

# Milestones User Guide

Ontario Ministry of Training, Colleges and Universities

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# Introduction

This guide has been developed to support practitioners in Ontario's Literacy and Basic Skills (LBS) Program who are working with the Ontario Adult Literacy Curriculum Framework (OALCF). It provides guidance on the administration, scoring and interpretation of milestones.

The OALCF is the new cornerstone of Employment Ontario's LBS Program which helps adult learners work toward achieving their goals. Employment Ontario is the Ontario Ministry of Training, Colleges and Universities' (MTCU) employment and training network.

## What are milestones?

Milestones are goal-related assessment activities that learners complete to demonstrate their abilities to carry out goal-related tasks. Each milestone is directly related to one competency, task group or level within the curriculum framework. Milestones are intended to reflect the types of tasks learners will need to perform once they reach their goals. As such, milestones use documents, texts, situations and interactions drawn from employment, further education, further training and everyday life contexts as their starting point. Learners demonstrate their ability to meet task demands by interacting with materials in the ways they would outside literacy programs.

Each milestone includes everything necessary for the practitioner to administer, score and interpret learner performance. This includes administration instructions, inputs (e.g., documents, texts, writing prompts), questions for learners, scoring notes and evaluation criteria. See Appendix A for a sample.

Each milestone includes:

### Administration and scoring instructions for assessors

**Administration and scoring instructions for assessors**

**Setting Up the Assessment**

Before the assessment, ensure that the materials are ready to be used. The materials are organized into sections that correspond to the competencies and task groups that the milestone assesses. The materials are organized into sections that correspond to the competencies and task groups that the milestone assesses.

**Administering the Assessment**

1. Provide the materials to the learner. The materials are organized into sections that correspond to the competencies and task groups that the milestone assesses.

**Scoring the Assessment**

1. Review the learner's responses. The learner's responses are organized into sections that correspond to the competencies and task groups that the milestone assesses.

### Inputs for learners

**Inputs for learners**

**Table A: Materials for the Assessment**

Material	Competency	Task Group	Level
Document 1	Reading	Understanding	Level 1
Document 2	Reading	Understanding	Level 2
Document 3	Reading	Understanding	Level 3
Document 4	Reading	Understanding	Level 4
Document 5	Reading	Understanding	Level 5
Document 6	Reading	Understanding	Level 6
Document 7	Reading	Understanding	Level 7
Document 8	Reading	Understanding	Level 8
Document 9	Reading	Understanding	Level 9
Document 10	Reading	Understanding	Level 10
Document 11	Reading	Understanding	Level 11
Document 12	Reading	Understanding	Level 12
Document 13	Reading	Understanding	Level 13
Document 14	Reading	Understanding	Level 14
Document 15	Reading	Understanding	Level 15
Document 16	Reading	Understanding	Level 16
Document 17	Reading	Understanding	Level 17
Document 18	Reading	Understanding	Level 18
Document 19	Reading	Understanding	Level 19
Document 20	Reading	Understanding	Level 20

### Questions for learners

**Questions for learners**

**Table B: Questions for the Assessment**

Question	Competency	Task Group	Level
1. What is the main idea of the text?	Reading	Understanding	Level 1
2. What is the main idea of the text?	Reading	Understanding	Level 2
3. What is the main idea of the text?	Reading	Understanding	Level 3
4. What is the main idea of the text?	Reading	Understanding	Level 4
5. What is the main idea of the text?	Reading	Understanding	Level 5
6. What is the main idea of the text?	Reading	Understanding	Level 6
7. What is the main idea of the text?	Reading	Understanding	Level 7
8. What is the main idea of the text?	Reading	Understanding	Level 8
9. What is the main idea of the text?	Reading	Understanding	Level 9
10. What is the main idea of the text?	Reading	Understanding	Level 10
11. What is the main idea of the text?	Reading	Understanding	Level 11
12. What is the main idea of the text?	Reading	Understanding	Level 12
13. What is the main idea of the text?	Reading	Understanding	Level 13
14. What is the main idea of the text?	Reading	Understanding	Level 14
15. What is the main idea of the text?	Reading	Understanding	Level 15
16. What is the main idea of the text?	Reading	Understanding	Level 16
17. What is the main idea of the text?	Reading	Understanding	Level 17
18. What is the main idea of the text?	Reading	Understanding	Level 18
19. What is the main idea of the text?	Reading	Understanding	Level 19
20. What is the main idea of the text?	Reading	Understanding	Level 20

Milestones are designed for efficient administration; most take between 20 and 40 minutes to administer, and just a few more minutes to score. Typically, they can be administered during regular programming. In some cases, milestones function similarly to assignments that take place over an agreed-upon time period; however, the intention is to keep practitioner time requirements to a minimum. At the time of writing this guide, separate guidelines for administering milestones to e-Channel learners had not been established.

## How were milestones developed?

Milestones were developed in close consultation with literacy practitioners; development activities included field trials and reviews.

The milestone development process began by writing task statements to describe proposed milestones. These statements underwent a validation process whereby practitioners were asked to determine the degree to which the statements described a goal-related task for each of the LBS Program's five goal paths (Employment, Apprenticeship, Secondary School Credit, Postsecondary and Independence). The refined statements were then used as a starting point to develop tasks that met the criteria for each OALCF level, task group and competency in the curriculum framework. Once drafted in English, each milestone was adapted into French. The adaptation process ensured that French milestones are equivalent in complexity to English milestones, and that the language used is appropriate for Franco-Ontarian learners.

Each of the 60 English and 60 French milestones underwent either a field trial or content review, depending on the time required for learners to complete the milestone. Most field trials included between 20 and 50 learners, whose responses were analyzed to identify whether any questions were too difficult, too easy or required clarification. In total, approximately 1,500 samples of completed milestones were collected and analyzed. During field trials and content reviews, practitioners were asked to provide feedback on various aspects of each milestone and to indicate what score a learner should achieve to be considered successful on that milestone.

