# The Practitioner's Guide to Developing Tasks

## Integrating OALCF Task Development within Ontario's Literacy Programs

Task-Based Activities *for* LBS

Activités axées sur les tâches *pour* l'AFB

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# Guide overview and acknowledgements

This guide is to be used as an accompaniment to the three webinars on creating task-based learning activities. It will expand upon and highlight different sections of the webinar. After viewing the webinars, this guide can be used as a reference for developing authentic tasks and task sets for the five LBS paths.

This webinar training and practitioner guide is the third phase of the **Task-Based Activities Portal** developed by QUILL Learning Network and funded through the Service Delivery Network Development Fund, Ministry of Training, Colleges and Universities. Thank you to the Ministry and the Board of Directors of QUILL Learning Network for their support in this project.

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For further information or to obtain copies of this report, please contact QUILL Learning Network or access an electronic copy at the Task-based Activities portal at **http://taskbasedactivitiesforlbs.ca/**.

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# What is a task?

A simple definition is "a piece of work assigned or done as part of one's duties" (The Free Dictionary). This is really what a literacy task is all about. If we look at the concept that a task we ask a learner to perform is assigned as part of their goal path, then it makes understanding what a task is a little clearer.

Tasks are authentic to the goal path the learner is working towards. This is where the tasks will start to vary – according to the particular goal path. What is authentic to employment is most likely not what is authentic to secondary school credits. This begs the question - what are authentic tasks for goal paths?

**Independence** – ask yourself what does someone need to do in life along the independence goal path? These tasks will be particular to each learner's needs. A learner without children will not need to perform the task of writing a letter to their child's teacher. However, there are some common areas and the following are just a few:

- food, health, cooking
- transportation – bus, vehicle
- time management – appointments, schedules
- money – budgeting, purchasing
- maps – navigating to various sites within a community

**Secondary School Credits** – ask yourself what does someone need to do while taking secondary school credits? These tasks will also be particular to each learner's needs, but some tasks will be more common to everyone and the following are just a few:

- multiple-choice tests
- essays – writing (including exam answers) or research projects
- texts – reading to understand and find information
- math calculations (worksheets) and word problems
- time management – school schedules (classes, exams, etc.), punctuality, homework (short and long-term assignments)
- computer use – writing assignments on computer

**Post-Secondary School** – ask yourself what does someone need to do while attending post-secondary school programming? These tasks will also be particular to each learner's chosen program, but there will also be some common tasks and the following are just a few:

- registration – this will be particular to each institution but the information is common
- multiple-choice tests
- essays – writing (including exam answers) or research projects
- texts – reading to understand and find information
- time management – school schedules (classes, exams, etc.), punctuality, homework (short and long-term assignments)
- computer use – writing assignments on computer
- maps – navigating through the campus

**Apprenticeship** – ask yourself what does someone need to do while registered as an apprentice? Once again, the tasks will vary based on the apprenticeship program they have entered, but there are also many commonalities:

- multiple-choice tests
- registration as an apprentice
- texts – reading to understand and find information
- time management – school schedules (classes, exams, etc.), punctuality, homework, school schedules vs. work schedules
- money management – less funds while in school as compared to working

**Employment** – ask yourself what does someone need to do when becoming or being employed? The tasks will obviously vary based on the sector and actual job, but there are some commonalities:

- workplace forms – applications, insurance forms, accident/incident forms, time sheets, etc.
- money management – pay cheque stubs/records, budgeting based on pay times (weekly, bi-weekly, semi-monthly)
- labour laws – what are employees' rights?
- time management – work schedules, punctuality
- teamwork and working with others
- soft skills or work habits – self efficacy, self-confidence, grit, etc.

## So then what's the difference between a task and a skill-building activity?

If a task is something done as part of a learner's potential goal path requirements, a skill is the learned ability to carry out that task.

Skill-building activities are basically what can be found in the *Learning Outcomes Matrix* and *Level Descriptions Manual* (Essential Skills Ontario, formerly Ontario Literacy Coalition). They are the skills we need to be able to do real-life activities.

