaging to the reader. Successful performance of digital technology tasks is related to selecting the appropriate language for particular people, purposes and situations to ensure desired results. Use the following rubric to help you determine the role that tone and language plays in the successful performance of the task you have in mind.***

# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency D:  
Use Digital Technology**

Level 3

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Digital Technology</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiments and problem-solves to achieve desired results</li> <li><input type="checkbox"/> Selects and installs software; downloads and uses a range of apps</li> <li><input type="checkbox"/> Manages unfamiliar elements (vocabulary, context, topic) to complete tasks</li> <li><input type="checkbox"/> Makes inferences to interpret icons and text</li> <li><input type="checkbox"/> Selects appropriate software when required by the task</li> <li><input type="checkbox"/> Identifies sources, evaluates and integrates information</li> <li><input type="checkbox"/> Customizes software interfaces (e.g., toolbar, homepage settings, etc.)</li> <li><input type="checkbox"/> Uses calculator to make and/or check accuracy of calculations of level 3 tasks involving numbers</li> <li><input type="checkbox"/> Discriminates between trustworthy and untrustworthy online information (i.e., current, accurate and reliable)</li> </ul> <p><b><i>Working in MS Word</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates proficiency with D.2 skills for working with MS Word</li> </ul>	



## Goal Path Task-Tracking Sheets

- 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, resizes 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 resizes; 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; use 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)

## Goal Path Task-Tracking Sheets

### **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 presentation; 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

## Goal Path Task-Tracking Sheets

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 greyscale; 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

***Attitudes associated with successful performance of tasks involving digital technology are about the use of language that conveys tone and additional messaging to the reader. Successful performance of digital technology tasks is related to selecting the appropriate language for particular people, purposes and situations to ensure desired results. Use the following rubric to help you determine the role that tone and language plays in the successful performance of the task you have in mind.***

# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency E:  
Manage Learning**

Level 1

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Goal Setting and Planning</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the concept of goal-setting and the value of having personal goals</li> <li><input type="checkbox"/> Practices goal-setting; i.e., set goals for short timeframes (e.g., day, week, or month)</li> <li><input type="checkbox"/> Identifies/plans out steps/activities to achieve short timeframe goals</li> <li><input type="checkbox"/> Identifies markers that will show progress is being made</li> <li><input type="checkbox"/> Identifies possible barriers to achieving short goals</li> <li><input type="checkbox"/> Plans possible solutions for overcoming obstacles</li> <li><input type="checkbox"/> Identifies (with literacy staff) LBS goal and goal path based on assessment of own skills, needs, interests and abilities</li> <li><input type="checkbox"/> Participates (with literacy staff) in the development of a Learner Plan based on own identified goal and learning needs</li> <li><input type="checkbox"/> Understands and identify (with literacy staff) tasks that build toward goal achievement</li> <li><input type="checkbox"/> Identifies (with literacy staff) milestones that will show progress toward goal completion</li> <li><input type="checkbox"/> Understands how skills, knowledge and attitudes are necessary for successful task completion</li> </ul>	

## Goal Path Task-Tracking Sheets

- 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

## Goal Path Task-Tracking Sheets

- 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**

### ***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

## Goal Path Task-Tracking Sheets

- 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

# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency E:  
Manage Learning**

Level 2

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Goal Setting and Planning</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Embraces the concept of goal-setting and the value of personal goals</li> <li><input type="checkbox"/> Sets realistic goals for short timeframes (e.g., day, week, or month)</li> <li><input type="checkbox"/> Prioritizes goals and sets realistic timelines for achieving goals</li> <li><input type="checkbox"/> Identifies/plans out steps/activities to achieve short timeframe goals</li> <li><input type="checkbox"/> Identifies markers that will show progress is being made</li> <li><input type="checkbox"/> Identifies possible barriers to achieving short timeframe goals</li> <li><input type="checkbox"/> Plans possible solutions for overcoming obstacles</li> <li><input type="checkbox"/> Identifies, with literacy staff, a realistic LBS goal and goal path based on assessment of own skills, needs, interests and abilities</li> <li><input type="checkbox"/> Participates with literacy staff in the development of a Learner Plan based on own identified goal and learning needs</li> <li><input type="checkbox"/> Identifies, with literacy staff, tasks that build toward goal achievement</li> <li><input type="checkbox"/> Identifies, with literacy staff, milestones that will show progress toward goal completion</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***



## Goal Path Task-Tracking Sheets

- 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

## Goal Path Task-Tracking Sheets

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|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Prioritizes and organizes tasks according to particular criteria</li> <li><input type="checkbox"/> <b>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:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies problems and generate ideas about possible solutions/options</li> <li><input type="checkbox"/> Acknowledges need and seek help when necessary</li> <li><input type="checkbox"/> Breaks problems down into manageable parts</li> <li><input type="checkbox"/> Transfers problem-solving skills from one situation to another</li> <li><input type="checkbox"/> Makes a problem-solving decision and follows through</li> </ul> </li> <li><input type="checkbox"/> <b>Identifies ways to clarify, check understanding and reinforce learning</b></li> <li><input type="checkbox"/> <b>Begins to adapt to instructional approaches and learning materials that do not reflect preferred learning style</b></li> <li><input type="checkbox"/> <b>Begins to evaluate the quality and usefulness of various resources for tasks completion</b></li> <li><input type="checkbox"/> <b>Begins to use a range of strategies to improve concentration and memory</b></li> <li><input type="checkbox"/> <b>Perseveres with a task until completion</b></li> <li><input type="checkbox"/> <b>Demonstrates increased capacity for reasoning and logic</b></li> <li><input type="checkbox"/> <b>Demonstrates increased capacity for critical thinking</b></li> <li><input type="checkbox"/> <b>Transfers knowledge from previous learning in order to complete a new task</b></li> </ul> <p><b><i>Monitored Learning, Self-Reflection and Evaluation</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>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:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates self-awareness of own learning strengths and weaknesses</li> <li><input type="checkbox"/> Uses strategies for independent learning based on identified preferred learning style</li> </ul> </li> </ul> |  |
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## Goal Path Task-Tracking Sheets

