

Tip Sheet: Learner Self-Assessments by Goal Path

Using the resource:

The *Learner Self-Assessments by Goal Path Package* was designed to use with individual learners or with learners who share the same goal path. Here are a few tips to get the most out of this resource:

1. Because this self-assessment package includes specific tasks for particular goal paths, you cannot effectively use this tool until learners have selected a personal goal. Goal setting must come first.
2. Once a goal has been identified, learners can be given the matching self-assessment tool to work through on their own. If you have a number of learners who share the same goal, you might decide to use a guided approach with learners working through the self-assessment together as a group. The benefit of this, of course, is that everyone will finish at the same time.
3. There are important messages to convey before you introduce the self-assessment:
 - a. This is not a test. This is a tool that can help us learn a bit more about what your training should focus on. We don't want you to spend time on things you already know how to do.
 - b. The lists you will look at contain a number of tasks that a person with your particular goal can expect to encounter; however, this is not a checklist of tasks that you will need to complete in order to finish the program.
 - c. You will see that some tasks are easier to do than others. No one expects you to be able to do all these tasks already, or you wouldn't be in this program! We simply need to get an idea of what you think you can do already and what you think you cannot do.
 - d. Instructions: Read each task description and then put a checkmark in the column on the right to show if 1) you can do this already or 2) you cannot do this yet.
 - e. Take your time; there's no time limit. Let me know when you have finished.
 - f. Be sure to ask if you need any help.
4. Learners who are working through the inventory independently will differ in how they approach the task and the amount of time they need to complete the self-assessment. Observing how they work and the amount of time they require gives you some insight into individual learner abilities and general capacity.

Suggestions for what to do next:

- Look at each learner's self-assessment and take note of the following:
 - where the checkmarks change from the "can do already" column to the "can't do" column
 - the level of task complexity at each change point
 - Milestones immediately preceding and immediately following each change point
- Look at all the learners' self-assessments together and note any patterns or commonalities in learner responses. Identifying learners who have difficulty with similar tasks at similar complexity levels allows you to group learners together for specific instruction and learning activities for specific task and skill development.
- Don't introduce too many tasks at one time; start with one or two. Choosing tasks from the "can do" column first will let you see if the learner is able to assess his or her capabilities accurately.

NOTE: If you start your program planning with tasks from this inventory you can be confident in knowing you are working with tasks that 1) are goal path-specific, directly related to the learner's goal, and 2) have been properly situated within the Curriculum Framework. This will give you a little extra time to reflect on the learner's goal requirements and identify other important tasks not on the list that you will want to include at a later date.

GOAL: Employment

A Find and Use Information – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1			
Tasks		Can Do Already	Cannot Do
A1.1	Read instructions on a cleaning product label		
A1.1	Read a brief email confirming the date and time of a meeting		
A1.1	Read a brief note from a co-worker		
A1.1	Follow directions to a local retail outlet		
A1.1	Read a note in a log book		
Sup	Read a brief email from a customer who has a question or a concern		
Sup	Read an email to view the agenda for an upcoming meeting		
M1	Read a classified advertisement to extract details such as a company's services. Read an email message to identify the sender, recipient and purpose		

GOAL: Employment

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
A2.1	Read a parking sign to identify restrictions		
A2.1	Interpret a WHMIS symbol on a product label		
A2.1	Read a clothing label to identify washing instructions		
A2.1	Verify contact information on a simple personal information form		
Sup	Follow an illustration that outlines proper hand-washing techniques at work		
Sup	Look at a sign to find out the business hours of a store or an office		
M8	Locate product uses and instructions, and interpret symbols on a product label		

LEVEL 2			
Tasks		Can Do Already	Cannot Do
A1.2	Follow instructions in a recipe		
A1.2	Read a brief letter from a landlord about scheduled maintenance and repairs		
A1.2	Read a brochure to learn about a new product or piece of equipment		
A1.2	Read an email outlining project expectations		
Sup	Read a brochure from a utility company describing changes in service		

GOAL: Employment

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Read a recall memo about a faulty appliance from a manufacturer so that you can take the required action		
Sup	Read a job description to determine your suitability for the position		
M3	Read a detailed information sheet to obtain company and product information		
A2.2	Locate fire exits on a floor plan		
A2.2	Review information on a job application form		
A2.2	Refer to a table of contents to find the page number of a troubleshooting section		
A2.2	Interpret survey results displayed in a circle graph		
Sup	Refer to a municipal organizational chart to locate the supervisor of a department		
Sup	Verify information on a personal, work, or school form to make sure all the information is complete		
Sup	As research for an upcoming project, review a chart in a consumer guide outlining the various features of a product		
M11	Refer to a table of contents and catalogue to extract and connect detailed information		

GOAL: Employment

LEVEL 3			
Tasks		Can Do Already	Cannot Do
A1.3	Read a trade magazine article to learn about industry trends		
A1.3	Compare consumer reviews from a variety of web sites to choose a new computer		
A1.3	Read an information package from a charity to decide whether to make a donation		
Sup	Read three to four letters of complaint from customers to identify problems and possible solutions		
Sup	Read at least three different sources to gather information for a research report		
M6	Read a company policy handbook to connect, evaluate and integrate information		
A2.3	Follow a flow chart to learn steps in a process		
A2.3	Interpret a line graph to compare production rates between facilities over time		
A2.3	Interpret a project plan to determine whether adjustments to schedules or activities need to be made		
Sup	Interpret a report that uses both charts and graphs to identify monthly and annual sales targets		
Sup	Review a customer service flowchart to evaluate and revise the process within your organization to deal with customer complaints		
Sup	Use a postal rate chart to identify the cost of sending a package to a particular location		

GOAL: Employment

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Compare quantities, products, and prices in an order form and corresponding invoice to make sure the invoice is accurate		
M12	Refer to several documents to connect, evaluate and integrate information		

UN-LEVELLED			
Tasks		Can Do Already	Cannot Do
A3	Observe a demonstration to learn about the uses of a new product		
A3	Listen to a podcast to learn about recent events		
A3	Watch a webinar to learn about a topic		
Sup	Attend a brief team meeting to obtain information that you need to be aware of to do your job		
Sup	Watch a brief promotional video to learn about becoming a volunteer with a local community organization		
Sup	Watch a first aid training video to be able to identify the five common signs of stroke		
Sup	Accurately report detailed observations to your health and safety representative if you witness a workplace accident		
Sup	Attend a job fair about apprenticeship opportunities in Ontario to help you decide which trade you should pursue		
M14	Watch and/or listen to a film, broadcast or presentation to extract information		

GOAL: Employment

B Communicate Ideas and Information – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1			
Tasks		Can Do Already	Cannot Do
B1.1	Ask for directions to a supplier		
B1.1	Make an appointment		
B1.1	Explain how to use a photocopier		
B1.1	Describe a routine task		
Sup	Greet a regular volunteer at the learning environment, community centre or workplace		
Sup	Show a peer where the lunchroom is located		
M15	Provide directions to a familiar location and instructions for how to carry out a familiar process		
B2.1	Write a reminder note about upcoming plans		
B2.1	Write a thank you note		

GOAL: Employment

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
B2.1	Write a brief email to request information		
B2.1	Write a telephone message		
B2.1	Write instructions to describe a simple procedure		
B2.1	Send a text message with directions to a destination		
M18	Write brief texts to express thanks to an employer and to make a request		
B3.1	Complete a simple personal information form		
B3.1	Record an appointment in an agenda or calendar		
B3.1	Write a cheque		
B3.1	Create a sign to inform visitors that an elevator is out of order		
B3.1	Write a "to do" list		
M27	Complete a simple form and make entries in a calendar		
M28	Create and organize a to-do list		

GOAL: Employment

LEVEL 2			
Tasks		Can Do Already	Cannot Do
B1.2	Brainstorm to generate solutions to a problem		
B1.2	Discuss various approaches to a project and express opinions		
B1.2	Explain safety procedures to a co-worker, and answer questions		
Sup	Share opinions with your peers to generate solutions to a problem		
Sup	Explain to your supervisor why you need to request a day off for a non-statutory religious holiday		
Sup	Introduce yourself to a new instructor or a new supervisor at work, and express your opinions about the work you will be doing		
Sup	Participate in a group discussion to determine roles and responsibilities in a group project		
M16	Carry on a brief exchange to share and support your opinion		
B2.2	Write a notice to advertise an event		
B2.2	Write an email to explain steps involved in a project		
B2.2	Write a letter to request a refund for a product		
B2.2	Write an email explaining why an extension is needed on an assignment		

GOAL: Employment

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Write a memo to other employees outlining the clean-up routine in the coffee room, and assign duties		
M22	Write an email to express interest and to provide information supporting a request		
B3.2	Complete a job application form		
B3.2	Book a hotel room online		
B3.2	Complete a customer satisfaction survey		
B3.2	Draw a floor plan to figure out where to place furniture or equipment		
B3.2	Create a table to compare products, supplies, or services		
Sup	Fill out a maintenance request form to ask for a repair in your residence or at work		
Sup	Create a chart for organizing duties for three to four people, such as for carpooling to work or for housecleaning duties		
Sup	Complete a survey about a product or service		
M29	Complete a registration form to enroll in a course		
M30	Create a table to organize and compare product or service information		

GOAL: Employment

LEVEL 3		
Tasks	Can Do Already	Cannot Do
B1.3	Present project results to peers	
B1.3	Negotiate with a service provider to obtain a discount	
B1.3	Discuss and support opinions in extended exchanges with peers during an online course	
B1.3	Explore concepts in an extended discussion about politics, comparing and contrasting ideas	
Sup	Mentor a peer who is having difficulty with his or her work	
Sup	Participate in a panel discussion on an educational, a work, or a community topic	
Sup	Make a 15-minute presentation to peers on career research	
Sup	Present a report at a meeting, such as a public meeting about a local issue or a parent's meeting about a school issue	
Sup	Negotiate budget requirements as part of a proposal for funding for your small business or community group	
M17	Make a 10- to 15-minute presentation to propose a solution, to persuade or to inform others about a topic	
B2.3	Write a letter to a public official outlining concerns about neighbourhood safety	
B2.3	Write a summary to express an opinion on a topic	

GOAL: Employment

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
B2.3	Write an incident report describing the events leading up to an accident		
Sup	Write a cover letter for a resume		
Sup	Write an incident report about an accident that happened at work		
Sup	Write a letter to the editor or to your mayor expressing your opinion about an environmental or safety issue		
M25	Write a formal letter to express concerns and to propose solutions		
B3.3	Complete or create a budget template with sub-categories for expenses and income		
B3.3	Create a multi-phase product or production schedule		
B3.3	Create a scale drawing for a front yard landscaping project		
Sup	Complete a performance evaluation form		
Sup	Create a chart or table to display the results of a detailed survey or questionnaire		
M32	Enter information on a somewhat complex form		
M34	Create a multi-phase schedule to display a sequence of activities		
M35	Create a flowchart to illustrate a process described in a text		

GOAL: Employment

UN-LEVELLED		
Tasks	Can Do Already	Cannot Do
Sup (B4)	Make a card for a friend, relative, co-worker, instructor, or guest presenter	
Sup	Create a calendar using original photography or artwork for a personal gift or for a group fundraiser	
Sup	Creatively promote your program or business in a display of original photographs	
Sup	Design a bulletin board for your learning centre or workplace to display information	
Sup	Write a skit for a workshop or an event	
Sup	Collect memorabilia to be used at a gathering to honour a valued person or group	
Sup	Compose a story or poem for a program or department newsletter	
M36	Use a medium of your choice to express yourself creatively	

GOAL: Employment

C Understand and Use Numbers – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1			
Tasks		Can Do Already	Cannot Do
C1.1	Compare the cost of buying two or more products at two grocery stores		
C1.1	Keep a running total of travel expenses over the course of a month		
C1.1	Calculate change from a purchase		
Sup	Subtotal the cost of a list of materials for a project		
Sup	Calculate the cost of using public transit for one month to travel from home to the learning centre or from home to work		
Sup	Use coins and bills (or “mock” money) to count out exact change for the purchase of small items		
M37	Refer to flyers and price lists to make simple comparisons and calculations		
C2.1	Use a stopwatch to time an event		

GOAL: Employment

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
C2.1	Use "best before" dates to select fresh foods		
C2.1	Calculate travel time from departure and arrival times		
Sup	On your weekly timesheet, add the total number of hours you worked and submit the timesheet to payroll		
Sup	Schedule your work day, including two 15-minute breaks and a half-hour lunch break		
Sup	Track the number of minutes per week that you spend doing homework, housework, or another activity		
M41	Read time on digital and analog clocks and calculate elapsed time		
C3.1	Use a store flyer to select a desk that is big enough to fit a computer and printer		
C3.1	Check the temperature on an outdoor thermometer		
C3.1	Compare grams of sodium in two types of soup		
C3.1	Compare distances in a ski jumping event		
C3.1	Measure a piece of furniture to see if it will fit through a doorway		
Sup	Identify various standard measuring tools to select which ones would be used for different projects or tasks		
Sup	Measure the air pressure in bicycle or car tires		