In *Understand and Use Numbers*, sample skill-building activities are:

- Addition, subtraction, multiplication and division of numbers (not specific to any situation)
- Understanding numerical patterns and sequencing (e.g. house addresses being even on one side of the street and odd on the other)
- Estimating totals (e.g. teaching the concepts of rounding up or down)
- Understanding decimals, percents and fractions (e.g. what are the formulas, what do the values or parts mean)

In *Find and Use Information* (reading), sample skill-building activities are:

- Understanding phonics for word decoding
- Understanding word recognition techniques
- Understanding reading comprehension and reading between the lines
- Reading for various purposes (e.g. texts, pleasure, news)

In *Find and Use Information* (document use), sample skill-building activities are:

- Understanding the layout of documents (e.g. lists, charts, tables, memos)
- How to use and understand a table
- Understanding flow charts and diagrams
- Understanding the various synonyms used in forms (e.g. Surname, Last Name…Given Name, First Name)

In *Communicate Ideas and Information* (oral communication), sample skill-building activities are:

- Understanding the steps in good communication (speaking and listening) and practice of these skills
- Informal language vs. formal language

In *Communicate Ideas and Information* (writing), sample skill-building activities are:

- How to print and cursive write
- Copying of texts
- Writing simple sentences
- Phonics and word recognition skills for spelling
- Spelling

These are far from definitive lists, but they should be able to help you understand and start to identify the difference between skill-building activities and tasks.

## What is a task set as compared to a task?

When trying to find appropriate tasks for your learners on the LBS Task Portal **http://taskbasedactivitiesforlbs.ca/**, it is really important to understand: What is a task set?

If you use the Measure Up website or the tasks found on the Ontario Skills Passport or, more importantly, the LBS Task Portal, it's necessary to understand the difference between tasks and task sets.

So to start, it is important to understand that all the Ontario Adult Literacy Curriculum Framework (OALCF) competencies and the Essential Skills are interrelated and interdependent. You really cannot do one competency without involving other competencies. For example:

- It is difficult to interpret many documents without using some form of reading continuous text (even if only at a level 1). Now the task may focus on the document and may be written at a level 2, but you are also using reading continuous text at level 1.
- In the Digital Technology competency, you cannot create an email without writing continuous text
- When understanding and using numbers, you can also be interpreting documents and reading continuous text
- In the Manage Learning competency, you will most likely also be involved in completing documents
- Try engaging with others and not using some form of communication

A task set is defined as a set of questions (a task is a question) that replicate an authentic experience a learner will have in any of the five goal paths.

When using the portal to look up tasks by skill level, remember the previous information. You will pull up a task set that has a few different tasks; at least one of these tasks will either be focussed on or will have the skill level and competency you have searched for as an embedded part of the task.

It is acceptable to let a learner try a higher-level, embedded skill in a task where the main focus of the task is at the level they are working on.

What this means is it may take a few tries to find a task set that does have tasks with the main competency focus matching your search requirements.

For example, you may search for:

> "Find and Use Information: A1. Read continuous text – A1.1 Read brief texts to locate specific details."

There will be a number of task sets that will appear, but several of these sets really focus on another skill like **A2. Interpreting documents** or **C. Understand and Use Numbers**, and may really be at a higher level focus. The reason for this is that the instructions on the tasks given in writing to the learner, or even some of the reading within a document, is written at a Level 1 and is recognized as such. When searching for the best task sets for your learner, always read the task description to decide if it **really** matches your search.

# Developing a task

Keep this question in mind: Is this a skill-building activity or a task-based activity? To make it easier for everyone, think about it like your experience in school. You spent years building your skills, but to make them useful you actually had to use them in some way that is realistic. This concept explains why so many of us who took Calculus or Physics or Chemistry in high school can't remember much about these subjects. We have never actually used the information.

Using the word "imagine" definitely takes the task out of the "authentic" category. Creating unrealistic tasks for the goal path is a problem. Asking a "trick" question for an employment task (a question that really doesn't have an answer within the document) is not authentic to working on the job. When writing a task, always make sure to ask yourself the question: Would the worker do this on the job? (employment/apprenticeship) Would the learner do this in the classroom? (secondary school credits/post-secondary/apprenticeship) and Would the individual do this at home or in the community? (independence).

Your wording of a task will depend on the goal path. When dealing with the employment or apprenticeship goal paths, never use the word "you" in the task, as the learner does not do this job yet. Just reuse the name of the job. For example:

> Instead of saying something like "**you** need to move the pipe," you should say "**the plumber** needs to move the pipe."