In addition to field trials and content reviews, a calibration process was carried out. Calibration involved assembling a group of expert practitioners to determine the success criteria for each milestone. The calibration panel members were asked to independently judge success criteria and to consider the input provided by practitioners during field trials and content reviews. During face-to-face meetings, the calibration panel reached consensus on the scores learners should achieve to be considered successful on each milestone.

Milestones underwent a round of revisions once all field input had been received, analyzed and synthesized; those same revisions were considered in the adapted French milestones.

## What do milestones tell us?

Milestones are goal-related assessment activities that are aligned to the curriculum framework and linked to goal paths. They provide a common way for service providers to describe learner performance for reporting and referral purposes and they are one way for learners to see that they are developing the abilities necessary to complete goal-related tasks. Service providers are expected to maintain up-to-date information on the successful completion of milestones in the Employment Ontario Information System Case Management System (EOIS-CaMS). Milestones are one of three indicators for the effectiveness measure *Completion of Goal Path* in the LBS Program Performance Management Framework. Each indicator provides different information of interest to MTCU about the impact of participation in an LBS Program. Milestones also provide MTCU with information about learner progress.

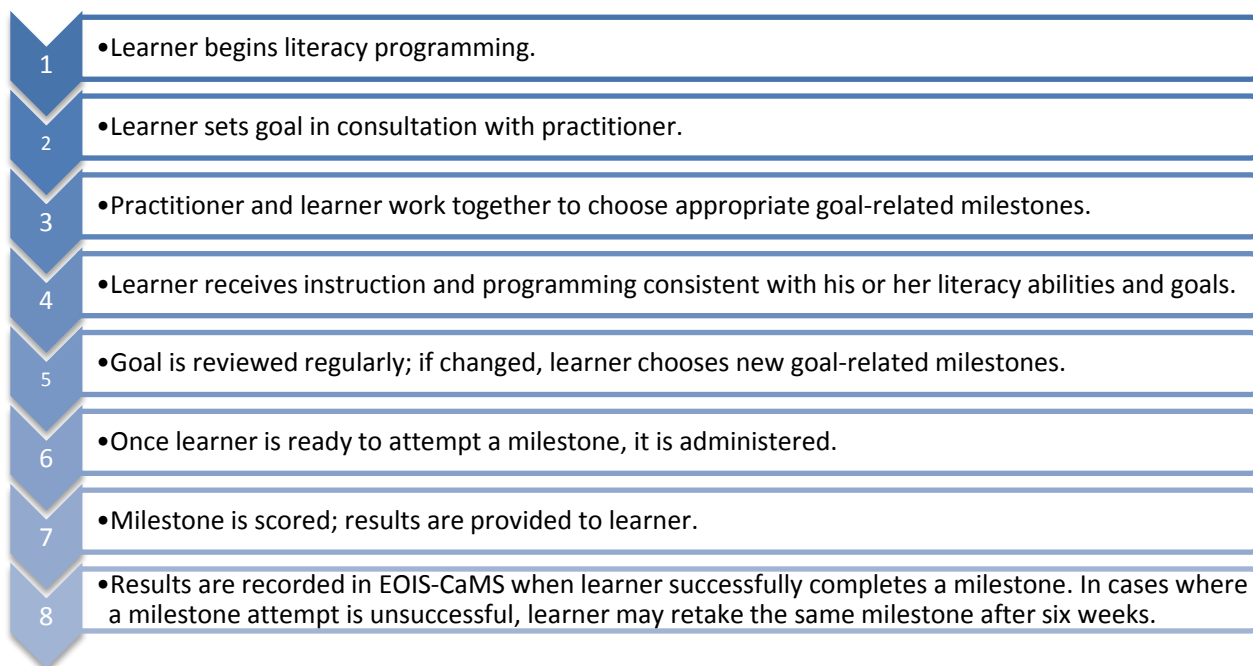
Successful completion of milestones provides evidence that learners can perform goal-related activities at established levels; however, milestones alone do not define the entirety of learners' programs. A learner's program will include skill development, subject-specific content and knowledge, and other tasks and activities to ensure the learner is prepared for the requirements of his or her goal. Practitioners will continue to use their expertise to make programming decisions to help learners achieve their goals.

Although milestones are representative of tasks learners will perform once they transition out of literacy programming, it cannot be concluded that individuals are ready to transition because they have successfully completed their selected milestones. Similarly, it cannot be assumed that a learner who has successfully completed a milestone will be able to perform other tasks at the same level or in the same task group. As just one assessment tool for Ontario's LBS Program, milestones are intended to complement other assessment approaches. Although milestones are an important indicator of learner progress, programs should continue to use other assessment tools they feel provide valuable information for programming purposes. It is the sum of information collected through all assessment that will help practitioners determine when learners are ready to transition out of literacy programming.

## How are milestones to be used within LBS?

To achieve consistency, all milestones include administration instructions and evaluation criteria. Milestones are to be administered and scored in such a way that interpretations of results are consistent between assessment sessions and amongst different practitioners. To ensure that the milestones retain their integrity as an assessment tool and remain secure and confidential, milestones documents should be stored securely. Completed milestones documents should be kept in learner files in locked cabinets and should not be reviewed by learners. Staff will also need to consider where to store any blank or unused milestones documents so they are not accessible for any purposes (including initial assessment, instruction or learning activities) other than those for which they were developed.

The diagram illustrates milestones' use within Ontario's literacy programming.



## Selection of Milestones

All learners must choose a goal path that is most consistent with their goal. Practitioners and learners work together to select the milestones that learners will work towards. Once milestones are selected, these need to be reported to MTCU through EOIS-CaMS. Milestones for Competency E: Manage Learning may be a good place to start in the milestone selection process. Additional milestones may be added to or removed from an active service plan.