GOAL: Employment

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Use Imperial measurement to calculate the dimensions of a room to see how much of a decorative border would be needed		
Sup	Measure different items to practice reading various measurement tools		
Sup	Estimate the length of a piece of fabric to determine if there is enough material to complete a craft or sewing project		
M45	Identify distances, measure temperature, make simple comparisons and calculations		
C4.1	Count the number of boxes in a shipment to verify that the correct number was received		
C4.1	Compare two boxes of granola bars to find out which box contains more bars		
C4.1	Calculate the number of cars required to take a class of children to a sporting event		
Sup	Read a simple bar graph to determine the number of jobs in a specified employment sector		
Sup	Order a numerical list from highest to lowest		
M49	Interpret survey data to make calculations and comparisons		

GOAL: Employment

LEVEL 2			
Tasks		Can Do Already	Cannot Do
C1.2	Calculate cost savings on a purchase during a "15% off" sale		
C1.2	Prepare an invoice calculating unit costs, subtotal, taxes, and total		
C1.2	Calculate the unit price of each item sold in a package		
C1.2	Estimate the cost of a roast using the price per kilo		
Sup	Calculate the amount of Canadian money needed to purchase \$500 US at today's exchange rate		
Sup	Calculate the total cost (including HST) for the purchase of three items, such as a piece of clothing, a haircut, and a binder		
Sup	Estimate how much of your tip money goes to your co-workers if they get 25% of your total tips		
Sup	Estimate the labour costs to complete a landscaping job for a customer		
M38	Refer to receipts to verify costs and make calculations		
C2.2	Calculate the cooking time for a chicken using a rate		
C2.2	Plan one's day by estimating how long activities will take and sequence them accordingly		
C2.2	Calculate the number of hours worked in a week, taking into account breaks		

GOAL: Employment

LEVEL 2 Cont'd		
Tasks	Can Do Already	Cannot Do
C2.2	Convert fractions of hours to decimals to complete a timesheet	
C2.2	Convert minutes logged on the Internet to hours and minutes	
C2.2	Convert a departure time from the 24-hour to 12-hour clock	
Sup	Convert the number of hours to complete a project into days, for the purpose of budgeting	
Sup	Determine the time required for a specific job, using established production rates per person	
Sup	Convert a train, bus, or flight schedule from 24-hour time to 12-hour time, indicating a.m. or p.m. so that your departure and arrival times correspond to your analog clocks	
M42	Make calculations using a timesheet	
C3.2	Adjust quantities to double or half a recipe	
C3.2	Using a floor plan, calculate and compare the square footage of two hotel rooms	
C3.2	Use a map scale to calculate the distance between two points	
C3.2	Convert kilobytes to megabytes to determine the remaining capacity of an electronic device	
C3.2	Dilute a cleaning product using a ratio	
C3.2	Estimate whether there is enough flour and sugar on hand to carry out a recipe	
Sup	Use ratios to make a correct gasoline-oil mixture for a piece of equipment	

GOAL: Employment

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Estimate the volume of a fish tank or small pool to determine how much water is needed to fill it		
Sup	Calculate the total floor area of the rooms in a residence for a potential rental or sale listing		
Sup	Calculate the kilometres per litre on three different vehicles to determine which vehicle has the best "fuel economy"		
Sup	Leaving a 30-centimetre perimeter from the walls, measure the length and width of a rectangular room and calculate the area to determine what size area rug will best fit the room		
M46	Refer to a map and directions to calculate and convert distances		
C4.2	Identify peak production periods by interpreting a line graph		
C4.2	Interpret a pie graph to identify election results		
C4.2	Estimate how much stock to order based on last year's sales		
Sup	Use the previous month's sales data to determine how many cases and types of soft drinks to purchase for the coming month for your school or community snack bar		
Sup	Calculate the average number of finished products produced per week and per month at your place of work		
Sup	Collect data on customer traffic patterns for a one-week period in a local restaurant to inform the scheduling of staff		

GOAL: Employment

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Conduct a simple survey of local residents or classmates to determine attitudes about an issue of concern, and display the data on a suitable type of graph		
M51	Make summary calculations to interpret demographic data		

LEVEL 3			
Tasks		Can Do Already	Cannot Do
C1.3	Compare costs and services from several providers to select a cell phone plan		
Sup	Estimate labour and material costs for a small renovation job to produce a price quote for a customer		
Sup	Determine how much change will be given back to a customer for a bar bill of \$24.67, when the customer gives you a \$50 bill and asks you to keep a 15% tip		
Sup	Prepare a pay stub (including deductions) to determine net pay		
Sup	Track the progress of a \$1000 stock investment on the TSX (Toronto Stock Exchange) for a specified period to calculate the gain or loss		
M40	Create a budget to achieve a financial goal		
C2.3	Create a weekly work schedule for several employees		
C2.3	Adjust a project schedule to accommodate delays		

GOAL: Employment

LEVEL 3 Cont'd		
Tasks	Can Do Already	Cannot Do
Sup	Determine the best investment option by calculating the time required for a fixed amount to produce a particular return at three different compounded interest rates	
Sup	Create a schedule for a two-day round-robin hockey tournament with 16 teams, allowing 75 minutes per game, 15 minutes between games for ice flooding, and a two-hour time limit for semifinal and final games	
Sup	Visit online travel sites and use a travel database to plan, schedule, and budget for a trip	
M44	Create a multi-phase schedule to plan and sequence activities	
C3.3	Calculate paint quantity given room dimensions and paint coverage rates	
C3.3	Calculate the number of cans of tomatoes (in ml) needed when doubling a recipe calling for ounces	
C3.3	Calculate the area of a room that includes a bay window	
C3.3	Estimate the volume of sand required to prepare the foundation for a curved walkway	
C3.3	Create a scale drawing for a shed	
C3.3	Calculate the area of an irregularly shaped room to determine whether furniture and equipment will fit	

GOAL: Employment

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Calculate the angle(s) at which lumber would need to be cut to create a raised triangular flowerbed or other similar structure		
Sup	Determine the number of sprinklers required for an in-ground sprinkler system, given lawn dimensions and the area covered by each sprinkler		
Sup	Create a design for a two-level area, such as a deck, and determine how much material you would require for the floor area of this structure		
M47	Refer to dimensions and quantities to calculate and convert measurements		
C4.3	Monitor a child's growth over time using weight and height percentiles		
C4.3	Calculate the percent change in a population over a given time period		
Sup	Refer to government graphs of employment data for your region, and compare this data to other government data showing the future outlooks for these areas of employment in the same region		
Sup	Estimate the time needed to complete your Learner Plan based on the time you attend, the amount of time you spend outside of class on your schoolwork, and the requirements for your goal completion		
M52	Interpret data and make predictions from income data		
M53	Interpret data and make predictions from employment data		

GOAL: Employment

D Use Digital Technology – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1		
Tasks	Can Do Already	Cannot Do
D.1 Use a debit or credit machine to make a purchase		
D.1 Set or disarm an alarm system		
D.1 Log in to a user account on a computer		
D.1 Delete photos from a digital camera		
D.1 Use basic word processing software, such as Notepad, to write a note		
Sup Fax a resume and cover letter as part of a job application		
Sup Use a hand-held device to record voice notes		
Sup Create a password for access to a personal or work email account		
Sup Use the calculator on the computer to tally weekly expenses		

GOAL: Employment

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Enter names and phone numbers into a pre-formatted table to make a contact list		
M54	Log into a user account on a computer		

LEVEL 2			
Tasks		Can Do Already	Cannot Do
D.2	Send a text message		
D.2	Create and save a simple Excel spreadsheet		
D.2	Establish a wireless connection		
D.2	Use online banking to check a bank balance or pay a bill		
D.2	Program a street navigation GPS unit to find directions to a destination		
D.2	Access a social networking website and post a message		
D.2	Send and receive an email		
D.2	Conduct a keyword search to find a website		
D2	Purchase a bus ticket online		
D.2	Organize digital files into folders		
D.2	Conduct a computer search to locate a recently used document		
D.2	Create a new user account on a computer		
D.2	Download and watch a podcast		

GOAL: Employment

LEVEL 2 Cont'd		
Tasks	Can Do Already	Cannot Do
D.2	Complete an online questionnaire	
Sup	Transfer and save photos from a digital camera to a computer or an external storage device	
Sup	Connect a projector to a desktop or laptop computer to give a presentation	
Sup	Use a document scanner to scan materials that you want to save electronically, as part of your personal portfolio, such as a PLAR portfolio	
Sup	Video-record a presentation by a learner or guest speaker	
Sup	Create an invoice using a spreadsheet template	
Sup	Using presentation software, create a simple slideshow to accompany an oral presentation	
Sup	Using video-editing software, create a photo loop to present photos at an event or special occasion	
M55	Conduct an Internet search	

LEVEL 3		
Tasks	Can Do Already	Cannot Do
D.3	Create a report using a variety of formatting options, such as inserting a table, graph, and contents list	
D.3	Use a handheld GPS unit to record points along a route (e.g. use menus, etc.)	

GOAL: Employment

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
D.3	Find and install a freeware version of software		
D.3	Upload a file and post it on a wiki page		
D.3	Locate and browse several websites to explore career options		
D.3	Re-establish an inoperative internet connection		
D.3	Take an online course that requires participants to upload assignments and use collaborative tools, such as discussion boards		
Sup	Install and configure a local computer printer		
Sup	Use a template to produce a multi-page newsletter for an organization or event		
Sup	Use photography software to create a double-sided brochure for a fundraiser		
Sup	Create a spreadsheet for a small business payroll		
M56	Select a computer program and use a wide range of software features to present information		

GOAL: Employment

E Manage Learning – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Performance Descriptors		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Demonstrating a positive attitude toward learning			
E	Accepting positive feedback and constructive criticism			
E	Recognizing and expressing when I do not know something			
E	Accepting new learning challenges			
E	Willing to work independently			
E	Taking responsibility for my learning			
E	Taking initiative to start working on my own			
E	Taking risks in learning situations that feel unfamiliar			
E	Managing my time (e.g. making realistic estimates about time, meeting deadlines, completing activities and tasks in a logical order)			

GOAL: Employment

Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Attending class regularly and on time			
E	Checking the accuracy of my work			
E	Following instructions			
E	Taking clear and correct notes			
E	Highlighting or underlining key information			
E	Organizing my learning materials			
E	Using a calendar or agenda			
E	Identifying ways to remember information and reinforce what I'm learning (e.g. reviewing my notes)			
E	Creating "to do" lists to keep organized			
M57	Identify the ways you have begun to demonstrate that you can set realistic short-term goals, use learning strategies, and monitor your own learning			
M58	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, have begun to use a variety of learning strategies and monitor and evaluate your own learning			
M59	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate your own learning			

GOAL: Employment

F Engage With Others – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Performance Descriptors		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
F	When I am working with others, I make sure I understand my role and seeks clarification as required			
F	I recognize the roles of others			
F	I am able to acknowledge and identify my responsibilities and those of others			
F	I am able to accepts my share of responsibilities when working with others			
F	I am respectful of others by acknowledging and accepting their perspectives even though I may not agree			
F	When working with others, I am able to be flexible and adapt my behaviour to the demands of the situation			
F	When working with others, I show up prepared to participate and try my best to meet deadlines			

GOAL: Employment

Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
F	I am willing to help others			
F	I am able to make contributions that take into account my strengths and limitations			
F	I recognize that there may be areas of agreement and disagreement when working with others			
F	I am able to identify options for resolving disagreements			
F	When there is a disagreement, I contribute to finding a mutually agreeable resolution			
F	I take positive action to resolve conflict with others			
M60	Engage with others to achieve a shared outcome			

GOAL: Apprenticeship

A Find and Use Information – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1			
Tasks		Can Do Already	Cannot Do
A1.1	Read instructions on a cleaning product label		
A1.1	Read a brief email confirming the date and time of a meeting		
A1.1	Read a brief note from a co-worker		
A1.1	Follow directions to a local retail outlet		
A1.1	Read a note in a log book		
Sup	Read a brief email from a customer who has a question or a concern		
Sup	Read an email to view the agenda for an upcoming meeting		
M1	Read a classified advertisement to extract details such as a company's services. Read an email message to identify the sender, recipient and purpose		

GOAL: Apprenticeship

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
A2.1	Read a parking sign to identify restrictions		
A2.1	Interpret a WHMIS symbol on a product label		
A2.1	Verify contact information on a simple personal information form		
A2.1	Identify books required from a reading list		
Sup	Follow an illustration that outlines proper hand-washing techniques at work		
Sup	Look at a sign to find out the business hours of a store or an office		
M8	Locate product uses and instructions, and interpret symbols on a product label		

LEVEL 2			
Tasks		Can Do Already	Cannot Do
A1.2	Follow instructions in a recipe		
A1.2	Read a brief letter from a landlord about scheduled maintenance and repairs		
A1.2	Read a brochure to learn about a new product or piece of equipment		
A1.2	Read an email outlining project expectations		
Sup	Read a brochure from a utility company describing changes in service		
Sup	Read a recall memo about a faulty appliance from a manufacturer so that you can take the required action		