Wording in the independence goal path will deal with the individual, so the use of the word **you** is fine. **You** can also be used within the secondary school credits and post-secondary school goal paths because learners are familiar with the learning process. This means that they are currently learners and can understand being a student in a classroom. And the tasks will not be about the courses themselves, but about the information that leads to them. The use of the second person (you) can also sometimes be applied to the apprenticeship goal path – when the tasks are related to the classroom part of the job.

You may find some of the above faux pas on the portal. Please bring them to our attention by commenting on the actual task set.

Remember to follow the **Task Writing Checklist** from the workshop (see appendix 2-11).

## Gathering authentic documents/task ideas

In order to know if you have to gather more authentic documents, you need to analyze the usefulness of the documents you have:

- Are the documents timely? Do they have any information on them that dates them to previous years?

- Are they clear? While most documents don't follow clear writing principles, some are still better suited for use with adult learners than others. For example, a document written in all upper case letters will be difficult to read.

- Are there a variety of different tasks you can have a learner do with this document?

- Do you have documents that are appropriate for the learners in your program? For example, do you have independence learners who are single but all your documents deal with children? Do you have learners who are on the employment path but all your documents deal with independence? Documents and tasks that are directly related to their goal path will be much more effective in engaging them in learning. Just because you can justify that the learner would need to follow a recipe, that's not why they are in your program.

Also you can use the **Document Checklist** from the webinar (see appendix 1-2).

# You need more authentic documents and tasks for your learners' goal paths...so now what do you do?

You don't have to spend hours gathering documents and creating tasks. There are many places where you can find these materials. The first one, of course, is the task-based portal created by the QUILL Learning Network. Here are some other sites that can make your life much easier:

**Measure Up** (**http://www.skillplan.ca/measure-up**) – this site contains many task sets that cover employment and apprenticeship opportunities. It is written using Essential Skills language, but you can use the information in this guide to help transfer the current skills into OALCF language. These tasks focus mainly on Reading Text, Document Use and Numeracy and do not identify the other embedded tasks involved in completing these activities. The embedded tasks may include Reading Text or Document Use in a Numeracy task set, but will not be recognized. It is our goal that eventually all the task sets on Measure Up will have a cover sheet with OALCF language and will be found on the QUILL portal.

**Ontario Skills Passport** (OSP) (**http://www.skillszone.ca/cesl/search/index.cfm**) – this site contains task sets (based on the Essential Skills) that cover secondary school credits (they can even be searched by course title), independence, employment, apprenticeship and financial literacy. Once again, it is the intent that eventually all the task sets on the OSP will have a cover sheet with OALCF language and will be found on the QUILL portal.

**Canadian Language Benchmarks – It's Essential** site (**http://www.itsessential.ca/itsessential/display_page.asp?page_id=382**) – this site contains some authentic lesson plans and skill-building activities that can lead to task sets. The site is based on the Essential Skills and Canadian Language Benchmark (CLB) levels, but it's a great site to give you ideas for creating tasks.

**SkillPlan** also has a number of workbooks related to various subjects that you can find on its website for purchase (**http://www.skillplan.ca/tools-and-publications**).

## You can't find any tasks or authentic documents related to the path of your learner...so what do you do?

You may have the need to occasionally not only create tasks, but also to find authentic documents that relate to those tasks. Most times, documents for independence can be found on the internet or in your everyday life, but for employment and apprenticeship you may need to gather authentic materials.

Gathering these documents is not as difficult as you may think. Have volunteers help you do this. Don't forget that high school students need to get volunteer experience, so this is something you can ask them to do.

For employment tasks, research local businesses that employ people in the positions you need tasks for. Send out an email or postal letter to them requesting a ½ hour of their time so you can gather authentic documents and learn about authentic tasks done in this job for use in the classroom. Many employers are very open to this. If you plan to put these tasks up on the portal, you will need to get a release to use the authentic documents (see appendix 4-1 for a reprint permission request form).