This guide contains tools to assist practitioners as they work with learners to choose milestones that are meaningful and appropriate given learners' literacy abilities, goals and interests. The following is a list of the tools in the guide:

- The selection guidelines described below are intended to help practitioners work through a selection process with learners. The selection process is designed to take place within the first few weeks of the program.
- The Milestone Sample (Appendix A) can be shown to learners to help them understand what milestones look like and what they will be expected to do.
- The Milestone Index (Appendix B) provides a brief description of each milestone, along with an indication of its level and goal path. It has been designed for use when deciding with learners which milestones they wish and need to work towards.

## Identify goal and interests

A discussion about goals and interests should begin within the first few weeks of the program, but is likely to continue well beyond that. The information a learner shares about goals and interests is used to identify the goal path and associated milestones that may be most suitable for a learner. Some learners may need to engage in goal-setting activities if they are unclear about their goal. In this situation, it may take longer to identify the goal path and related milestones. *An Introduction to Goal Path Descriptions for Practitioners and Learners* provides information about goals and associated literacy program content. This and other resources are available in the OALCF section of the MTCU website.

## Identify levels

The practitioner will need to determine the OALCF level(s) at which the learner can perform tasks. Instructors can also monitor the learner's abilities during the first few weeks of the program to gain a more complete picture of the learner's strengths and weaknesses.

The practitioner will need to connect assessment results and learner performance in the classroom to the levels described in the curriculum framework. Individual learners may perform tasks at different levels in different task groups and competencies, so attention will need to be paid to these differences.

In the absence of a tool specifically designed to identify the OALCF level(s) at which a learner can perform tasks, other tools that provide information about the Essential Skills levels of learners or tasks may prove useful. Examples of such tools, already used by LBS Programs, include CABS, CAMERA and TOWES. OALCF levels are informed by the same factors that determine complexity in the Essential Skills framework; practitioners can draw direct connections between the Essential Skills levels of tasks in existing assessments and the OALCF levels.

Alternatively, program staff can analyze their current assessment tools against the curriculum framework to understand the competencies, task groups and levels they assess. Practitioners then have the opportunity to consider how results on their own assessment tools relate to learners' abilities on other learning activities, milestones and culminating tasks. Over time, practitioners will gain a better understanding of the relationship between the tools and the OALCF system.

## Identify potential milestones

The practitioner should draw on information gathered about the learner's goal, interests and level(s) to select potential milestones that he or she will work towards by referring to the Milestone Index (Appendix B). The learner's previous educational experience may also be a consideration in selecting appropriate milestones.

The table below shows the indicator codes that correspond to the curriculum framework and to the milestones. For example, a practitioner may identify that a learner is able to read continuous texts at level 1, but struggles with reading tasks at level 2. In a scenario such as this, a suitable milestone for a learner

whose goal requires him or her to read continuous texts at level 2 would be from the A1.2 category (Read continuous text, level 2), as the learner is working **towards** level 2. The practitioner should first consider the learner's goals and interests to select amongst the A1.2 milestones.

Competency	Task Group	Indicator codes		
		Level 1	Level 2	Level 3
A Find and Use Information	<b>A1</b> Read continuous text	A1.1	A1.2	A1.3
	<b>A2</b> Interpret documents	A2.1	A2.2	A2.3
	<b>A3</b> Extract information from films, broadcasts and presentations	A3		
B Communicate Ideas and Information	<b>B1</b> Interact with others	B1.1	B1.2	B1.3
	<b>B2</b> Write continuous text	B2.1	B2.2	B2.3
	<b>B3</b> Complete and create documents	B3.1a, b	B3.2a, b	B3.3a, b
	<b>B4</b> Express oneself creatively	B4		
C Understand and Use Numbers	<b>C1</b> Manage money	C1.1	C1.2	C1.3
	<b>C2</b> Manage time	C2.1	C2.2	C2.3
	<b>C3</b> Use measures	C3.1	C3.2	C3.3
	<b>C4</b> Manage data	C4.1	C4.2	C4.3
D Use Digital Technology	n/a	D.1	D.2	D.3
E Manage Learning	n/a	E.1	E.2	E.3
F Engage with Others	n/a	F		

For each indicator code, there is at least one milestone. Many indicator codes, however, have two or three associated milestones. Practitioners should refer to the Milestone Index (Appendix B) to identify all the milestones related to each indicator code.

## Work with the learner to choose milestones

Once a list of potential milestones has been identified, the practitioner and learner can work together to choose the goal-related milestones that the learner needs to work towards. It may be worthwhile to explain that the literacy program will help the learner achieve success on the selected milestones but will not focus exclusively on them. It should be made clear that the goal of literacy programming is to help the learner develop all the abilities necessary to succeed once he or she transitions out of the program.

Practitioners may find that learners have interests and needs that extend beyond their chosen goal path. For example, a learner on the employment goal path may also have some independence needs. In these cases, a learner should be given the option of selecting milestones from another goal path as long as the milestone is consistent with the learner's needs. Most milestones, however, will be related to the learner's chosen goal path.



The learner and practitioner will choose the milestones the learner needs to complete the goal path. These should be chosen across the range of competencies and task groups (see table above) to fully reflect the learner's needs and goals. The amount of time the learner spends in the program, and the intensity of the program will determine how many milestones the learner will actually complete.

In a group setting, the learner may select some milestones in common with his or her peers while others may be unique to the individual.

## Review selected milestones

Over time, there may be a need to replace the milestones that were initially selected. A learner may wish to replace a milestone selected earlier with a new milestone because his or her goal has changed. A practitioner may decide that a selected milestone is no longer level-appropriate, given new information about the learner's abilities to perform tasks within a given task group. A practitioner and a learner may also decide together to add new milestones to those already selected once the learner has successfully completed the initial set of milestones. Reviewing selected milestones provides an opportunity for the practitioner to verify that the milestones selected for a learner are still the most suitable.

## Administration

Milestones should be administered by service provider staff who have knowledge of assessment, experience scoring standardized assessments and are familiar with this guide.