GOAL: Apprenticeship

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Read a job description to determine your suitability for the position		
M3	Read a detailed information sheet to obtain company and product information		
A2.2	Locate fire exits on a floor plan		
A2.2	Find times and locations of classrooms on a timetable		
A2.2	Review information on a job application form		
A2.2	Refer to a table of contents to find the page number of a troubleshooting section		
A2.2	Interpret survey results displayed in a circle graph		
Sup	Refer to a municipal organizational chart to locate the supervisor of a department		
Sup	Verify information on a personal, work or school form to make sure all the information is complete		
Sup	As research for an upcoming project, review a chart in a consumer guide outlining the various features of a product		
M11	Refer to a table of contents and catalogue to extract and connect detailed information		

GOAL: Apprenticeship

LEVEL 3			
Tasks		Can Do Already	Cannot Do
A1.3	Read a chapter in a textbook to learn about a topic		
A1.3	Read a trade magazine article to learn about industry trends		
Sup	Read three to four letters of complaint from customers to identify problems and possible solutions		
Sup	Read at least three different sources to gather information for a research report		
M6	Read a company policy handbook to connect, evaluate and integrate information		
M7	Read a selection from a textbook or manual to extract and integrate information		
A2.3	Follow a flow chart to learn steps in a process		
A2.3	Interpret a project plan to determine whether adjustments to schedules or activities need to be made		
Sup	Use a postal rate chart to identify the cost of sending a package to a particular location		
Sup	Compare quantities, products, and prices in an order form and corresponding invoice to make sure the invoice is accurate		
M13	Refer to several documents to connect, evaluate and integrate information		

GOAL: Apprenticeship

UN-LEVELED			
Tasks		Can Do Already	Cannot Do
A3	Watch a safety video to learn about the potential hazards in a workplace		
A3	Attend a presentation to learn about a post-secondary program		
A3	Watch a webinar to learn about a topic		
Sup	Attend a brief team meeting to obtain information that you need to be aware of to do your job		
Sup	Watch a first aid training video to be able to identify the five common signs of stroke		
Sup	Watch a video on a library website to learn how to use an electronic article database to locate resources for a project		
Sup	Accurately report detailed observations to your health and safety representative if you witness a workplace accident		
Sup	Attend a job fair about apprenticeship opportunities in Ontario to help you decide which trade you should pursue		
M14	Watch and/or listen to a film, broadcast or presentation to extract information		

GOAL: Apprenticeship

B Communicate Ideas and Information – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1			
Tasks		Can Do Already	Cannot Do
B1.1	Ask for directions to a supplier		
B1.1	Make an appointment		
B1.1	Describe a routine task		
Sup	Greet a regular volunteer at the learning environment, community centre or workplace		
Sup	Show a peer where the lunchroom is located		
M15	Provide directions to a familiar location and instructions for how to carry out a familiar process		
B2.1	Write a reminder note about upcoming plans		
B2.1	Write a brief email to request information		
B2.1	Write a telephone message		

GOAL: Apprenticeship

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
B2.1	Write instructions to describe a simple procedure		
B2.1	Send a text message with directions to a destination		
Sup	Write an email to another learner about the due date for a learning activity		
Sup	Write a paragraph to update your instructor on your progress or to express concern about an issue		
M18	Write brief texts to express thanks to an employer and to make a request		
B3.1	Complete a simple personal information form		
B3.1	Record an appointment in an agenda or calendar		
B3.1	Create a sign to inform visitors that an elevator is out of order		
B3.1	Write a "to do" list		
M27	Complete a simple form and make entries in a calendar		
M28	Create and organize a to-do list		

GOAL: Apprenticeship

LEVEL 2			
Tasks		Can Do Already	Cannot Do
B1.2	Brainstorm to generate solutions to a problem		
B1.2	Discuss various approaches to a project and express opinions		
B1.2	Explain safety procedures to a co-worker, and answer questions		
Sup	Share opinions with your peers to generate solutions to a problem		
Sup	Explain to your supervisor why you need to request a day off for a non-statutory religious holiday		
Sup	Introduce yourself to a new instructor or a new supervisor at work, and express your opinions about the work you will be doing		
Sup	Participate in a group discussion to determine roles and responsibilities in a group project		
M16	Carry on a brief exchange to share and support your opinion		
B2.2	Write an email to explain steps involved in a project		
B2.2	Write an email explaining why an extension is needed on an assignment		
Sup	Write a memo to other employees outlining the clean-up routine in the coffee room, and assign duties		
Sup	Write an email to another learner explaining the steps involved in a project		

GOAL: Apprenticeship

LEVEL 2 Cont'd		
Tasks	Can Do Already	Cannot Do
M23	Write an email to express interest and to provide information supporting a request	
B3.2	Complete a job application form	
B3.2	Complete a customer satisfaction survey	
B3.2	Draw a floor plan to figure out where to place furniture or equipment	
B3.2	Create a table to compare products, supplies, or services	
Sup	Fill out a maintenance request form to ask for a repair in your residence or at work	
Sup	Complete a survey about a product or service	
Sup	Create a chart for organizing duties for three to four people, such as for carpooling to work or for housecleaning duties	
M29	Complete a registration form to enroll in a course	
M30	Create a table to organize and compare product or service information	
M31	Create a table to organize and compare course information	

GOAL: Apprenticeship

LEVEL 3		
Tasks	Can Do Already	Cannot Do
B1.3	Participate in a job interview	
B1.3	Discuss and support opinions in extended exchanges with peers during an online course	
B1.3	Explore concepts in an extended discussion about politics, comparing and contrasting ideas	
Sup	Mentor a peer who is having difficulty with his or her work	
Sup	Participate in a panel discussion on an educational, a work, or a community topic	
Sup	Make a 15-minute presentation to peers on career research	
M17	Make a 10- to 15-minute presentation to propose a solution, to persuade or to inform others about a topic	
B2.3	Write an incident report describing the events leading up to an accident	
Sup	Write a cover letter for a resume	
Sup	Write an incident report about an accident that happened at work	
Sup	Write a research paper for a school assignment	
Sup	Write an essay related to a career choice based on both primary and secondary research	
M25	Write a formal letter to express concerns and to propose solutions	

GOAL: Apprenticeship

LEVEL 3 Cont'd		
Tasks	Can Do Already	Cannot Do
M26	Write a research paper on your choice of topic	
B3.3	Complete an Employment Insurance application form	
B3.3	Fill out a student loan application	
B3.3	Complete or create a budget template with sub-categories for expenses and income	
B3.3	Create a scale drawing for a front yard landscaping project	
Sup	Complete a performance evaluation form	
Sup	Complete an online application form for a postsecondary program	
M32	Enter information on a somewhat complex form	
M33	Enter information on a somewhat complex form	
M34	Create a multi-phase schedule to display a sequence of activities	
M35	Create a flowchart to illustrate a process described in a text	

GOAL: Apprenticeship

UN-LEVELLED		
Tasks	Can Do Already	Cannot Do
Sup (B4)	Make a card for a friend, relative, co-worker, instructor, or guest presenter	
Sup	Use an arts or crafts medium of your choice to express your thoughts and experiences	
Sup	Creatively promote your program or business in a display of original photographs	
Sup	Design a bulletin board for your learning centre or workplace to display information	
Sup	Collect memorabilia to be used at a gathering to honour a valued person or group	
M36	Use a medium of your choice to express yourself creatively	

GOAL: Apprenticeship

C Understand and Use Numbers – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1			
Tasks		Can Do Already	Cannot Do
C1.1	Compare the cost of buying two or more products at two grocery stores		
C1.1	Keep a running total of travel expenses over the course of a month		
C1.1	Calculate change from a purchase		
Sup	Subtotal the cost of a list of materials for a project		
Sup	Calculate the cost of using public transit for one month to travel from home to the learning centre or from home to work		
Sup	Use coins and bills (or “mock” money) to count out exact change for the purchase of small items		
M37	Refer to flyers and price lists to make simple comparisons and calculations		
C2.1	Use “best before” dates to select fresh foods		

GOAL: Apprenticeship

LEVEL 1 Cont'd		
Tasks	Can Do Already	Cannot Do
C2.1	Calculate the number of hours a class is offered in a week	
C2.1	Calculate travel time from departure and arrival times	
Sup	On your weekly timesheet, add the total number of hours you worked and submit the timesheet to payroll	
Sup	Insert meeting dates with your tutor into your date reminder book	
Sup	Schedule your work day, including two 15-minute breaks and a half-hour lunch break	
Sup	Review the hours a class is offered each week to determine if the course will fit into your present schedule	
Sup	Track the number of minutes per week that you spend doing homework, housework, or another activity	
M41	Read time on digital and analog clocks and calculate elapsed time	
C3.1	Check the temperature on an outdoor thermometer	
Sup	Identify various standard measuring tools to select which ones would be used for different projects or tasks	
Sup	Use Imperial measurement to calculate the dimensions of a room to see how much of a decorative border would be needed	
Sup	Measure different items to practice reading various measurement tools	

GOAL: Apprenticeship

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Estimate the length of a piece of fabric to determine if there is enough material to complete a craft or sewing project		
M45	Identify distances, measure temperature, make simple comparisons and calculations		
C4.1	Estimate the number of packages of paper to purchase for a semester		
Sup	Count classroom books or supplies to determine if more are needed		
Sup	Read a simple bar graph to determine the number of jobs in a specified employment sector		
Sup	Order a numerical list from highest to lowest		
M49	Interpret survey data to make calculations and comparisons		

LEVEL 2			
Tasks		Can Do Already	Cannot Do
C1.2	Calculate cost savings on a purchase during a "15% off" sale		
C1.2	Prepare an invoice calculating unit costs, subtotal, taxes, and total		
C1.2	Estimate the cost of a roast using the price per kilo		
Sup	Calculate the amount of Canadian money needed to purchase \$500 US at today's exchange rate		

GOAL: Apprenticeship

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Calculate the total cost (including HST) for the purchase of three items, such as a piece of clothing, a haircut, and a binder		
Sup	Estimate the labour costs to complete a landscaping job for a customer		
M38	Refer to receipts to verify costs and make calculations		
M39	Refer to receipts to verify costs and make calculations		
C2.2	Calculate the cooking time for a chicken using a rate		
C2.2	Plan one's day by estimating how long activities will take and sequence them accordingly		
C2.2	Calculate the number of hours worked in a week, taking into account breaks		
C2.2	Convert fractions of hours to decimals to complete a timesheet		
C2.2	Convert minutes logged on the Internet to hours and minutes		
Sup	Convert the number of hours to complete a project into days, for the purpose of budgeting		
Sup	Determine the time required for a specific job, using established production rates per person		
M42	Make calculations using a timesheet		
C3.2	Use a map scale to calculate the distance between two points		

GOAL: Apprenticeship

LEVEL 2 Cont'd		
Tasks	Can Do Already	Cannot Do
C3.2	Dilute a cleaning product using a ratio	
C3.2	Estimate whether there is enough flour and sugar on hand to carry out a recipe	
Sup	Use ratios to make a correct gasoline-oil mixture for a piece of equipment	
Sup	Estimate the volume of a fish tank or small pool to determine how much water is needed to fill it	
Sup	Calculate the kilometres per litre on three different vehicles to determine which vehicle has the best "fuel economy"	
Sup	Leaving a 30-centimetre perimeter from the walls, measure the length and width of a rectangular room and calculate the area to determine what size area rug will best fit the room	
M46	Refer to a map and directions to calculate and convert distances	
C4.2	Compare employment rates among graduates from different college programs	
Sup	Calculate the average number of finished products produced per week and per month at your place of work	
M51	Make summary calculations to interpret demographic data	

GOAL: Apprenticeship

LEVEL 3			
Tasks		Can Do Already	Cannot Do
Sup (C1.3)	Estimate labour and material costs for a small renovation job to produce a price quote for a customer		
M40	Create a budget to achieve a financial goal		
C2.3	Adjust a project schedule to accommodate delays		
M44	Create a multi-phase schedule to plan and sequence activities		
C3.3	Calculate paint quantity given room dimensions and paint coverage rates		
C3.3	Calculate the area of a room that includes a bay window		
C3.3	Estimate the volume of sand required to prepare the foundation for a curved walkway		
C3.3	Create a scale drawing for a shed		
C3.3	Calculate the area of an irregularly shaped room to determine whether furniture and equipment will fit		
Sup	Calculate the angle(s) at which lumber would need to be cut to create a raised triangular flowerbed or other similar structure		
Sup	Determine the number of sprinklers required for an in-ground sprinkler system, given lawn dimensions and the area covered by each sprinkler		

GOAL: Apprenticeship

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Create a design for a two-level area, such as a deck, and determine how much material you would require for the floor area of this structure		
M47	Refer to dimensions and quantities to calculate and convert measurements		
C4.3	Collect and interpret income data across several occupations to establish an employment goal		
Sup	Refer to government graphs of employment data for your region, and compare this data to other government data showing the future outlooks for these areas of employment in the same region		
Sup	Graph graduate placement rates from several colleges for the postsecondary program you are considering to help you decide which college to attend		
Sup	Estimate the time needed to complete your Learner Plan based on the time you attend, the amount of time you spend outside of class on your schoolwork, and the requirements for your goal completion		
M52	Interpret data and make predictions from income data		
M53	Interpret data and make predictions from employment data		