- 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
  - 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

# Goal Path Task-Tracking Sheets

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency E:  
Manage Learning**

Level 3

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<p><b><i>Goal Setting and Planning</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Embraces the concept of goal-setting and the value of personal goals</li> <li><input type="checkbox"/> Sets realistic goals for short timeframes (e.g., day, week, or month)</li> <li><input type="checkbox"/> Prioritizes goals and sets realistic timelines for goal achievement</li> <li><input type="checkbox"/> Identifies/plans out steps/activities to achieve short timeframe goals</li> <li><input type="checkbox"/> Identifies markers that will show progress is being made</li> <li><input type="checkbox"/> Identifies possible barriers to achieving short timeframe goals</li> <li><input type="checkbox"/> Plans possible solutions for overcoming obstacles</li> <li><input type="checkbox"/> Identifies LBS goal and goal path based on assessment of own skills, needs, interests and abilities</li> <li><input type="checkbox"/> Participates in the development of a Learner Plan based on own identified goal and learning needs</li> <li><input type="checkbox"/> Identifies with literacy staff, tasks that build toward goal achievement</li> <li><input type="checkbox"/> Identifies with literacy staff, milestones that will show progress toward goal completion</li> <li><input type="checkbox"/> Discusses the skills, knowledge and attitudes necessary for successful task completion</li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***

## Goal Path Task-Tracking Sheets

- 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 (e.g., 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

## Goal Path Task-Tracking Sheets

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Prioritizes and organizes tasks according to particular criteria</li> <li><input type="checkbox"/> <b>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:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies problems and generate ideas about possible solutions/options</li> <li><input type="checkbox"/> Seeks help when necessary</li> <li><input type="checkbox"/> Breaks problems down into manageable parts</li> <li><input type="checkbox"/> Transfers problem-solving skills from one situation to another</li> <li><input type="checkbox"/> Makes a problem-solving decision and follows through</li> </ul> </li> <li><input type="checkbox"/> <b>Clarifies, checks understanding and reinforces learning</b></li> <li><input type="checkbox"/> <b>Adapts to instructional approaches and learning materials that do not reflect preferred learning style</b></li> <li><input type="checkbox"/> <b>Evaluates the quality and usefulness of various resources for completion of tasks</b></li> <li><input type="checkbox"/> <b>Uses strategies to improve concentration and memory</b></li> <li><input type="checkbox"/> <b>Perseveres to complete tasks</b></li> <li><input type="checkbox"/> <b>Continues to increase capacity for reasoning and logic</b></li> <li><input type="checkbox"/> <b>Continues to increase capacity for critical thinking</b></li> <li><input type="checkbox"/> <b>Transfers knowledge from previous learning in order to complete a new task</b></li> </ul> <p><b><i>Monitored Learning, Self-Reflection and Evaluation</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>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:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates self-awareness of own learning strengths and weaknesses</li> <li><input type="checkbox"/> Uses strategies for learning based on own identified preferred learning style</li> </ul> </li> </ul> |  |
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## Goal Path Task-Tracking Sheets

- 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
  - 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

# Goal Path Task-Tracking Sheets

LEARNER: \_\_\_\_\_ GOAL: \_\_\_\_\_

**Competency F:  
Engage with Others**

Un-Leveled

SELECTED TASK:

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Embedded Skills & Knowledge	Notes
<ul style="list-style-type: none"> <li><input type="checkbox"/> Applies the following selected skills, knowledge and attitudes when working with one other person</li> <li><input type="checkbox"/> Applies the following selected skills, knowledge and attitudes when working with two or more people</li> </ul> <p><b><i>Interpersonal Skills</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Builds good rapport</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exchanges information to get acquainted and establish a personal connection</li> </ul> </li> <li><input type="checkbox"/> <b>Communicates effectively</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates interest and attentive listening through body language and facial expression</li> <li><input type="checkbox"/> Lets people finish the point they are making without interruption</li> <li><input type="checkbox"/> Listens for underlying messages from others: What does the person really mean? What do they really want you to hear or to know?</li> <li><input type="checkbox"/> Checks for meaning; asks questions to check for correct understanding</li> </ul> </li> </ul>	

***LEARNER PLAN: Building Capacity for Successful Task Completion***



## Goal Path Task-Tracking Sheets

- 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
  - Understands own role; seeks clarification as required
  - Accepts one’s own share of responsibilities
  - Understands and recognizes the roles of others
  
- Cooperates and collaborates with others to complete project or task**
  - Negotiates to establish consensus
  - Acknowledges and uses the skills, strengths, ideas and opinions of other team member
  - 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

# Goal Path Task-Tracking Sheets

- 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 and 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
  - respecting and valuing the contribution each member can make, everybody counts, efforts are made to ensure that nobody feels left out or undervalued
  - 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

# Goal Path Task-Tracking Sheets

## 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

## Leadership Skills

### Organizes the group

- Shares or manages tasks such as:
  - holding regular team meetings for collaborative work and updates

## Goal Path Task-Tracking Sheets

- 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

## Goal Path Task-Tracking Sheets

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|--|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Does not pass judgment on ideas or suggestions when hearing them for the first time</li><li><input type="checkbox"/> Considers all options when making a decision</li><li><input type="checkbox"/> Takes time to explain when necessary</li></ul> |  |
|--|--|