Instructions in the milestones documents address 'the assessor'. This has been done to emphasize that the responsibilities of administering and scoring milestones are different from an instructor's usual responsibilities. Within agencies, it may be that dedicated assessors carry out the job of administering and scoring milestones, although it will often be instructors or other program staff who do this work. When service providers are able to separate assessment functions from instruction, it is easier for assessors to score objectively, which increases the reliability of results.

Separating the functions of assessors and instructors can involve having one staff member score all milestones, or pairing instructors so they can administer and score the milestones of the other instructor's learners. Although this may not be feasible in small agencies, wherever possible, arrangements should be made so that instructors are not required to score their own learners' milestones.

Milestones have been designed to be used in their original form, following consistent administration and scoring guidelines. These measures ensure that the experience and outcomes related to attempting a milestone are equivalent for all learners. No changes can be made to the milestones themselves to adapt them for learners with special needs. This includes making any changes to documents, texts, prompts or questions or administering only partial milestones.

## Identify learner readiness

A milestone is an opportunity to demonstrate what has been learned. For instructors, this means paying attention to the competency and task group within the curriculum framework to which each milestone belongs, in order to prepare learners adequately.

In deciding when a learner is ready to attempt a milestone, the practitioner should review the milestone's associated task group and level, as well as the milestone itself, and consider the following questions:

- Has the learner received instruction on similar tasks?
- Has the learner developed the skills, knowledge and abilities that must be applied in the milestone?
- Has the learner successfully completed similar tasks?
- Does the learner feel ready to try an assessment activity?

If the answer is 'yes' to all the questions above, it is likely that the learner is ready to attempt the milestone. In situations where a learner expresses an unwillingness to attempt a milestone, a discussion with the learner may help. This discussion can focus on the ways in which the learner has been prepared during instruction. It may also be helpful to provide examples to the learner of tasks he or she has completed that have served as preparation for the milestone.

## Schedule the milestone

For milestones designed to take place in one sitting, the practitioner should block off enough time in the day's schedule for learners to finish the milestone. Milestones have been designed to allow learners to show the extent of their abilities; as such, they do not have time limits associated with them. Learners are encouraged to take the time they need to finish the activity. Nevertheless, scheduling milestones too close to breaks or the end of the day can have the effect of rushing learners. Most milestones have been designed to take learners between 20 and 40 minutes to complete. The estimated times for each milestone, derived from field trials, is included in the Milestone Index (Appendix B) and on the first page of the milestone. Again, these are estimates for planning purposes and not time limits.

Some milestones are intended to take place over an extended period of time. For these milestones, timelines will need to be established with learners and should take into account the program schedule, intensity and the learner's other activities and responsibilities. A balance should be struck between allowing enough time for the learner to produce his or her best work and too prolonged a time period, which can be difficult for both the learner and the practitioner to manage.

A practitioner may wish to administer more than one milestone in a sitting. The time estimates provided will help to ensure learners are given enough time to finish without feeling rushed. It may be beneficial to schedule a break after a learner has completed one or two milestones.

## Choose milestone version

Twenty-two of the 60 milestones available in the original version, published in March 2012, are also available in a version adapted for face-to-face administration. Milestones adapted for face-to-face administration are identified in the Milestone Index (Appendix B) and indicated by the use of “-a” next to the milestone number in the milestone file.

Milestones adapted for face-to-face administration are intended to support learners with limited reading skills. Both versions assess abilities at the same level. Practitioners should review both versions to choose the one that best suits individual learners’ needs.

The primary difference between the original milestones and the milestones adapted for face-to-face administration is the way they are administered. The original milestones can be administered to learners in a group or individually. Typically, learners are asked to read the instructions and questions on their own, and then record their own answers. When using the milestones adapted for face-to-face administration, practitioners work with learners one at a time. Practitioners read the instructions and questions aloud in English or ASL and, depending on the skills targeted by the milestone, they record learners’ responses.

In choosing the version to administer, practitioners should consider whether the learner would be more comfortable completing the milestone independently or whether the learner would prefer to have questions and prompts read aloud to them.

## Find a location

The setting for administering milestones will vary to some extent depending on how the milestone in question is administered. Some milestones require a one-to-one interaction with the practitioner; in these cases, a separate room or a quiet area within a larger room will work well. More often, milestones can be done within a group setting. For most milestones, having a quiet location without interruptions will be sufficient.

## Administer the milestone

The first page of each milestone helps practitioners get ready to administer milestones.

Milestone Sample | A2.2 OALCF | Milestones

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A2.2

Competency A: Find and Use Information  
Task Group A2: Interpret documents

Level 2

Sample	Find locations, contact details using directories			
E: Employment	A: Apprenticeship	S: Secondary School Credit	P: Postsecondary	I: Independence
© No time limit. Estimated time: 15 to 30 minutes.				

**Getting Ready:**

1. Make a single-sided copy of the milestone task(s) for the learner.

**Administering:**

2. Give a copy of the milestone task(s) to the learner.
3. Tell the learner:
  - The reason for the assessment (e.g., *You are completing this milestone to help us monitor your progress towards your goal.*)
  - The number of pages he or she has in the milestone.
  - That there is no time limit.
  - To write his or her name and date in the space(s) provided.
  - To read the instructions before beginning.
4. Once the learner has completed the milestone, collect all sheets and staple them together.

**Scoring:**

5. Use the scoring instructions on the next page to evaluate the learner's work.
6. Count the correct responses and record the total on the learner's response sheet.
7. Use the total score to decide whether the learner has successfully completed the milestone. Successful completion of this milestone demonstrates the learner's ability to interpret sample documents to locate and connect information (Indicator A2.2).
8. If the learner successfully completes the milestone, update the service plan in ECIS-GaMS.

EMPLOYMENT  
ONTARIO

Sample: Not for use as an assessment activity.

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Estimated time the milestone is likely to take a learner to complete. Where a milestone takes place over an extended period of time, a note indicates that timelines are to be established with the learner.

The **Getting Ready** section describes any preparation that is required in advance of administering the milestone. This may include photocopying, customization of response sheets or engaging in a discussion with the learner.