Questions to ask the employer at face-to-face interviews (these questions can be easily modified depending on if you're meeting with the employer, supervisor, or employee):

- Do you have any documents you use on the job – these can include time sheets, memos, posters, forms, etc.?
- What kinds of reading do you do on the job? If they need prompting, suggest: WHMIS, material handling information sheets, memos, policies, etc.
- What kinds of documents do you use on the job? If they need prompting, suggest: accident reports, insurance claim forms, pay cheque stubs, city forms, union forms, etc.
- What kind of problem solving do you have to do on your job? If they need prompting, suggest an example like: You have a rush job and something is wrong with the main shipment of materials you need to complete the job. How do you solve that problem? Or…You have a photocopy job to complete and the photocopier needs repairs. How do you solve the problem?

- How do you generally find out information on the job to complete a new task or to learn about a new product?

- What kinds of math do you need to do on the job? If they need prompting, suggest: measuring, sequencing, calculations, percent, estimation, etc.

- Do you have to use technology in any way on your job? If they need prompting (many people just think of technology as using a computer or email), suggest: electronic calibrators, equipment that requires information to be inputted to complete jobs, cell phones, scanners, etc.

- Are you ever asked to speak in a group for your job? Suggest: staff meetings, training others, etc.

- Do you work independently or as part of a team? As part of a team, how do you communicate with each other? How do you solve any disagreements on the team?

This is not a definitive list. You are more than welcome to ask other questions and most of the time individuals will start sharing more information than you request!

# Levels of the task

OALCF levels are consistent with the Essential Skill levels. This is where you can start using Locate, Cycle, Integrate, and Generate that were explained in the webinar. These terms will be used and explained in more detail in this section of the Guide.

## Levelling the task

Similar to the variances of opinion and confusion among practitioners when it came to levelling skills under the LBS Outcomes, there will be discussions and differences of opinion regarding the levelling of tasks. In the Ontario Adult Literacy Curriculum Framework (OALCF), because thinking skills are imbedded in each competency, you need to keep in mind the degree of thinking skills you are asking within the task. If you have made a problem-solving task within a locate task, then you have most likely raised the skill level to a 2. Practitioners should feel more comfortable with levelling tasks if they keep the following concepts in mind:

**Level 1** Requesting or dealing with one piece of information in a variety of ways. It is a locate task (e.g. locate the **answer** to the task). Think of a deck of cards and this is comparable to being asked to "find the Ace of Spades".

- In numeracy, level 1 is about dealing with one operation. If the operation is adding numerous numbers together, then that is still level 1. If it is about two separate operations requiring you to add numbers, then that is level 2. If it is one equation requiring two or more different operations, then the level raises to level 2 or more.

- If you are asking for one piece of information, but there are a few distractors (e.g., you ask about what will happen to an impatiens plant at 12 degrees Celsius or less and there are a few other sentences about degrees before or after that answer can be found) before the answer can be found within the document, you can raise the task to a level 2.

- In anything where a table has been used you are automatically starting at a level 2 because even if it seems like a simple table, the individual is required to use columns and rows to complete any task.

- You should be cautious when levelling tasks that require learners to draw inferences. How much of an inference is it? Is it just a step away from a direct match (e.g., "develop" in the document and the task uses the word "developing") or is it a higher-level inference where the word is completely different (e.g. "develop" in the document and the task uses the word "creation")? In the latter case, the required level of inference can bump the task level from the end of one level to the beginning of another.

- Caution is also given to where the answers are found within the document. If the answer is nearer the top of the document, it is easier but becomes more difficult the further into the document it is found. Combine the location of the answer with an inference or a distractor and you will have raised the level of the task.

**Level 2** Requesting or dealing with more than one piece of information in a variety of ways. This level of task requires a person to cycle and locate the **answers** to the task. Remember the information from level 1 that can increase the complexity and therefore the level of the task. Think of a deck of cards and level 2 is comparable to "find all four Aces."

**Level 3** Requesting or dealing with more than one piece of information in a variety of ways and then using that information in some way. This level requires a person to cycle and locate the answers and then **use** them in some way to complete the task. Think of a deck of cards and level 3 is comparable to "find all the Hearts and arrange them from Ace to King."

When using a new document and creating tasks, just focus on creating good tasks. Then level them. Until you become comfortable creating tasks in general, you will likely struggle with developing different levels of tasks. As a literacy practitioner, you will have a tendency to write tasks that are at the level of the learners you currently work with. For example, if you mostly work with Level 1 learners, you will probably have a tendency to write tasks at Level 1.

Controlling the complexity of the task is how you can make it a low, middle or high level 1, 2, or 3 task.