GOAL: Apprenticeship

D Use Digital Technology – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1		
Tasks	Can Do Already	Cannot Do
D.1	Use a debit or credit machine to make a purchase	
D.1	Log in to a user account on a computer	
D.1	Delete photos from a digital camera	
D.1	Use basic word processing software, such as Notepad, to write a note	
Sup	Save homework assignments to a flash drive	
Sup	Fax a resume and cover letter as part of a job application	
Sup	Use a hand-held device to record voice notes	
Sup	Create a password for access to a personal or work email account	

GOAL: Apprenticeship

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Use the calculator on the computer to tally weekly expenses		
Sup	Enter names and phone numbers into a pre-formatted table to make a contact list		
M54	Log into a user account on a computer		

LEVEL 2			
Tasks		Can Do Already	Cannot Do
D.2	Send a text message		
D.2	Create and save a simple Excel spreadsheet		
D.2	Establish a wireless connection		
D.2	Send and receive an email		
D.2	Conduct a keyword search to find a website		
D.2	Organize digital files into folders		
D.2	Conduct a computer search to locate a recently used document		
D.2	Create a new user account on a computer		
D.2	Download and watch a podcast		
D.2	Complete an online questionnaire		
Sup	Transfer and save photos from a digital camera to a computer or an external storage device		

GOAL: Apprenticeship

LEVEL 2 Cont'd		
Tasks	Can Do Already	Cannot Do
Sup	Use a document scanner to scan materials that you want to save electronically, as part of your personal portfolio, such as a PLAR portfolio	
Sup	Video-record a presentation by a learner or guest speaker	
Sup	Create an invoice using a spreadsheet template	
M55	Conduct an Internet search	

LEVEL 3		
Tasks	Can Do Already	Cannot Do
D.3	Find and install a freeware version of software	
D.3	Upload a file and post it on a wiki page	
D.3	Locate and browse several websites to explore career options	
D.3	Re-establish an inoperative internet connection	
D.3	Take an online course that requires participants to upload assignments and use collaborative tools, such as discussion boards	
Sup	Install and configure a local computer printer	
Sup	Use scan-and-read software to prepare study notes for an exam	
Sup	Use photography software to create a double-sided brochure for a fundraiser	
M56	Select a computer program and use a wide range of software features to present information	

GOAL: Apprenticeship

E Manage Learning – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Performance Descriptors		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Demonstrating a positive attitude toward learning			
E	Accepting positive feedback and constructive criticism			
E	Recognizing and expressing when I do not know something			
E	Accepting new learning challenges			
E	Willing to work independently			
E	Taking responsibility for my learning			
E	Taking initiative to start working on my own			
E	Taking risks in learning situations that feel unfamiliar			
E	Managing my time (e.g. making realistic estimates about time, meeting deadlines, completing activities and tasks in a logical order)			

GOAL: Apprenticeship

Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Attending class regularly and on time			
E	Checking the accuracy of my work			
E	Following instructions			
E	Taking clear and correct notes			
E	Highlighting or underlining key information			
E	Organizing my learning materials			
E	Using a calendar or agenda			
E	Identifying ways to remember information and reinforce what I'm learning (e.g. reviewing my notes)			
E	Creating "to do" lists to keep organized			
M57	Identify the ways you have begun to demonstrate that you can set realistic short-term goals, use learning strategies, and monitor your own learning			
M58	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, have begun to use a variety of learning strategies and monitor and evaluate your own learning			
M59	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate your own learning			

GOAL: Apprenticeship

F Engage With Others – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Performance Descriptors		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
F	When I am working with others, I make sure I understand my role and seeks clarification as required			
F	I recognize the roles of others			
F	I am able to acknowledge and identify my responsibilities and those of others			
F	I am able to accepts my share of responsibilities when working with others			
F	I am respectful of others by acknowledging and accepting their perspectives even though I may not agree			
F	When working with others, I am able to be flexible and adapt my behaviour to the demands of the situation			
F	When working with others, I show up prepared to participate and try my best to meet deadlines			

GOAL: Apprenticeship

Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
F	I am willing to help others			
F	I am able to make contributions that take into account my strengths and limitations			
F	I recognize that there may be areas of agreement and disagreement when working with others			
F	I am able to identify options for resolving disagreements			
F	When there is a disagreement, I contribute to finding a mutually agreeable resolution			
F	I take positive action to resolve conflict with others			
M60	Engage with others to achieve a shared outcome			

GOAL: Secondary School Credit

A Find and Use Information – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1			
Tasks		Can Do Already	Cannot Do
A1.1	Read a brief email confirming the date and time of a meeting		
A1.1	Read a brief blog entry on a familiar topic		
M2	Read a brief course description to identify course details. Read an email to identify requests		
A2.1	Verify contact information on a simple personal information form		
A2.1	Identify books required from a reading list		
Sup	Look at a sign to find out the business hours of a store or an office		
M9	Locate details and interpret symbols in a course description and a course schedule		

GOAL: Secondary School Credit

LEVEL 2			
Tasks		Can Do Already	Cannot Do
A1.2	Read an email outlining project expectations		
M4	Read a detailed course description to identify course requirements		
A2.2	Locate fire exits on a floor plan		
A2.2	Find times and locations of classrooms on a timetable		
A2.2	Interpret survey results displayed in a circle graph		
Sup	Verify information on a personal, work, or school form to make sure all the information is complete		
M11	Refer to a table of contents and catalogue to extract and connect detailed information		

LEVEL 3			
Tasks		Can Do Already	Cannot Do
A1.3	Read a chapter in a textbook to learn about a topic		
A1.3	Identify the theme in a short story		
A1.3	Read a newspaper article to learn about a current political situation		
Sup	Read three different news accounts of the same event and compare the similarities and differences		
Sup	Read at least three different sources to gather information for a research report		

GOAL: Secondary School Credit

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
M7	Read a selection from a textbook or manual to extract and integrate information		
A2.3	Follow a flow chart to learn steps in a process		
A2.3	Interpret a project plan to determine whether adjustments to schedules or activities need to be made		
M13	Refer to several documents to connect, evaluate and integrate information		

UN-LEVELLED			
Tasks		Can Do Already	Cannot Do
A3	Listen to a podcast to learn about recent events		
A3	Attend a presentation to learn about a post-secondary program		
A3	Watch a webinar to learn about a topic		
Sup	Watch a video on a library website to learn how to use an electronic article database to locate resources for a project		
Sup	As research for a presentation, watch documentary, film, or a news programs that offer differing perspectives on a specific topic		
M14	Watch and/or listen to a film, broadcast or presentation to extract information		

GOAL: Secondary School Credit

B Communicate Ideas and Information – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1			
Tasks		Can Do Already	Cannot Do
B1.1	Make an appointment		
B1.1	Describe a routine task		
Sup	Greet a regular volunteer at the learning environment, community centre, or workplace		
Sup	Show a peer where the lunchroom is located		
M15	Provide directions to a familiar location and instructions for how to carry out a familiar process		
B2.1	Write a reminder note about upcoming plans		
B2.1	Write a brief email to request information		
B2.1	Write instructions to describe a simple procedure		

GOAL: Secondary School Credit

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Write an email to another learner about the due date for a learning activity		
Sup	Write a paragraph to update your instructor on your progress or to express concern about an issue		
M19	Write brief texts to express thanks to a classmate and to make a request		
B3.1	Complete a simple personal information form		
B3.1	Record an appointment in an agenda or calendar		
B3.1	Write a "to do" list		
M27	Complete a simple form and make entries in a calendar		
M28	Create and organize a to-do list		

LEVEL 2			
Tasks		Can Do Already	Cannot Do
B1.2	Make a suggestion to improve the learning environment, and provide a rationale		
B1.2	Brainstorm to generate solutions to a problem		
B1.2	Discuss various approaches to a project and express opinions		
B1.2	Share an opinion about the outcomes of a recent election		

GOAL: Secondary School Credit

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Explain to a small group how to play a short game, such as hangman, Old Maid, Scrabble, Bingo, or Boggle		
Sup	Share opinions with your peers to generate solutions to a problem		
Sup	Introduce yourself to a new instructor or a new supervisor at work, and express your opinions about the work you will be doing		
Sup	Participate in a group discussion to determine roles and responsibilities in a group project		
M16	Carry on a brief exchange to share and support your opinion		
B2.2	Write an email to another learner explaining the steps involved in a project		
B2.2	Write an email explaining why an extension is needed on an assignment		
Sup	Write a three- to four-paragraph composition describing your reasons for pursuing further education		
M23	Write an email to express interest and to provide information supporting a request		
B3.2	Complete a customer satisfaction survey		
Sup	Complete a peer evaluation for an oral presentation		
M29	Complete a registration form to enroll in a course		

GOAL: Secondary School Credit

LEVEL 2 Cont'd		
Tasks	Can Do Already	Cannot Do
M30	Create a table to organize and compare product or service information	
M31	Create a table to organize and compare course information	

LEVEL 3		
Tasks	Can Do Already	Cannot Do
B1.3	Present project results to peers	
B1.3	Discuss and support opinions in extended exchanges with peers during an online course	
B1.3	Explore concepts in an extended discussion about politics, comparing and contrasting ideas	
Sup	Mentor a peer who is having difficulty with his or her work	
Sup	Participate in a panel discussion on an educational, a work, or a community topic	
Sup	Make a 15-minute presentation to peers on career research	
M17	Make a 10- to 15-minute presentation to propose a solution, to persuade or to inform others about a topic	
B2.3	Write a summary to express an opinion on a topic	
B2.3	Write a research essay	

GOAL: Secondary School Credit

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Write a research paper for a school assignment		
Sup	Write an essay related to a career choice based on both primary and secondary research		
M26	Write a research paper on your choice of topic		
B3.3	Complete or create a budget template with sub-categories for expenses and income		
B3.3	Create a flow chart to identify the steps for achieving a goal		
B3.3	Create a reference list of resources used to write an essay		
Sup	Complete a performance evaluation form		
Sup	Complete an online application form for a postsecondary program		
Sup	Create a chart or table to display the results of a detailed survey or questionnaire		
M33	Enter information on a somewhat complex form		
M34	Create a multi-phase schedule to display a sequence of activities		
M35	Create a flowchart to illustrate a process described in a text		

GOAL: Secondary School Credit

UN-LEVELED		
Tasks	Can Do Already	Cannot Do
B4	Tell or sign a story	
B4	Keep a journal or blog to record experiences, feelings, and thoughts	
B4	Make a card for a friend, a relative, an instructor, or a guest presenter	
B4	Select photos to post on a personal social networking page	
Sup	Make a card for a friend, relative, co-worker, instructor or guest presenter	
Sup	Use an arts or crafts medium of your choice to express your thoughts and experiences	
Sup	Creatively promote your program or business in a display of original photographs	
Sup	Design a bulletin board for your learning centre or workplace to display information	
Sup	Write a skit for a workshop or an event	
Sup	Collect memorabilia to be used at a gathering to honour a valued person or group	
Sup	Compose a story or poem for a program or school newsletter	
M36	Use a medium of your choice to express yourself creatively	

GOAL: Secondary School Credit

C Understand and Use Numbers – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1		
Tasks	Can Do Already	Cannot Do
C1.1	Calculate how many notebooks can be purchased for \$20	
Sup	Subtotal the cost of a list of materials for a project	
Sup	Calculate the cost of using public transit for one month to travel from home to the learning centre or from home to work	
M37	Refer to flyers and price lists to make simple comparisons and calculations	
C2.1	Calculate the number of hours a class is offered in a week	
Sup	Insert meeting dates with your tutor into your date reminder book	
Sup	Review the hours a class is offered each week to determine if the course will fit into your present schedule	

GOAL: Secondary School Credit

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Track the number of minutes per week that you spend doing homework, housework, or another activity		
M41	Read time on digital and analog clocks and calculate elapsed time		
Sup (C3.1)	Identify various standard measuring tools to select which ones would be used for different projects or tasks		
Sup	Measure different items to practice reading various measurement tools		
M45	Identify distances, measure temperature, make simple comparisons and calculations		
C4.1	Estimate the number of packages of paper to purchase for a semester		
Sup	Do a repeated coin-toss and record the number of "heads" and "tails" in a simple tally chart		
Sup	Use a pictograph to record classmates' favourite hockey teams		
Sup	Order a numerical list from highest to lowest		
M48	Interpret survey data to make calculations and comparisons		

GOAL: Secondary School Credit

LEVEL 2		
Tasks	Can Do Already	Cannot Do
Sup (C1.2)	Calculate the amount of Canadian money needed to purchase \$500 US at today's exchange rate	
Sup	Calculate the total cost (including HST) for the purchase of three items, such as a piece of clothing, a haircut, and a binder	
M39	Refer to receipts to verify costs and make calculations	
C2.2	Plan one's day by estimating how long activities will take and sequence them accordingly	
C2.2	Convert minutes logged on the Internet to hours and minutes	
M42	Make calculations using a timesheet	
M43	Make calculations using a timesheet	
C3.2	Use a map scale to calculate the distance between two points	
C3.2	Convert kilobytes to megabytes to determine the remaining capacity of an electronic device	
M46	Refer to a map and directions to calculate and convert distances	
C4.2	Calculate the average age of students in class	
C4.2	Collect data and create a bar graph to represent classmates' food preferences	
C4.2	Compare employment rates among graduates from different college programs	