The **Administering** section describes how the milestone should be administered. This typically includes giving out copies of the milestone task(s), providing instructions to learners and providing additional supports such as calculators where permitted.

A milestone is intended to be a reflection of an individual's effort; as such, a learner should not ask another learner or the practitioner for assistance as he or she completes it. The practitioner can, however, answer any procedural questions the learner may have, to ensure he or she has a clear understanding of the assessment process.

When administering the original milestones, practitioners should respond to learners' questions by encouraging them to reread instructions and questions. The practitioner may not read aloud instructions or questions that are intended to be read by learners. When using milestones adapted for face-to-face administration, practitioners follow the instructions and read scripts and questions to the learner. The instructions and questions can be repeated as many times as the learner requires. Where scripts and

questions are provided, the practitioner should not stray from the script. Where scripts are not provided, practitioners can provide clarification as required.

Following these guidelines increases the reliability of results by providing the same conditions and information to each learner who attempts the milestone.

Here are some things to keep in mind when administering milestones:

- Additional supports are not permitted unless indicated on the first page of the milestone.
- The practitioner needs to make high quality copies of inputs and response sheets for each learner who attempts a milestone.
- There is no need to staple the learner's pages together before administering a milestone. In fact, it may be easier for the learner to manage the inputs and response pages if they can be placed side by side while the learner is working on them.
- Scrap paper can be distributed for learner use.
- Once the learner has completed the milestone, the practitioner should gather all milestone-related materials including task inputs and response sheets and staple the learner's sheets together. If scrap paper has been used, it should be collected as well.
- Any pages that the learner does not write on may be reused.
- Milestones do not have time limits.

## Re-administer as required

If a learner does not successfully complete a milestone, there are a few options. The learner may retake the same milestone once some time has passed. An interval of at least **six weeks** between attempts is recommended. Another option is to administer a different milestone with the same indicator code as long as the milestone is related to the learner's interests and needs. Milestones with the same indicator code are similar in their level of complexity, and as such can be substituted for one another.

# Scoring

General scoring instructions are provided after the **Getting Ready** and **Administering** sections in each milestone. Following these, detailed and specific scoring instructions are provided for each milestone.

Milestone Sample | A2.2
OALCF | Milestones

**Scoring Instructions:**

Score the milestone according to the responses provided below. There may be some acceptable alternative answers; the assessor must use his or her judgement to decide whether the learner's response is acceptable.

**Answers:** ←

**Task A**  
 Scoring notes: Answers do not need to be written in complete sentences.

1. 243
2. robert@tmko.ca
3. HR Assistant
4. Elena Lombardi
5. valerie@tmko.ca
6. Mike Murphy

**Task B**  
 Scoring notes: Answers do not need to be written in complete sentences.

7. Jose Ramirez \*
8. 201
9. Science
10. 945-5262
11. English and Languages \*\*
12. Jerome Atkinson and Vlad Kozlov \*, \*\*

\* Names can be provided as written in the directory (e.g. Blackwell, Jean) or with first name first (e.g. Jean Blackwell)

\*\* No mark for partial answers or for including incorrect information in the answer.

**Interpretation:** ←

Success = at least 9 / 12

The **Scoring Instructions** section is organized in one of two ways:

- 1) Some milestones have the practitioner compare the learner's responses to a list of correct responses provided in the scoring section as shown in this sample.
- 2) Some milestones have the practitioner evaluate the learner's responses using evaluation criteria provided. The criteria may require the practitioner to evaluate individual aspects of the learner's work, or they may require holistic judgements.

The **Interpretation** section tells the practitioner how many correct answers are required in order for the learner to be considered successful on the milestone.

Sample: Not for use as an assessment activity.

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For a small number of milestones, the practitioner and learner work together to discuss whether success has been achieved.

For milestones that require the learner to write continuous text, additional scoring support is provided in the *Milestones Writing Samples* booklet. Samples of writing produced by literacy learners in Ontario's LBS Program are provided for Milestones 18 to 25 in the booklet.

## Score consistently

It is important that learners, instructors and agency staff within LBS, as well as those working outside LBS feel confident that milestone results are derived in a fair and consistent manner. The scoring procedures outlined below have been established to foster consistency of results across learners and agencies.

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**Step 1** The practitioner reviews the scoring instructions to evaluate the learner's work strictly according to the responses given. The practitioner should read any scoring notes to help him or her decide whether a learner's response should be marked correct or incorrect. Any text that appears in parentheses in the scoring notes is acceptable but not necessary as part of a correct answer. The practitioner may find that a response given by a learner is different from the answers given in the scoring instructions. The practitioner should use his or her judgement to determine if the learner's response is correct or incorrect.

Some milestones allow for partial marks to be given; however, the practitioner may not introduce partial marks to any milestone that does not allow for them.

A learner's response should be considered correct if he or she provides the details requested and no additional incorrect information. Providing incorrect information along with correct information indicates that the learner was unable to demonstrate the ability being assessed.

The practitioner should use the *Milestones Writing Samples* booklet to help score writing consistently.

In some of the numeracy milestones, there is a note that asks the practitioner to determine if the learner's response is based on an earlier incorrect calculation. The milestones are designed so that the learner should not be penalized for the same incorrect answer more than once. To interpret such notes, the practitioner should perform the calculation required by the question using the incorrect previous response provided by the learner. If the learner's response matches the practitioner's calculation, the learner's response should be considered correct. Paying close attention to any such notes will maintain fair and consistent scoring.

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**Step 2** The practitioner calculates and records the learner's score as a fraction of the total score, e.g., 6/8.

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**Step 3** The practitioner compares the learner's score to the success criteria listed in the Interpretation section of the milestone. If the learner's total matches or exceeds the success criteria, the learner is considered to have successfully completed the milestone.

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**Step 4** If the learner successfully completes the milestone, the practitioner updates his or her EOIS-CaMS service plan.

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**Step 5** The practitioner stores completed milestones documents in a secure location. The learner should not have an opportunity to review his or her completed milestone(s). The only exceptions are those milestones for which the learner and practitioner are required to work together to determine if a milestone was completed successfully.