## Further controlling complexity information

The information in this section has been adapted from *Controlling Complexity* – Julia Lew and Michael Hardt – SkillPlan – BC Construction Industry Skills Improvement Council.

In previous pages, we mentioned some scenarios that can cause a task to be more difficult. Here, we will focus on these concepts.

Using the research and work done by Peter Mosenthal, Michael Hardt, and SkillPlan, the following is a summary of the controlling complexity information. For more details, you may purchase *Controlling Complexity* from SkillPlan.

There are four constructs of question structure[1]:

1. **Read It.** Read or listen to the question.
2. **Snap It.** Snap the question into the given and requested parts. (Types of Requested Information or TORI)
3. **Match It.** Use the given information from the question to match it in the document. (Type of Match or TOM and Competing Information or CI)
4. **Answer It.** Answer the question. (Type of Processing or TOP)

1 *Controlling Complexity* – Julia Lew and Michael Hardt – SkillPlan – BC Construction Industry Skills Improvement Council

Let's start with the question, which is the Read It part:

> "When is the start date for the contract?"

To Snap It:

> Given: There is a start date for the contract.
>
> Requested: When is that start date?
>
> Now it's important to look at how the information is requested. The simplest form is *Who*, as the Type of Requested Information is a person. *How, Which, Why* and finally *What* are the most difficult types of requested information as they are not direct matches like *Where* or *When*. *What* is the most difficult because it can refer to anything and is the most common type of requested information. It is important to teach learners that *What* questions will always have an accompanying word to give them a clue:
>
> - what **time** is the meeting?
> - what is the **name** of the bonding solution?
> - what is the **total** of the invoice?

To review the Type of Match and Competing Information, look at the information on Levelling the Task (Page 15, as Type of Match can also be referred to as "inference." The same goes for the information on Page 15 for "distractors," as distractors can also be called Competing Information).

The main point is that as a task developer you have to make sure you are not just using the easiest or most difficult forms of TORI, TOM and CI. The reasoning is that in the real world or in academia, learners are not going to encounter only easy questions or only difficult questions; they need a variety of questions to be able to transfer their learned skills from the classroom.

The second point is that by using the TORI, TOM and CI concepts when reviewing tasks, you can re-write the task into easier or more difficult tasks without creating an entirely new task.

Example:
- Who signs off on the contract?
- What is the name of the position that signs off on the contract?
- There are different positions responsible for each part of the contract, but what is the name of the position that signs off on the contact?

These examples go from a simpler level 1 task to a higher level 1 task and yet it's really the same ultimate task.

Type of Processing (TOP) is the answering of the question. There are many takes on TOP, as everyone has their favourite way of processing. However, processing is more noticeable when a task involves sorting, comparing or explaining something.

To really think about this, Michael Hardt has you thinking about the Potato Salad Theory. It's the idea that everyone has their favourite potato salad, and they like the flavour and texture they grew up with as children. They aren't very fond of different or new versions. This happens with processing. And it will be most notable on questions that ask a learner to "explain" and "compare." As a practitioner, you just have to accept that everyone has a favourite potato salad. Follow the handouts from the workshop on the various complexity levels on processing.

### Answer Sheet

Developing an Answer Sheet is important for numeracy tasks and very helpful for all tasks. It is one way for other practitioners to review the tasks for you to see if they can come up with the same answer. An Answer Sheet also makes it easier for the next practitioner using the task set to mark their learners' answers.

## Vetting your task

You have reviewed and revised your tasks and task sets. The question seems clear and you have written your own answer sheet (the answer sheet is important for numeracy questions). The question you now have to ask yourself is: "Is my task ready to be used?" All of us would like to think that we can write a question or task for learners, as many of us have done it for years. The problem is that a task that seems crystal clear to us may not always be crystal clear to another individual answering your task. This is why it is important to have your fellow practitioners attempt to answer your tasks.

Is it okay to just have colleagues review the task for wording? The simple answer is no. A task's wording may be excellent, but the intended answer is hard to find within the document. This means if you do not have another person (two or more is best, but one person in a pinch will do) review it, you don't know if the task will be answered the way you were expecting (or if it even can be answered). It is the same reasoning behind the suggestion that you never try to edit your own work – chances are you will always read what you intended to put there and miss the necessary edits.