GOAL: Secondary School Credit

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
C4.2	Interpret a pie graph to identify election results		
Sup	Find the average number of learners per day at your learning centre based on a fixed period of time, for example, one week or one month		
Sup	Conduct a simple survey of local residents or classmates to determine attitudes about an issue of concern, and display the data on a suitable type of graph		
M51	Make summary calculations to interpret demographic data		

LEVEL 3			
Tasks		Can Do Already	Cannot Do
M40 (C1.3)	Create a budget to achieve a financial goal		
C2.3	Adjust a project schedule to accommodate delays		
Sup	Determine the best investment option by calculating the time required for a fixed amount to produce a particular return at three different compounded interest rates		
M44	Create a multi-phase schedule to plan and sequence activities		
C3.3	Calculate the area of an irregularly shaped room to determine whether furniture and equipment will fit		
Sup	Calculate the angle(s) at which lumber would need to be cut to create a raised triangular flowerbed or other similar structure		

GOAL: Secondary School Credit

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Determine the number of sprinklers required for an in-ground sprinkler system, given lawn dimensions and the area covered by each sprinkler		
M47	Refer to dimensions and quantities to calculate and convert measurements		
C4.3	Collect and interpret income data across several occupations to establish an employment goal		
C4.3	Calculate the percent change in a population over a given time period		
Sup	Estimate the time needed to complete your Learner Plan based on the time you attend, the amount of time you spend outside of class on your schoolwork, and the requirements for your goal completion		
M52	Interpret data and make predictions from income data		
M53	Interpret data and make predictions from employment data		

GOAL: Secondary School Credit

D Use Digital Technology – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1		
Tasks	Can Do Already	Cannot Do
D.1	Log in to a user account on a computer	
D.1	Delete photos from a digital camera	
D.1	Use basic word processing software, such as Notepad, to write a note	
Sup	Save homework assignments to a flash drive	
Sup	Use a hand-held device to record voice notes	
Sup	Use keyboarding software to practice keyboarding skills	
Sup	Create a password for access to a personal or work email account	
M54	Log into a user account on a computer	

GOAL: Secondary School Credit

LEVEL 2		
Tasks	Can Do Already	Cannot Do
D.2	Send a text message	
D.2	Create and save a simple Excel spreadsheet	
D.2	Establish a wireless connection	
D.2	Send and receive an email	
D.2	Conduct a keyword search to find a website	
D.2	Organize digital files into folders	
D.2	Conduct a computer search to locate a recently used document	
D.2	Create a new user account on a computer	
D.2	Download and watch a podcast	
D.2	Complete an online questionnaire	
Sup	Transfer and save photos from a digital camera to a computer or an external storage device	
Sup	Connect a projector to a desktop or laptop computer to give a presentation	
Sup	Use a document scanner to scan materials that you want to save electronically, as part of your personal portfolio, such as a PLAR portfolio	
Sup	Video-record a presentation by a learner or guest speaker	
Sup	Using presentation software, create a simple slideshow to accompany an oral presentation	
M55	Conduct an Internet search	

GOAL: Secondary School Credit

LEVEL 3		
Tasks	Can Do Already	Cannot Do
D.3	Create a report using a variety of formatting options, such as inserting a table, graph, and contents list	
D.3	Find and install a freeware version of software	
D.3	Upload a file and post it on a wiki page	
D.3	Locate and browse several websites to explore career options	
D.3	Re-establish an inoperative internet connection	
D.3	Take an online course that requires participants to upload assignments and use collaborative tools, such as discussion boards	
Sup	Create an oral book report with a smartpen	
Sup	Use a text-to-speech program to proofread an essay	
Sup	Use scan-and-read software to prepare study notes for an exam	
M56	Select a computer program and use a wide range of software features to present information	

GOAL: Secondary School Credit

E Manage Learning – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Performance Descriptors		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Demonstrating a positive attitude toward learning			
E	Accepting positive feedback and constructive criticism			
E	Recognizing and expressing when I do not know something			
E	Accepting new learning challenges			
E	Willing to work independently			
E	Taking responsibility for my learning			
E	Taking initiative to start working on my own			
E	Taking risks in learning situations that feel unfamiliar			
E	Managing my time (e.g. making realistic estimates about time, meeting deadlines, completing activities and tasks in a logical order)			

GOAL: Secondary School Credit

Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Attending class regularly and on time			
E	Checking the accuracy of my work			
E	Following instructions			
E	Taking clear and correct notes			
E	Highlighting or underlining key information			
E	Organizing my learning materials			
E	Using a calendar or agenda			
E	Identifying ways to remember information and reinforce what I'm learning (e.g. reviewing my notes)			
E	Creating "to do" lists to keep organized			
M57	Identify the ways you have begun to demonstrate that you can set realistic short-term goals, use learning strategies, and monitor your own learning			
M58	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, have begun to use a variety of learning strategies and monitor and evaluate your own learning			
M59	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate your own learning			

GOAL: Secondary School Credit

F Engage With Others – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Performance Descriptors		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
F	When I am working with others, I make sure I understand my role and seeks clarification as required			
F	I recognize the roles of others			
F	I am able to acknowledge and identify my responsibilities and those of others			
F	I am able to accepts my share of responsibilities when working with others			
F	I am respectful of others by acknowledging and accepting their perspectives even though I may not agree			
F	When working with others, I am able to be flexible and adapt my behaviour to the demands of the situation			
F	When working with others, I show up prepared to participate and try my best to meet deadlines			

GOAL: Secondary School Credit

Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
F	I am willing to help others			
F	I am able to make contributions that take into account my strengths and limitations			
F	I recognize that there may be areas of agreement and disagreement when working with others			
F	I am able to identify options for resolving disagreements			
F	When there is a disagreement, I contribute to finding a mutually agreeable resolution			
F	I take positive action to resolve conflict with others			
M60	Engage with others to achieve a shared outcome			

GOAL: Postsecondary

A Find and Use Information – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1			
Tasks		Can Do Already	Cannot Do
A1.1	Read a brief email confirming the date and time of a meeting		
A1.1	Read a brief blog entry on a familiar topic		
M2	Read a brief course description to identify course details. Read an email to identify requests		
A2.1	Verify contact information on a simple personal information form		
A2.1	Identify books required from a reading list		
Sup	Look at a sign to find out the business hours of a store or an office		
M9	Locate details and interpret symbols in a course description and a course schedule		

GOAL: Postsecondary

LEVEL 2			
Tasks		Can Do Already	Cannot Do
A1.2	Read an email outlining project expectations		
M4	Read a detailed course description to identify course requirements		
A2.2	Locate fire exits on a floor plan		
A2.2	Find times and locations of classrooms on a timetable		
A2.2	Interpret survey results displayed in a circle graph		
Sup	Verify information on a personal, work or school form to make sure all the information is complete		
M11	Refer to a table of contents and catalogue to extract and connect detailed information		

LEVEL 3			
Tasks		Can Do Already	Cannot Do
A1.3	Read a chapter in a textbook to learn about a topic		
A1.3	Identify the theme in a short story		
A1.3	Read a newspaper article to learn about a current political situation		
Sup	Read three different news accounts of the same event and compare the similarities and differences		
Sup	Read at least three different sources to gather information for a research report		

GOAL: Postsecondary

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
M7	Read a selection from a textbook or manual to extract and integrate information		
A2.3	Follow a flow chart to learn steps in a process		
A2.3	Interpret a project plan to determine whether adjustments to schedules or activities need to be made		
M13	Refer to several documents to connect, evaluate and integrate information		

UN-LEVELLED			
Tasks		Can Do Already	Cannot Do
A3	Listen to a podcast to learn about recent events		
A3	Watch a webinar to learn about a topic		
Sup	Watch a video on a library website to learn how to use an electronic article database to locate resources for a project		
Sup	As research for a presentation, watch documentary, film, or a news programs that offer differing perspectives on a specific topic		
M14	Watch and/or listen to a film, broadcast or presentation to extract information		

GOAL: Postsecondary

B Communicate Ideas and Information – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1			
Tasks		Can Do Already	Cannot Do
B1.1	Make an appointment		
B1.1	Describe a routine task		
Sup	Greet a regular volunteer at the learning environment, community centre, or workplace		
Sup	Show a peer where the lunchroom is located		
M15	Provide directions to a familiar location and instructions for how to carry out a familiar process		
B2.1	Write a reminder note about upcoming plans		
B2.1	Write a brief email to request information		
B2.1	Write instructions to describe a simple procedure		

GOAL: Postsecondary

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Write an email to another learner about the due date for a learning activity		
Sup	Write a paragraph to update your instructor on your progress or to express concern about an issue		
M19	Write brief texts to express thanks to a classmate and to make a request		
B3.1	Complete a simple personal information form		
B3.1	Record an appointment in an agenda or calendar		
B3.1	Write a "to do" list		
M27	Complete a simple form and make entries in a calendar		
M28	Create and organize a to-do list		

LEVEL 2			
Tasks		Can Do Already	Cannot Do
B1.2	Make a suggestion to improve the learning environment, and provide a rationale		
B1.2	Brainstorm to generate solutions to a problem		
B1.2	Discuss various approaches to a project and express opinions		
B1.2	Share an opinion about the outcomes of a recent election		

GOAL: Postsecondary

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Share opinions with your peers to generate solutions to a problem		
Sup	Introduce yourself to a new instructor or a new supervisor at work, and express your opinions about the work you will be doing		
Sup	Participate in a group discussion to determine roles and responsibilities in a group project		
M16	Carry on a brief exchange to share and support your opinion		
B2.2	Write an email to explain steps involved in a project		
B2.2	Write an email explaining why an extension is needed on an assignment		
Sup	Write an email to another learner explaining the steps involved in a project		
Sup	Write a three- to four-paragraph composition describing your reasons for pursuing further education		
M23	Write an email to express interest and to provide information supporting a request		
B3.2	Complete a customer satisfaction survey		
Sup	Complete a peer evaluation for an oral presentation		
Sup	Complete a survey about a product or service		
Sup	Fill out a tuition refund request		

GOAL: Postsecondary

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
M29	Complete a registration form to enroll in a course		
M30	Create a table to organize and compare product or service information		
M31	Create a table to organize and compare course information		

LEVEL 3			
Tasks		Can Do Already	Cannot Do
B1.3	Present project results to peers		
B1.3	Discuss and support opinions in extended exchanges with peers during an online course		
B1.3	Explore concepts in an extended discussion about politics, comparing and contrasting ideas		
Sup	Mentor a peer who is having difficulty with his or her work		
Sup	Participate in a panel discussion on an educational, a work, or a community topic		
Sup	Make a 15-minute presentation to peers on career research		
M17	Make a 10- to 15-minute presentation to propose a solution, to persuade or to inform others about a topic		
B2.3	Write a summary to express an opinion on a topic		

GOAL: Postsecondary

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
B2.3	Write a research essay		
Sup	Write a research paper for a school assignment		
Sup	Write an essay related to a career choice based on both primary and secondary research		
M26	Write a research paper on your choice of topic		
B3.3	Complete or create a budget template with sub-categories for expenses and income		
B3.3	Create a flow chart to identify the steps for achieving a goal		
B3.3	Create a reference list of resources used to write an essay		
Sup	Complete a performance evaluation form		
Sup	Complete an online application form for a postsecondary program		
Sup	Create a chart or table to display the results of a detailed survey or questionnaire		
M33	Enter information on a somewhat complex form		
M34	Create a multi-phase schedule to display a sequence of activities		
M35	Create a flowchart to illustrate a process described in a text		

GOAL: Postsecondary

UN-LEVELED		
Tasks	Can Do Already	Cannot Do
B4	Make a card for a friend, a relative, an instructor, or a guest presenter	
B4	Select photos to post on a personal social networking page	
Sup	Make a card for a friend, relative, co-worker, instructor, or guest presenter	
Sup	Use an arts or crafts medium of your choice to express your thoughts and experiences	
Sup	Creatively promote your program or business in a display of original photographs	
Sup	Design a bulletin board for your learning centre or workplace to display information	
Sup	Write a skit for a workshop or an event	
Sup	Collect memorabilia to be used at a gathering to honour a valued person or group	
Sup	Compose a story or poem for a program or department newsletter	
M36	Use a medium of your choice to express yourself creatively	

GOAL: Postsecondary

C Understand and Use Numbers – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1		
Tasks	Can Do Already	Cannot Do
C1.1	Calculate how many notebooks can be purchased for \$20	
Sup	Subtotal the cost of a list of materials for a project	
Sup	Calculate the cost of using public transit for one month to travel from home to the learning centre or from home to work	
M37	Refer to flyers and price lists to make simple comparisons and calculations	
C2.1	Calculate the number of hours a class is offered in a week	
Sup	Insert meeting dates with your tutor into your date reminder book	
Sup	Review the hours a class is offered each week to determine if the course will fit into your present schedule	