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# Debriefing Results

## Provide general feedback

When debriefing results, specific milestone content should not be discussed nor should the completed milestone be shown to the learner. Milestones need to be kept secure because they will be used repeatedly and sometimes more than once with the same learner. Debriefing should provide general information about what the learner has demonstrated success on and what he or she still needs to work on. The practitioner may share the overall result with the learner; however, it is important that the debriefing not focus on how a learner did on individual items. Firstly, this style of debriefing may focus the learner's attention too narrowly on trying to achieve success on particular items, rather than on the more general learning that needs to occur to demonstrate success. Secondly, this approach exposes the learner to the milestone content once again, potentially increasing his or her familiarity with it.

During debriefing, the practitioner can use the indicator statement to provide feedback to the learner.

The following is an example of appropriate feedback that can be provided to a learner who has successfully completed a milestone similar to the sample:

*You successfully completed this milestone. You showed that you were able to interpret documents to locate information. You were also able to make connections between information in one part of the document to another part of the document.*

In cases where the learner has not successfully completed a milestone similar to the sample, the following feedback can be provided:

*You showed that you are able to locate information in documents. Your milestone results also showed that you could use some more practice. It looks like you have trouble finding details and you also struggle with making connections between information in different parts of documents.*

## Discuss next steps

Beyond sharing with the learner whether the milestone was completed successfully, the practitioner should also indicate how milestone results will affect future programming. If the milestone was completed successfully, the practitioner and learner can discuss program implications. These may include focusing on development in other competencies and task groups, or continuing to focus on the same competency and task group. If the milestone was not completed successfully, the discussion may focus on the ways in which instruction will address any gaps so that the next attempt is successful.

To a learner who has successfully completed a milestone like the sample, the practitioner might say:

*Now that you have successfully shown your ability to work with these kinds of documents, your program focus will shift to the other abilities you need to develop to achieve your goal. But, since your goal will require you to interpret these kinds of documents regularly, we will continue to give you practice activities to help you manage once you leave our program.*



To a learner who has not successfully completed a milestone like the sample, the practitioner might say:

*Since your goal will require you to interpret these kinds of documents, we'll be continuing to help you develop these abilities. We'll teach you strategies that you can use to locate details and make connections in both familiar and unfamiliar documents. We'll show you documents to help you see the similarities between documents. We'll also give you lots of practice.*

## EOIS-CaMS and Reporting

Service providers are expected to enter and maintain learner information in EOIS-CaMS including the following:

- goal path
- profile
- assessment results
- learning activities
- milestones
- culminating task completion
- additional supports
- supported referrals

MTCU produces weekly operational and monthly performance reports pulled from the up-to-date learner information entered into EOIS-CaMS.

The following are some of the ways practitioners can update milestone information in EOIS-CaMS:

- Enter milestone numbers when the service plan is created, if milestones have already been selected.
- Indicate when a learner successfully completes a milestone.
- Make changes to reflect changes in the learner's goals.
- Add new milestones if the learner selects them.

## FAQ

1. *Can a learner in one goal path choose milestones from another goal path?*  
Yes, as long as the milestones are consistent with the learner's needs.
2. *Can a milestone be administered by one practitioner and scored by another?*  
Yes, as long as both individuals have knowledge of assessment practices and familiarity with the milestone administration and scoring guidelines. Separating the instruction and assessment function is a good way to ensure milestones are scored as objectively as possible.
3. *Can a practitioner read aloud instructions to the learner?*  
Each milestone has its own administrative instructions which must be followed. For those milestones designed to be completed independently by the learner, the practitioner may not read aloud instructions or questions that are intended to be read by the learner. For milestones adapted for face-to-face administration, instructions, prompts and questions can be read to the learner as indicated.
4. *Are the milestones that have been adapted for face-to-face administration at the same level as the original milestones?*  
Yes, these milestones assess the same abilities at the same level as the original milestones.
5. *Can changes be made to milestone instructions, documents, texts, prompts or questions?*  
No. Milestones must be administered in their original form to ensure validity and reliability.
6. *Can I give learners extra time to complete a milestone?*  
There are no time limits associated with milestones. The estimated times for each milestone included in the Milestone Index (Appendix B) and on the first page of each milestone are provided for planning purposes only.
7. *Can a learner retake the same milestone?*  
A learner can retake the same milestone after at least six weeks have passed.
8. *Where can I find samples of learner writing to help me score consistently?*  
For milestones that require the learner to write continuous text, additional scoring support is provided in the *Milestones Writing Samples* booklet. The booklet contains samples of learner writing.
9. *Can I show a learner his or her completed milestone during debriefing?*  
No. Feedback on milestones should be generalized.

## Appendix A: Milestone Sample

A2.2

Competency A: **Find and Use Information**Task Group A2: **Interpret documents**

Level 2

Sample		Find locations, contact details using directories		
E: Employment	A: Apprenticeship	S: Secondary School Credit	P: Postsecondary	I: Independence
⌚ No time limit. Estimated time 15 to 30 minutes.				

### Getting Ready:

1. Make a single-sided copy of the milestone task(s) for the learner.

### Administering:

2. Give a copy of the milestone task(s) to the learner.
3. Tell the learner:
  - The reason for the assessment (e.g., *You are completing this milestone to help us monitor your progress towards your goal*).
  - The number of pages he or she has in the milestone.
  - That there is no time limit.
  - To write his or her name and date in the space(s) provided.
  - To read the instructions before beginning.
4. Once the learner has completed the milestone, collect all sheets and staple them together.

### Scoring:

5. Use the scoring instructions on the next page to evaluate the learner's work.
6. Count the correct responses and record the total on the learner's response sheet.
7. Use the total score to decide whether the learner has successfully completed the milestone. Successful completion of this milestone demonstrates the learner's ability to interpret simple documents to locate and connect information (Indicator A2.2).
8. If the learner successfully completes the milestone, update the service plan in EOIS-CaMS.

**Scoring Instructions:**

Score the milestone according to the responses provided below. There may be some acceptable alternative answers; the assessor must use his or her judgement to decide whether the learner's response is acceptable.

**Answers:**

## Task A

Scoring notes: Answers do not need to be written in complete sentences.

1. 243
2. robert@tmkco.ca
3. HR Assistant
4. Elena Lombardi
5. valerie@tmkco.ca
6. Mike Murphy

## Task B

Scoring notes: Answers do not need to be written in complete sentences.

7. Jose Ramirez \*
8. 201
9. Science
10. 945-5262
11. English and Languages \*\*
12. Jerome Atkinson and Vlad Kozlov \*, \*\*

\* Names can be provided as written in the directory (e.g., Blackwell, Jean) or with first name first (e.g., Jean Blackwell)

\*\* No mark for partial answers or for including incorrect information in the answer.

**Interpretation:**

Success = at least 9 / 12

## Task A

Review the staff directory to answer questions 1 to 6 on the Response Sheet.

### TMKO Staff Directory

First Name	Last Name	Title	Extension	E-mail address
Melissa	Chen	Facilitator	242	melissa@tmkco.ca
Jeremy	Coen	Communications Assistant	247	jeremy@tmkco.ca
Giovanni	Costa	HR Supervisor	240	giovanni@tmkco.ca
Veronica	Janssen	Administrative Assistant	243	veronica@tmkco.ca
Valerie	Kim	Facilitator	246	
Jean	Leclerc	Executive Assistant	250	jean@tmkco.ca
Lora	Lewis	HR Assistant	254	lora@tmkco.ca
Mei	Li	Bookkeeper	241	mei@tmkco.ca
Robert	Liao	Support Staff	248	robert@tmkco.ca
Elena	Lombardi	Office Manager	255	elena@tmkco.ca
Mike	Murphy	Administrative Assistant	241	mike@tmkco.ca
Helen	O'Brien	Communications Manager	256	helen@tmkco.ca
Paulo	Ricci	Caretaker	253	paulo@tmkco.ca
Maria	Rossi	Executive Director	257	maria@tmkco.ca
Akiko	Sato	Support Staff	252	akiko@tmkco.ca
Sophia	Taylor	Facilitator	245	sophia@tmkco.ca
Sam	Wang	Facilitator	251	sam@tmkco.ca
Mark	White	Support Staff	249	mark@tmkco.ca
Xu	Zhao	Receptionist	244	xu@tmkco.ca

## Task A: Response Sheet

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the questions below by referring to the staff directory. You do not need to write your answers in complete sentences.

1. What is Veronica Janssen's extension?

\_\_\_\_\_

2. What is Robert Liao's e-mail address?

\_\_\_\_\_

3. Which position does Lora Lewis hold?

\_\_\_\_\_

4. Who is the office manager?

\_\_\_\_\_

5. Valerie Kim was given an e-mail address after this directory was published. What is Valerie Kim's e-mail address?

\_\_\_\_\_

6. There is only one telephone in the bookkeeper's office. What is the name of the person who shares a telephone with the bookkeeper?

\_\_\_\_\_

## Task B

Review the building directory to answer questions 7 to 12 on the Response Sheet.

BUILDING DIRECTORY			
102	Blackwell, Jean	Administration	945-5587
109	Dorchynski, Melville		
102	Singh, Michael		
105	Yee, Karen		
304	Mastroianni, Laura	English	945-5262
301	Ramirez, Jose		
302	Reid, Johanna		
302	Willis, Ken		
201	Johnson, Terri	Mathematics	945-5521
201	Nguyen, Ellen		
204	Solovyov, Boris		
103	Atkinson, Jerome	Science	945-5594
106	Garcia, Teresa		
103	Gupta, Raj		
101	Henry, Michelle		
104	Khan, Nishi		
103	Kozlov, Vlad		
104	Shuster, Samantha		
303	Borges, Claudio	Languages	945-5263

## Task B: Response Sheet

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the questions below by referring to the building directory. You do not need to write your answers in complete sentences.

7. Who works in room 301?

\_\_\_\_\_

8. What room number does Ms Nguyen work in?

\_\_\_\_\_

9. In which department does Teresa work?

\_\_\_\_\_

10. What is the telephone number of Johanna Reid's department?

\_\_\_\_\_

11. Which department(s) is located on the third floor?

\_\_\_\_\_

12. Who shares an office with Raj Gupta?

\_\_\_\_\_




Total:	/12	Successful:	Y	N
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## Appendix B: Milestone Index

The index can be used as an overview of the milestones by practitioners and learners. It can be used when working with the learner to select appropriate milestones.

To read the index:

#	Milestone number
Indicator	Indicator code from the OALCF curriculum framework
Description	Brief summary of the milestone
Goal Paths	Suggested goal paths to which the milestone is related: E = Employment, A = Apprenticeship, S = Secondary School Credit, P = Postsecondary, I = Independence
Time	Approximate number of minutes the milestone is likely to take the learner to complete; ⌚ indicates that timelines need to be established with the learner.
Notes	 Requires additional practitioner preparation  Some parts of the milestone require the assessor to work with the learner one-on-one  Additional tools (e.g., calculators) need to be provided to the learner a Available in version adapted for face-to-face administration

### Competency A: Find and Use Information

#	Indicator	Milestone Description	Goal Paths	Time	Notes
1	A1.1	Read a classified advertisement to extract details such as a company's services. Read an email message to identify the sender, recipient and purpose.	E A I	15 - 30	a
2	A1.1	Read a brief course description to identify course details. Read an email to identify requests.	S P	10 - 20	a
3	A1.2	Read a detailed information sheet to obtain company and product information	E A I	20 - 30	
4	A1.2	Read a detailed course description to identify course requirements.	S P	15 - 30	
5	A1.3	Read an information package from a charity to connect, evaluate and integrate information.	I	20 - 45	
6	A1.3	Read a company policy handbook to connect, evaluate and integrate information.	E A	30 - 50	