GOAL: Postsecondary

LEVEL 1 Cont'd			
Tasks		Can Do Already	Cannot Do
Sup	Track the number of minutes per week that you spend doing homework, housework, or another activity		
M41	Read time on digital and analog clocks and calculate elapsed time		
Sup (C3.1)	Identify various standard measuring tools to select which ones would be used for different projects or tasks		
Sup	Measure different items to practice reading various measurement tools		
M45	Identify distances, measure temperature, make simple comparisons and calculations		
C4.1	Estimate the number of packages of paper to purchase for a semester		
Sup	Order a numerical list from highest to lowest		
M48	Interpret survey data to make calculations and comparisons		

LEVEL 2			
Tasks		Can Do Already	Cannot Do
Sup (C1.2)	Calculate the amount of Canadian money needed to purchase \$500 US at today's exchange rate		
Sup	Calculate the total cost (including HST) for the purchase of school supplies for the semester		
M39	Refer to receipts to verify costs and make calculations		

GOAL: Postsecondary

LEVEL 2 Cont'd			
Tasks		Can Do Already	Cannot Do
C2.2	Plan one's day by estimating how long activities will take and sequence them accordingly		
C2.2	Convert minutes logged on the Internet to hours and minutes		
M43	Make calculations using a timesheet		
C3.2	Use a map scale to calculate the distance between two points		
C3.2	Convert kilobytes to megabytes to determine the remaining capacity of an electronic device		
M46	Refer to a map and directions to calculate and convert distances		
C4.2	Calculate the average age of students in class		
C4.2	Collect data and create a bar graph to represent classmates' food preferences		
C4.2	Compare employment rates among graduates from different college programs		
C4.2	Interpret a pie graph to identify election results		
Sup	Conduct a simple survey of local residents or classmates to determine attitudes about an issue of concern, and display the data on a suitable type of graph		
M51	Make summary calculations to interpret demographic data		

GOAL: Postsecondary

LEVEL 3			
Tasks		Can Do Already	Cannot Do
Sup (C1.3)	Calculate the total interest cost from three financial institutions to determine the most economical choice for borrowing money to purchase a new item or to pay for your college tuition fees		
M40	Create a budget to achieve a financial goal		
C2.3	Adjust a project schedule to accommodate delays		
Sup	Determine the best investment option by calculating the time required for a fixed amount to produce a particular return at three different compounded interest rates		
M44	Create a multi-phase schedule to plan and sequence activities		
C3.3	Calculate the area of an irregularly shaped room to determine whether furniture and equipment will fit		
Sup	Calculate the angle(s) at which lumber would need to be cut to create a raised triangular flowerbed or other similar structure		
Sup	Determine the number of sprinklers required for an in-ground sprinkler system, given lawn dimensions and the area covered by each sprinkler		
M47	Refer to dimensions and quantities to calculate and convert measurements		
C4.3	Collect and interpret income data across several occupations to establish an employment goal		

GOAL: Postsecondary

LEVEL 3 Cont'd			
Tasks		Can Do Already	Cannot Do
C4.3	Calculate the percent change in a population over a given time period		
Sup	Graph graduate placement rates from several colleges for the postsecondary program you are considering to help you decide which college to attend		
Sup	Estimate the time needed to complete your Learner Plan based on the time you attend, the amount of time you spend outside of class on your schoolwork, and the requirements for your goal completion		
M52	Interpret data and make predictions from income data		
M53	Interpret data and make predictions from employment data		

GOAL: Postsecondary

D Use Digital Technology – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1		
Tasks	Can Do Already	Cannot Do
D.1	Log in to a user account on a computer	
D.1	Delete photos from a digital camera	
D.1	Use basic word processing software, such as Notepad, to write a note	
Sup	Save homework assignments to a flash drive	
Sup	Use a hand-held device to record voice notes	
Sup	Use keyboarding software to practice keyboarding skills	
Sup	Create a password for access to a personal or work email account	
Sup	Use the calculator on the computer to tally weekly expenses	
M54	Log into a user account on a computer	

GOAL: Postsecondary

LEVEL 2		
Tasks	Can Do Already	Cannot Do
D.2	Send a text message	
D.2	Create and save a simple Excel spreadsheet	
D.2	Establish a wireless connection	
D.2	Send and receive an email	
D.2	Conduct a keyword search to find a website	
D.2	Organize digital files into folders	
D.2	Conduct a computer search to locate a recently used document	
D.2	Create a new user account on a computer	
D.2	Download and watch a podcast	
D.2	Complete an online questionnaire	
Sup	Transfer and save photos from a digital camera to a computer or an external storage device	
Sup	Connect a projector to a desktop or laptop computer to give a presentation	
Sup	Use a document scanner to scan materials that you want to save electronically, as part of your personal portfolio, such as a PLAR portfolio	
Sup	Video-record a presentation by a learner or guest speaker	
Sup	Using presentation software, create a simple slideshow to accompany an oral presentation	
M55	Conduct an Internet search	

GOAL: Postsecondary

LEVEL 3			
Tasks		Can Do Already	Cannot Do
D.3	Create a report using a variety of formatting options, such as inserting a table, graph, and contents list		
D.3	Find and install a freeware version of software		
D.3	Upload a file and post it on a wiki page		
D.3	Locate and browse several websites to explore career options		
D.3	Re-establish an inoperative internet connection		
D.3	Take an online course that requires participants to upload assignments and use collaborative tools, such as discussion boards		
Sup	Use a text-to-speech program to proofread an essay		
Sup	Use scan-and-read software to prepare study notes for an exam		
M56	Select a computer program and use a wide range of software features to present information		

GOAL: Postsecondary

E Manage Learning – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Performance Descriptors		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Demonstrating a positive attitude toward learning			
E	Accepting positive feedback and constructive criticism			
E	Recognizing and expressing when I do not know something			
E	Accepting new learning challenges			
E	Willing to work independently			
E	Taking responsibility for my learning			
E	Taking initiative to start working on my own			
E	Taking risks in learning situations that feel unfamiliar			
E	Managing my time (e.g. making realistic estimates about time, meeting deadlines, completing activities and tasks in a logical order)			

GOAL: Postsecondary

Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Attending class regularly and on time			
E	Checking the accuracy of my work			
E	Following instructions			
E	Taking clear and correct notes			
E	Highlighting or underlining key information			
E	Organizing my learning materials			
E	Using a calendar or agenda			
E	Identifying ways to remember information and reinforce what I'm learning (e.g. reviewing my notes)			
E	Creating "to do" lists to keep organized			
M57	Identify the ways you have begun to demonstrate that you can set realistic short-term goals, use learning strategies, and monitor your own learning			
M58	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, have begun to use a variety of learning strategies and monitor and evaluate your own learning			
M59	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate your own learning			

GOAL: Postsecondary

F Engage With Others – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Performance Descriptors		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
F	When I am working with others, I make sure I understand my role and seeks clarification as required			
F	I recognize the roles of others			
F	I am able to acknowledge and identify my responsibilities and those of others			
F	I am able to accepts my share of responsibilities when working with others			
F	I am respectful of others by acknowledging and accepting their perspectives even though I may not agree			
F	When working with others, I am able to be flexible and adapt my behaviour to the demands of the situation			
F	When working with others, I show up prepared to participate and try my best to meet deadlines			

GOAL: Postsecondary

Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
F	I am willing to help others			
F	I am able to make contributions that take into account my strengths and limitations			
F	I recognize that there may be areas of agreement and disagreement when working with others			
F	I am able to identify options for resolving disagreements			
F	When there is a disagreement, I contribute to finding a mutually agreeable resolution			
F	I take positive action to resolve conflict with others			
M60	Engage with others to achieve a shared outcome			

GOAL: Independence

A Find and Use Information – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
A1.1	Read instructions on a cleaning product label			
A1.1	Read a brief email confirming the date and time of a meeting			
A1.1	Follow directions to a local retail outlet			
A1.1	Read a brief blog entry on a familiar topic			
Sup	Read instructions from a drug insert to find out the correct dosage			
Sup	Read and follow the instructions for cooking a frozen dinner			
Sup	Read a newspaper ad to find a used kitchen appliance or power tool			
Sup	In a child's journal, read a brief teacher's note about an upcoming appointment			

GOAL: Independence

LEVEL 1 Cont'd					
Tasks		Can Do Already	Cannot Do	Would Like to Learn	
M1	Read a classified advertisement to extract details such as a company's services. Read an email message to identify the sender, recipient and purpose				
A2.1	Find the expiry date on a coupon				
A2.1	Read a parking sign to identify restrictions				
A2.1	Read a clothing label to identify washing instructions				
A2.1	Verify contact information on a simple personal information form				
Sup	Locate arrival times on a bus schedule to meet a friend				
Sup	Look at the label on a food product to find the nutrition facts, such as the calories per serving and the vitamin content				
Sup	Identify the telephone number for the poison control centre in a list of emergency contacts				
Sup	Look at a sign to find out the business hours of a store or an office				
M8	Locate product uses and instructions, and interpret symbols on a product label				

LEVEL 2					
Tasks		Can Do Already	Cannot Do	Would Like to Learn	
A1.2	Follow instructions in a recipe				
A1.2	Read a brief letter from a landlord about scheduled maintenance and repairs				

GOAL: Independence

LEVEL 2 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
A1.2	Read a flyer from a municipality about the recycling program			
A1.2	Read an email outlining project expectations			
Sup	Read a brochure from a utility company describing changes in service			
Sup	Read a recall memo about a faulty appliance from a manufacturer so that you can take the required action			
Sup	Read a pamphlet about a local attraction to plan a family outing			
Sup	Read an email outlining upcoming community events to choose those that best suit your schedule			
Sup	Read a job description to determine your suitability for the position			
M3	Read a detailed information sheet to obtain company and product information			
A2.2	Locate fire exits on a floor plan			
A2.2	Review information on a job application form			
A2.2	Refer to a table of contents to find the page number of a troubleshooting section			
A2.2	Interpret survey results displayed in a circle graph			
Sup	Read a simple map that provides directions to your child's sports game or activity			

GOAL: Independence

LEVEL 2 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
Sup	Look at a pie chart to determine the cost of books and housing to help plan your child's first year of postsecondary education			
Sup	Refer to a municipal organizational chart to locate the supervisor of a department			
Sup	Use a transportation schedule listed on a website to find out the cost and travel times for a weekend trip			
Sup	Verify information on a personal, work, or school form to make sure all the information is complete			
M10	Locate and connect details in a nutritional label and table			
M11	Refer to a table of contents and catalogue to extract and connect detailed information			

LEVEL 3				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
A1.3	Read a newspaper article to learn about a current political situation			
A1.3	Read a brochure from a utility company describing rebate programs			
A1.3	Compare consumer reviews from a variety of web sites to choose a new computer			
A1.3	Read an information package from a charity to decide whether to make a donation			

GOAL: Independence

LEVEL 3 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
Sup	Read three different news accounts of the same event and compare the similarities and differences			
M5	Read an information package from a charity to connect, evaluate and integrate information			
A2.3	Verify accuracy of income and deductions on an income tax form			
A2.3	Compare a bus route map and a city map to locate the nearest bus stop			
A2.3	Browse classified listings online and in newspapers to search for used furniture			
Sup	Use a postal rate chart to identify the cost of sending a package to a particular location			
M12	Refer to several documents to connect, evaluate and integrate information			

UN-LEVELED				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
A3	Watch a safety video to learn about the potential hazards in a workplace			
A3	Observe a demonstration to learn about the uses of a new product			
A3	Listen to a podcast to learn about recent events			
A3	Watch an ASL vlog to learn about a health-related topic			
A3	Attend a presentation to learn about a post-secondary program			

GOAL: Independence

LEVEL 3 Cont'd					
Tasks		Can Do Already	Cannot Do	Would Like to Learn	
A3	Watch a webinar to learn about a topic				
A3	Attend a public panel discussion on a controversial topic to learn about the different perspectives				
Sup	Obtain a phone number from a television commercial to order an advertised product				
Sup	Attend a short presentation at the library to learn about programs for children or seniors				
Sup	Watch a brief promotional video to learn about becoming a volunteer with a local community organization				
Sup	Watch a first aid training video to be able to identify the five common signs of stroke				
Sup	Attend a workshop at a local hardware store to learn how to perform a household repair				
M14	Watch and/or listen to a film, broadcast or presentation to extract information				

GOAL: Independence

B Communicate Ideas and Information – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
B1.1	Make an appointment			
B1.1	Relate a personal experience during a conversation			
B1.1	Describe a routine task			
B1.1	State a food preference when ordering in a restaurant			
Sup	Greet a regular volunteer at the learning environment, community centre, or workplace			
Sup	Make plans with a friend to see a movie together			
Sup	Let your child's school secretary know the best dates for your parent-teacher interview			
Sup	Give instructions to a child about how to play a simple game			