Competency A: Find and Use Information					
#	Indicator	Milestone Description	Goal Paths	Time	Notes
7	A1.3	Read a selection from a textbook or manual to extract and integrate information.	A S P		
8	A2.1	Locate product uses and instructions, and interpret symbols on a product label.	E A I	15 - 30	a
9	A2.1	Locate details and interpret symbols in a course description and a course schedule.	S P	10 - 20	a
10	A2.2	Locate and connect details in a nutritional label and table.	I	15 - 30	
11	A2.2	Refer to a table of contents and catalogue to extract and connect detailed information.	E A S P I	20 - 35	
12	A2.3	Refer to several documents to connect, evaluate and integrate information.	E I	20 - 40	
13	A2.3	Refer to several documents to connect, evaluate and integrate information.	A S P	20 - 40	
14	A3	Watch and/or listen to a film, broadcast or presentation to extract information.	E A S P I		 a

Competency B: Communicate Ideas and Information					
#	Indicator	Milestone Description	Goal Paths	Time	Notes
15	B1.1	Provide directions to a familiar location and instructions for how to carry out a familiar process.	E A S P I	5 - 10	a
16	B1.2	Carry on a brief exchange to share and support your opinion.	E A S P I	5 - 10	
17	B1.3	Make a 10- to 15-minute presentation to propose a solution, to persuade or to inform others about a topic.	E A S P I		
18	B2.1	Write brief texts to express thanks to an employer and to make a request.	E A	20 - 40	a
19	B2.1	Write brief texts to express thanks to a classmate and to make a request.	S P	20 - 40	a
20	B2.1	Write brief texts to express thanks to a neighbour and to make a request.	I	20 - 40	a
21	B2.2	Write an email to express interest and to provide information supporting a request.	I	20 - 40	



Competency B: Communicate Ideas and Information					
#	Indicator	Milestone Description	Goal Paths	Time	Notes
22	B2.2	Write an email to express interest and to provide information supporting a request.	E	20 - 40	
23	B2.2	Write an email to express interest and to provide information supporting a request.	A S P	20 - 40	
24	B2.3	Write a formal letter to express concerns and to propose solutions.	I	30 - 45	
25	B2.3	Write a formal letter to express concerns and to propose solutions.	E A	30 - 45	
26	B2.3	Write a research paper on your choice of topic.	A S P		
27	B3.1a	Complete a simple form and make entries in a calendar.	E A S P I	15 - 30	a
28	B3.1b	Create and organize a to-do list.	E A S P I		a
29	B3.2a	Complete a registration form to enroll in a course.	E A S P I	15 - 30	
30	B3.2b	Create a table to organize and compare product or service information.	E A S P I		
31	B3.2b	Create a table to organize and compare course information.	A S P		
32	B3.3a	Enter information on a somewhat complex form.	E A I	30 - 40	
33	B3.3a	Enter information on a somewhat complex form.	A S P		
34	B3.3b	Create a multi-phase schedule to display a sequence of activities.	E A S P I		
35	B3.3b	Create a flowchart to illustrate a process described in a text.	E A S P		
36	B4	Use a medium of your choice to express yourself creatively.	E A S P I		a

Competency C: Understand and Use Numbers					
#	Indicator	Milestone Description	Goal Paths	Time	Notes
37	C1.1	Refer to flyers and price lists to make simple comparisons and calculations.	E A S P I	20 - 40	a
38	C1.2	Refer to receipts to verify costs and make calculations.	E A I	30 - 45	







Competency C: Understand and Use Numbers					
#	Indicator	Milestone Description	Goal Paths	Time	Notes
39	C1.2	Refer to receipts to verify costs and make calculations.	A S P	30 - 40	
40	C1.3	Create a budget to achieve a financial goal.	E A S P I		
41	C2.1	Read time on digital and analog clocks and calculate elapsed time.	E A S P I	20 - 40	a
42	C2.2	Make calculations using a time sheet.	E A S I	20 - 30	
43	C2.2	Make calculations using a time sheet.	S P	20 - 30	
44	C2.3	Create a multi-phase schedule to plan and sequence activities.	E A S P I		
45	C3.1	Identify distances, measure temperature, make simple comparisons and calculations.	E A S P I	20 - 30	a
46	C3.2	Refer to a map and directions to calculate and convert distances.	E A S P I	30 - 45	
47	C3.3	Refer to dimensions and quantities to calculate and convert measurements.	E A S P I	30 - 60	
48	C4.1	Interpret survey data to make calculations and comparisons.	S P I	20 - 30	a
49	C4.1	Interpret survey data to make calculations and comparisons.	E A	15 - 30	a
50	C4.2	Make summary calculations to interpret household utility data.	I	20 - 35	
51	C4.2	Make summary calculations to interpret demographic data.	E A S P	30 - 45	
52	C4.3	Interpret data and make predictions from income data.	E A S P I	30 - 50	
53	C4.3	Interpret data and make predictions from employment data.	E A S P I	30 - 50	

Competency D: Use Digital Technology					
#	Indicator	Milestone Description	Goal Paths	Time	Notes
54	D.1	Log into a user account on a computer.	E A S P I	5	 a
55	D.2	Conduct an Internet search.	E A S P I	10 - 15	



## Competency D: Use Digital Technology

#	Indicator	Milestone Description	Goal Paths	Time	Notes
56	D.3	Select a computer program and use a wide range of software features to present information.	E A S P I		

## Competency E: Manage Learning

#	Indicator	Milestone Description	Goal Paths	Time	Notes
57	E.1	Identify the ways you have begun to demonstrate that you can set realistic short-term goals, use learning strategies, and monitor your own learning.	E A S P I		 a
58	E.2	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.	E A S P I		 a
59	E.3	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.	E A S P I		 a

## Competency F: Engage with Others

#	Indicator	Milestone Description	Goal Paths	Time	Notes
60	F	Engage with others to achieve a shared outcome.	E A S P I		 a