GOAL: Independence

LEVEL 1 Cont'd			
Tasks	Can Do Already	Cannot Do	Would Like to Learn
Sup	Teach a friend how to do a craft		
M15	Provide directions to a familiar location and instructions for how to carry out a familiar process		
B2.1	Write a reminder note about upcoming plans		
B2.1	Write a thank you note		
B2.1	Write a brief email to request information		
B2.1	Write a telephone message		
B2.1	Write instructions to describe a simple procedure		
B2.1	Send a text message with directions to a destination		
Sup	Write a get-well card to a friend who has been ill, and include a short note		
Sup	Write an email or a note to a friend informing her or him about an upcoming community event		
Sup	Write a brief set of instructions for your child to carry out household chores		
M20	Write brief texts to express thanks to a neighbour and to make a request		
B3.1	Complete a simple personal information form		
B3.1	Record an appointment in an agenda or calendar		
B3.1	Write a cheque		

GOAL: Independence

LEVEL 1 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
B3.1	Write a "to do" list			
Sup	Fill in a visitor log book in a company's front office			
Sup	Complete a simple pledge form to sponsor someone for a walk-a-thon			
Sup	Complete a brief comment card for a business or service			
Sup	Complete an application for membership at a local public library			
Sup	Subscribe to a magazine using a paper-based form			
Sup	Register for a general interest or fitness class			
M27	Complete a simple form and make entries in a calendar			
M28	Create and organize a to-do list			

LEVEL 2				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
B1.2	Brainstorm to generate solutions to a problem			
B1.2	Share an opinion about the outcomes of a recent election			
Sup	Explain to a small group how to play a short game, such as Hangman, Old Maid, Scrabble, Bingo, or Boggle			

GOAL: Independence

LEVEL 2 Cont'd			
Tasks	Can Do Already	Cannot Do	Would Like to Learn
Sup	Share opinions with your peers to generate solutions to a problem		
Sup	Participate in a group discussion to determine roles and responsibilities in a group project		
M16	Carry on a brief exchange to share and support your opinion		
B2.2	Write a notice to advertise an event		
B2.2	Write an email to explain steps involved in a project		
B2.2	Write a letter to request a refund for a product		
Sup	Write a letter to a local business thanking them for their excellent customer service		
Sup	Write a letter to your child's teacher explaining difficulties that he or she is having, and requesting additional help		
Sup	Write a journal entry describing a recent visit, conversation, or disagreement you had with a friend or family member		
M21	Write an email to express interest and to provide information supporting a request		
B3.2	Complete a job application form		
B3.2	Book a hotel room online		
B3.2	Complete a customer satisfaction survey		
B3.2	Draw a floor plan to figure out where to place furniture or equipment		

GOAL: Independence

LEVEL 2 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
B3.2	Create a table to compare products, supplies, or services			
Sup	Complete a medical history form for a doctor or a dentist			
Sup	Fill out a maintenance request form to ask for a repair in your residence or at work			
Sup	Complete a survey about a product or service			
Sup	Create a chart for organizing duties for three to four people, such as for carpooling to work or for housecleaning duties			
M29	Complete a registration form to enroll in a course			
M30	Create a table to organize and compare product or service information			

LEVEL 3				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
B1.3	Participate in a job interview			
B1.3	Negotiate with a service provider to obtain a discount			
B1.3	Explore concepts in an extended discussion about politics, comparing and contrasting ideas			
Sup	Participate in a panel discussion on an educational, a work, or a community topic			
Sup	Propose a change to a by-law for a community organization			

GOAL: Independence

LEVEL 3 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
Sup	Present a report at a meeting, such as a public meeting about a local issue or a parents' meeting about a school issue			
Sup	Negotiate budget requirements as part of a proposal for funding for your small business or community group			
M17	Make a 10- to 15-minute presentation to propose a solution, to persuade or to inform others about a topic			
B2.3	Write a letter to a public official outlining concerns about neighbourhood safety			
B2.3	Write a letter to a post-secondary institution to request accommodations in the classroom			
Sup	Write a letter to the editor or to your mayor expressing your opinion about an environmental or safety issue			
Sup	Write a letter to a public official to ask for a donation to your community group or charity			
M24	Write a formal letter to express concerns and to propose solutions			
B3.3	Complete an Employment Insurance application form			
B3.3	Fill out a student loan application			
B3.3	Complete or create a budget template with sub-categories for expenses and income			
B3.3	Create a scale drawing for a front yard landscaping project			

GOAL: Independence

LEVEL 3 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
Sup	Complete an apartment or automobile lease			
Sup	Fill out an application for power of attorney			
M32	Enter information on a somewhat complex form			
M34	Create a multi-phase schedule to display a sequence of activities			

UN-LEVELED				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
B4	Create a collage (e.g. vision board)			
B4	Write a poem to express oneself			
B4	Tell or sign a story			
B4	Keep a journal or blog to record experiences, feelings, and thoughts			
B4	Make a card for a friend, a relative, an instructor, or a guest presenter			
B4	Select photos to post on a personal social networking page			
Sup	Make a card for a friend, relative, co-worker, instructor, or guest presenter			
Sup	Create a calendar using original photography or artwork for a personal gift or for a group fundraiser			
Sup	Use an arts or crafts medium of your choice to express your thoughts and experiences			

GOAL: Independence

UN-LEVELED Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
Sup	Write a skit for a workshop or an event			
Sup	Collect memorabilia to be used at a gathering to honour a valued person or group			
M36	Use a medium of your choice to express yourself creatively			

GOAL: Independence

C Understand and Use Numbers – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
C1.1	Calculate the retail price of a coat, less a store coupon			
C1.1	Compare the cost of buying two or more products at two grocery stores			
C1.1	Keep a running total of travel expenses over the course of a month			
C1.1	Calculate change from a purchase			
Sup	Fill out twelve postdated cheques to give to a landlord for a one-year lease on an apartment			
Sup	Subtotal the cost of a list of materials for a project			
Sup	Use a food price list in a school newsletter to determine how much money to take to a parent-child event			

GOAL: Independence

LEVEL 1 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
Sup	Calculate the cost of using public transit for one month to travel from home to the learning centre or from home to work			
Sup	Calculate the yearly cost of a household utility or a regular expense			
Sup	Use coins and bills (or "mock" money) to count out exact change for the purchase of small items			
M37	Refer to flyers and price lists to make simple comparisons and calculations			
C2.1	Use a stopwatch to time an event			
C2.1	Use "best before" dates to select fresh foods			
C2.1	Calculate the number of hours a class is offered in a week			
C2.1	Calculate travel time from departure and arrival times			
C2.1	Compare finish times for a marathon			
Sup	Track the number of minutes per week that you spend doing homework, housework, or another activity			
M41	Read time on digital and analog clocks and calculate elapsed time			
C3.1	Use a store flyer to select a desk that is big enough to fit a computer and printer			
C3.1	Check the temperature on an outdoor thermometer			

GOAL: Independence

LEVEL 1 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
C3.1	Compare grams of sodium in two types of soup			
C3.1	Check a child's height against the minimum measure for an amusement park ride			
C3.1	Work out personal weight gain or loss over a period of time			
C3.1	Estimate whether a jacket is the correct size			
C3.1	Compare distances in a ski jumping event			
C3.1	Measure a piece of furniture to see if it will fit through a doorway			
Sup	Identify various standard measuring tools to select which ones would be used for different projects or tasks			
Sup	Combine one-quarter cup sugar and 1 cup boiling water to make a hummingbird food mixture			
Sup	Measure the air pressure in bicycle or car tires			
Sup	Use Imperial measurement to calculate the dimensions of a room to see how much of a decorative border would be needed			
Sup	Estimate the length of a piece of fabric to determine if there is enough material to complete a craft or sewing project			
M45	Identify distances, measure temperature, make simple comparisons and calculations			
C4.1	Compare two boxes of granola bars to find out which box contains more bars			

GOAL: Independence

LEVEL 1 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
C4.1	Calculate the number cars required to take a class of children to a sporting event			
M48	Interpret survey data to make calculations and comparisons			

LEVEL 2				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
C1.2	Calculate the cost of each pair of shoes during a "buy one, get one at 1/2 off" sale			
C1.2	Calculate cost savings on a purchase during a "15% off" sale			
C1.2	Calculate one's share of a restaurant bill including tip			
C1.2	Calculate the unit price of each item sold in a package			
C1.2	Estimate the cost of a roast using the price per kilo			
Sup	Calculate the amount of Canadian money needed to purchase \$500 US at today's exchange rate			
Sup	Calculate the total cost (including HST) for the purchase of three items, such as a piece of clothing, a haircut, and a binder			
Sup	Look at a local grocery store flyer to calculate the cost of 2.5 kg of produce or meat			
Sup	Refer to a restaurant menu to estimate the total bill based on the cost of food, beverage, tax, and tip			

GOAL: Independence

LEVEL 2 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
M38	Refer to receipts to verify costs and make calculations			
C2.2	Calculate the cooking time for a chicken using a rate			
C2.2	Plan one's day by estimating how long activities will take and sequence them accordingly			
C2.2	Convert minutes logged on the Internet to hours and minutes			
C2.2	Convert a departure time from the 24-hour to 12-hour clock			
Sup	Estimate the length of time to do your grocery shopping and to attend an appointment so you can determine whether or not you will be on time to pick up your children from school			
Sup	Convert the number of hours to complete a project into days, for the purpose of budgeting			
Sup	Convert a train, bus, or flight schedule from 24-hour time to 12-hour time, indicating a.m. or p.m. so that your departure and arrival times correspond to your analog clocks			
M42	Make calculations using a timesheet			
C3.2	Adjust quantities to double or half a recipe			
C3.2	Using a floor plan, calculate and compare the square footage of two hotel rooms			
C3.2	Use a map scale to calculate the distance between two points			

GOAL: Independence

LEVEL 2 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
C3.2	Convert kilobytes to megabytes to determine the remaining capacity of an electronic device			
C3.2	Dilute a cleaning product using a ratio			
C3.2	Estimate whether there is enough flour and sugar on hand to carry out a recipe			
Sup	Use ratios to make a correct gasoline-oil mixture for a piece of equipment			
Sup	Estimate the volume of a fish tank or small pool to determine how much water is needed to fill it			
Sup	Calculate the total floor area of the rooms in a residence for a potential rental or sale listing			
Sup	Calculate the kilometres per litre on three different vehicles to determine which vehicle has the best "fuel economy"			
Sup	Leaving a 30-centimetre perimeter from the walls, measure the length and width of a rectangular room and calculate the area to determine what size area rug will best fit the room			
M46	Refer to a map and directions to calculate and convert distances			
C4.2	Compare employment rates among graduates from different college programs			
C4.2	Interpret a pie graph to identify election results			
M50	Make summary calculations to interpret household utility data			

GOAL: Independence

LEVEL 3				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
C1.3	Prepare and monitor a household budget			
C1.3	Compare costs and services from several providers to select a cell phone plan			
C1.3	Calculate and compare the annual costs of owning a car, carpooling, and using public transportation			
Sup	Calculate the total interest cost from three financial institutions to determine the most economical choice for borrowing money to purchase a new item or to pay for your college tuition fees			
Sup	Track the progress of a \$1000 stock investment on the TSX (Toronto Stock Exchange) for a specified period to calculate the gain or loss			
M40	Create a budget to achieve a financial goal			
C2.3	Identify and schedule activities			
Sup	Determine the best investment option by calculating the time required for a fixed amount to produce a particular return at three different compounded interest rates			
Sup	Visit online travel sites and use a travel database to plan, schedule, and budget for a trip			
M44	Create a multi-phase schedule to plan and sequence activities			
C3.3	Calculate paint quantity given room dimensions and paint coverage rates			

GOAL: Independence

LEVEL 3 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
C3.3	Calculate the number of cans of tomatoes (in ml) needed when doubling a recipe calling for ounces			
C3.3	Calculate the area of a room that includes a bay window			
C3.3	Estimate the volume of sand required to prepare the foundation for a curved walkway			
C3.3	Create a scale drawing for a shed			
C3.3	Calculate the area of an irregularly shaped room to determine whether furniture and equipment will fit			
Sup	Calculate the angle(s) at which lumber would need to be cut to create a raised triangular flowerbed or other similar structure			
Sup	Determine the number of sprinklers required for an in-ground sprinkler system, given lawn dimensions and the area covered by each sprinkler			
Sup	Complete a scale drawing of a birdhouse to submit to a design competition			
Sup	Create a design for a two-level area, such as a deck, and determine how much material you would require for the floor area of this structure			
M47	Refer to dimensions and quantities to calculate and convert measurements			
C4.3	Collect and interpret income data across several occupations to establish an employment goal			
C4.3	Monitor a child's growth over time using weight and height percentiles			

GOAL: Independence

LEVEL 3 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
C4.3	Predict which sports team will win the championship using team and player statistics			
C4.3	Estimate expected household internet data usage for the next year, taking into account previous patterns of use and changing family needs			
Sup	Estimate the time needed to complete your Learner Plan based on the time you attend, the amount of time you spend outside of class on your schoolwork, and the requirements for your goal completion			
M52	Interpret data and make predictions from income data			
M53	Interpret data and make predictions from employment data			

GOAL: Independence

D Use Digital Technology – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

LEVEL 1				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
D.1	Use a debit or credit machine to make a purchase			
D.1	Set or disarm an alarm system			
D.1	Log in to a user account on a computer			
D.1	Change the temperature setting on a digital thermostat			
D.1	Delete photos from a digital camera			
D.1	Use basic word processing software, such as Notepad, to write a note			
Sup	Use a blood pressure sleeve at the pharmacy to monitor your health			
Sup	Create a password for access to a personal or work email account			
Sup	Use the calculator on the computer to tally weekly expenses			

GOAL: Independence

LEVEL 1 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
Sup	Enter names and phone numbers into a pre-formatted table to make a contact list			
M54	Log into a user account on a computer			

LEVEL 2				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
D.2	Send a text message			
D.2	Create and save a simple Excel spreadsheet			
D.2	Establish a wireless connection			
D.2	Use online banking to check a bank balance or pay a bill			
D.2	Program a street navigation GPS unit to find directions to a destination			
D.2	Access a social networking website and post a message			
D.2	Send and receive an email			
D.2	Conduct a keyword search to find a website			
D.2	Purchase a bus ticket online			
D.2	Organize digital files into folders			
D.2	Conduct a computer search to locate a recently used document			
D.2	Create a new user account on a computer			
D.2	Download and watch a podcast			

GOAL: Independence

LEVEL 2 Cont'd			
Tasks	Can Do Already	Cannot Do	Would Like to Learn
D.2	Complete an online questionnaire		
Sup	Transfer and save photos from a digital camera to a computer or an external storage device		
Sup	Connect a projector to a desktop or laptop computer to give a presentation at an event or special occasion		
Sup	Use a document scanner to scan materials that you want to save electronically, as part of your personal portfolio, such as a PLAR portfolio		
Sup	Using video-editing software, create a photo loop to present photos at an event or special occasion		
Sup	Use word processing software to create a simple poster or notice about a community event		
M55	Conduct an Internet search		

LEVEL 3			
Tasks	Can Do Already	Cannot Do	Would Like to Learn
D.3	Create a report using a variety of formatting options, such as inserting a table, graph, and contents list		
D.3	Use a handheld GPS unit to record points along a route (e.g. use menus, etc.)		
D.3	Find and install a freeware version of software		
D.3	Upload a file and post it on a wiki page		

GOAL: Independence

LEVEL 3 Cont'd				
Tasks		Can Do Already	Cannot Do	Would Like to Learn
D.3	Locate and browse several websites to explore career options			
D.3	Program a universal remote to use with a television, DVD player, and digital tuner			
D.3	Re-establish an inoperative internet connection			
D.3	Take an online course that requires participants to upload assignments and use collaborative tools, such as discussion boards			
Sup	Find and download an e-reader application to a digital device			
Sup	Install and configure a local computer printer			
Sup	Use tax preparation software to complete your personal income tax			
Sup	Use a template to produce a multi-page newsletter for an organization or event			
Sup	Use photography software to create a double-sided brochure for a fundraiser			
Sup	Install and configure a firewall on a personal computer for security protection			
M56	Select a computer program and use a wide range of software features to present information			

GOAL: Independence

E Manage Learning – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Performance Descriptors		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Demonstrating a positive attitude toward learning			
E	Accepting positive feedback and constructive criticism			
E	Recognizing and expressing when I do not know something			
E	Accepting new learning challenges			
E	Willing to work independently			
E	Taking responsibility for my learning			
E	Taking initiative to start working on my own			
E	Taking risks in learning situations that feel unfamiliar			
E	Managing my time (e.g. making realistic estimates about time, meeting deadlines, completing activities and tasks in a logical order)			

GOAL: Independence

Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Attending class regularly and on time			
E	Checking the accuracy of my work			
E	Following instructions			
E	Taking clear and correct notes			
E	Highlighting or underlining key information			
E	Organizing my learning materials			
E	Using a calendar or agenda			
E	Identifying ways to remember information and reinforce what I'm learning (e.g. reviewing my notes)			
E	Creating "to do" lists to keep organized			
M57	Identify the ways you have begun to demonstrate that you can set realistic short-term goals, use learning strategies, and monitor your own learning			
M58	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, have begun to use a variety of learning strategies and monitor and evaluate your own learning			
M59	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate your own learning			

GOAL: Independence

F Engage With Others – Self-Assessment

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Performance Descriptors		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
F	When I am working with others, I make sure I understand my role and seeks clarification as required			
F	I recognize the roles of others			
F	I am able to acknowledge and identify my responsibilities and those of others			
F	I am able to accepts my share of responsibilities when working with others			
F	I am respectful of others by acknowledging and accepting their perspectives even though I may not agree			
F	When working with others, I am able to be flexible and adapt my behaviour to the demands of the situation			
F	When working with others, I show up prepared to participate and try my best to meet deadlines			

GOAL: Independence

Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
F	I am willing to help others			
F	I am able to make contributions that take into account my strengths and limitations			
F	I recognize that there may be areas of agreement and disagreement when working with others			
F	I am able to identify options for resolving disagreements			
F	When there is a disagreement, I contribute to finding a mutually agreeable resolution			
F	I take positive action to resolve conflict with others			
M60	Engage with others to achieve a shared outcome			

LEARNER SELF-ASSESSMENT

Goal: _____

NAME	
DATE	

INSTRUCTIONS:

Put a checkmark (✓) in the appropriate box according to what you can do as of today.

Competency A – Find and Use Information			
Tasks		Can Do Already	Cannot Do
A1.1	Read a brief email confirming the date and time of a meeting		
A1.2	Read an email outlining project expectations		
A1.3	Read a newspaper article to learn about a current situation		
A2.1	Verify contact information on a simple personal information form		
A2.2	Locate fire exits on a floor plan		
A2.2	Interpret survey results displayed in a circle graph		
M11	Refer to a table of contents and catalogue to extract and connect detailed information		
A2.3	Follow a flow chart to learn steps in a process		

LEARNER SELF-ASSESSMENT

Find and Use Information Cont'd			
Tasks		Can Do Already	Cannot Do
A2.3	Interpret a project plan to determine whether adjustments to schedules or activities need to be made		
A3	Watch a webinar to learn about a topic		
M14	Watch and/or listen to a film, broadcast or presentation to extract information		

Competency B – Communicate Ideas and Information			
Tasks		Can Do Already	Cannot Do
B1.1	Make an appointment		
B1.1	Describe a routine task		
M15	Provide directions to a familiar location and instructions for how to carry out a familiar process		
B1.2	Brainstorm to generate solutions to a problem		
B1.2	Discuss various approaches to a project and express opinions		
M16	Carry on a brief exchange to share and support your opinion		
B1.3	Discuss and support opinions in extended exchanges with peers during an online course		
B1.3	Explore concepts in an extended discussion about politics, comparing and contrasting ideas		

LEARNER SELF-ASSESSMENT

Communicate Ideas and Information Cont'd			
Tasks		Can Do Already	Cannot Do
M17	Make a 10- to 15-minute presentation to propose a solution, to persuade or to inform others about a topic		
B2.1	Write a reminder note about upcoming plans		
B2.1	Write a brief email to request information		
B2.1	Write instructions to describe a simple procedure		
B2.2	Write an email to explain steps involved in a project		
B2.3	Write a summary to express an opinion on a topic		
B3.1	Complete a simple personal information form		
B3.1	Record an appointment in an agenda or calendar		
B3.1	Write a "to do" list		
M27	Complete a simple form and make entries in a calendar		
M28	Create and organize a to-do list		
B3.2	Complete a customer satisfaction survey		
M29	Complete a registration form to enroll in a course		
M30	Create a table to organize and compare product or service information		

LEARNER SELF-ASSESSMENT

Competency – Communicate Ideas and Information Cont'd			
Tasks		Can Do Already	Cannot Do
B3.3	Complete or create a budget template with sub-categories for expenses and income		
M34	Create a multi-phase schedule to display a sequence of activities		
B4	Make a card for a friend, a relative, an instructor, or a guest presenter		
M36	Use a medium of your choice to express yourself creatively		

Competency C – Understand and Use Numbers			
Tasks		Can Do Already	Cannot Do
M37 (C1.1)	Refer to flyers and price lists to make simple comparisons and calculations		
M40 (C1.3)	Create a budget to achieve a financial goal		
C2.1	Calculate travel time from departure and arrival times		
M41 (C2.1)	Read time on digital and analog clocks and calculate elapsed time		
C2.2	Plan one's day by estimating how long activities will take and sequence them accordingly		
C2.2	Convert minutes logged on the Internet to hours and minutes		
C2.3	Adjust a project schedule to accommodate delays		

LEARNER SELF-ASSESSMENT

Understand and Use Numbers Cont'd			
Tasks		Can Do Already	Cannot Do
M44	Create a multi-phase schedule to plan and sequence activities		
M45 (C3.1)	Identify distances, measure temperature, make simple comparisons and calculations		
C3.2	Use a map scale to calculate the distance between two points		
C3.2	Convert kilobytes to megabytes to determine the remaining capacity of an electronic device		
M46	Refer to a map and directions to calculate and convert distances		
C3.3	Calculate the area of an irregularly shaped room to determine whether furniture and equipment will fit		
M47	Refer to dimensions and quantities to calculate and convert measurements		
C4.2	Compare employment rates among graduates from different college programs		
C4.2	Interpret a pie graph to identify election results		
C4.3	Collect and interpret income data across several occupations to establish an employment goal		
M52	Interpret data and make predictions from income data		
M53	Interpret data and make predictions from employment data		

LEARNER SELF-ASSESSMENT

Competency D – Use Digital Technology			
Tasks		Can Do Already	Cannot Do
D.1	Log in to a user account on a computer		
D.1	Delete photos from a digital camera		
D.1	Use basic word processing software, such as Notepad, to write a note		
M54	Log in to a user account on a computer		
D.2	Send a text message		
D.2	Create and save a simple Excel spreadsheet		
D.2	Establish a wireless connection		
D.2	Send and receive an email		
D.2	Conduct a keyword search to find a website		
D.2	Organize digital files into folders		
D.2	Conduct a computer search to locate a recently used document		
D.2	Create a new user account on a computer		
D.2	Download and watch a podcast		
D.2	Complete an online questionnaire		
M55	Conduct an Internet search		
D.3	Find and install a freeware version of software		
D.3	Upload a file and post it on a wiki page		

LEARNER SELF-ASSESSMENT

Competency – Use Digital Technology Cont'd			
Tasks		Can Do Already	Cannot Do
D.3	Locate and browse several websites to explore career options		
D.3	Re-establish an inoperative Internet connection		
D.3	Take an online course that requires participants to upload assignments and use collaborative tools, such as discussion boards		
M56	Select a computer program and use a wide range of software features to present information		

Competency E – Manage Learning				
Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This
E	Demonstrating a positive attitude toward learning			
E	Accepting positive feedback and constructive criticism			
E	Recognizing and expressing when I do not know something			
E	Accepting new learning challenges			
E	Willing to work independently			
E	Taking responsibility for my learning			
E	Taking initiative to start working on my own			

LEARNER SELF-ASSESSMENT

Competency – Manage Learning Cont'd					
Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This	
E	Taking risks in learning situations that feel unfamiliar				
E	Managing my time (e.g. making realistic estimates about time, meeting deadlines, completing activities and tasks in a logical order)				
E	Attending class regularly and on time				
E	Checking the accuracy of my work				
E	Following instructions				
E	Taking clear and correct notes				
E	Highlighting or underlining key information				
E	Organizing my learning materials				
E	Using a calendar or agenda				
E	Identifying ways to remember information and reinforce what I'm learning (e.g. reviewing my notes)				
E	Creating "to do" lists to keep organized				
M57	Identify the ways you have begun to demonstrate that you can set realistic short-term goals, use learning strategies, and monitor your own learning				

LEARNER SELF-ASSESSMENT

Competency – Manage Learning Cont'd					
Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This	
M58	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, have begun to use a variety of learning strategies and monitor and evaluate your own learning				
M59	Identify the ways you have demonstrated that you can set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate your own learning				

Competency F – Engage With Others					
Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This	
F	When I am working with others, I make sure I understand my role and seeks clarification as required				
F	I recognize the roles of others				
F	I am able to acknowledge and identify my responsibilities and those of others				
F	I am able to accepts my share of responsibilities when working with others				
F	I am respectful of others by acknowledging and accepting their perspectives even though I may not agree				

LEARNER SELF-ASSESSMENT

Competency – Engage With Others					
Tasks		I'm Good at This	I'm Not Very Good at This	I Would Like to Work on This	
F	When working with others, I am able to be flexible and adapt my behaviour to the demands of the situation				
F	When working with others, I show up prepared to participate and try my best to meet deadlines				
F	I am willing to help others				
F	I am able to make contributions that take into account my strengths and limitations				
F	I recognize that there may be areas of agreement and disagreement when working with others				
F	I am able to identify options for resolving disagreements				
F	When there is a disagreement, I contribute to finding a mutually agreeable resolution				
F	I take positive action to resolve conflict with others				
M60	Engage with others to achieve a shared outcome				