Even when a task seems to involve a simple calculation, you'd be surprised how often others struggle to find the correct answer (and we're not just saying it's because math scares them ☺). It doesn't mean the task concept is bad, it just means the task needs re-wording.

## Summation

It may seem like there are a lot of things to keep in mind when writing a task. And you may feel like all the information is overwhelming. At first it takes a bit of time, but with practice it will mostly come naturally. You may forget things here and there (e.g., using "you" in employment tasks or overuse of the word "what"), but you will end up making better questions to demonstrate your learners' skills and to show progress within your program.

The best thing about learning to create tasks is that everyone can share their tasks and the task-based portal will continue to grow. The portal is for practitioners and supported by practitioners…pat yourself on the back for taking the first step!

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# Task-Based Activity Development

Developing Task-based, Authentic Learning Activities for OALCF Paths

Parts A & B

February 2014

Facilitated by:
Anne Ramsay & Jane Tuer
Partnership of:
QUILL & PRLN

## Webinar Agenda*

**Part A:**
- Tasks & task sets
- Tasks vs. Skill building
- Theoretical basis
- Introduction to complexity

**1st Webinar**
**Parts A & B**

**Part B:**
- Characteristics of a good document
- Level the task not the document
- How to find documents for specific paths

**2nd Webinar**
**Part C**

**Part C:**
- Complexity scale
- Task Checklist

**Part D:**
- Complexity in-depth
- Review
- Final Assignment

**3rd Webinar**
**Review & Samples**

*Adapted from 'Developing Work-Related Learning Materials'. SkillPlan BC 2007 Essential Skills Workshop", Jane Tuer and Through the Worker's Eyes, 2009

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# Goals & Outcomes

**Goal:**

- Train 100 practitioners across Ontario
- Create 100 Tasks sets for inclusion on the Portal

http://taskbasedactivitiesforlbs.ca/

**Outcomes:**

By the end of the webinar series, practitioners will have:

- Enhanced ability to recognize and acquire good quality authentic documents
- Increased capacity to create task sets
- Enhanced understanding of how tasks are different from skill building activities
- Increased ability to create high-quality, task-based learning activities
- Increased understanding of how to dissect tasks into OALCF competencies
- Increased capability to understand and assign complexity levels to their tasks

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# Expectations

- You are **knowledgeable practitioners**
- You have a range of experience and time in the field
- Some of this will be new and some of this will be a review
- Please ask questions – this is a specific approach
- We are going to slow down to speed up
- You must attend all 3 webinars in the session (no substitutes)
- To get the most out of this webinar: read **Practitioner Guide**, do the activities & the homework

Ramsay/Tuer et al 2014 4

## Part A Agenda

- What is a task?
- Tasks vs. skill building activities
- Theoretical backbone
- 3 Steps to creating a task
- 3 parts of a task
- Matching tasks to goal paths
- Introduction to Complexity
- Using existing tasks & creating more

Adapted from 'Developing Work-Related Learning Materials'. SkillPlan BC 2007 Essential Skills Workshop", Jane Tuer and Through the Worker's Eyes, 2009

Ramsay/Tuer et al 2014 5

## What is a task?*

A task-based learning activity or **task set** is a set of questions that replicate **an authentic experience** that the learner will have in any one of five paths: employment, secondary credits, independence, post-secondary and apprenticeship.

The emphasis is on authenticity (situation, conditions and document) and the **use of integrated skills** to accomplish the task set. It is similar to a demonstration of learning – an integrated opportunity to demonstrate learning progress.

***Refer to Page 4 of Practitioner Guide**

Ramsay/Tuer et al 2014 6

## Task Set

We will use the term "task set" through out this webinar session.

Task Sets:

3 + questions associated with the same authentic document.

- Each question or "task" is independent of one another
- One answer does not affect the others
- Begins with the easiest question and builds in complexity
- Scaffolds or bridges learners from less complexity to more, therefore building their confidence, skills and application of learning

Ramsay/Tuer et al 2014 7

## "Pretend you are . . ."

Just to be clear . . .

Authentically-based tasks do not involve pretending or artificial situations.

It is a conscious effort to replicate a realistic context for a learning activity.

Ramsay/Tuer et al 2014 8

## Tasks vs Skills Development

**Tasks** focus on the application of integrated skills to answer the questions. It is an opportunity to demonstrate learning in an authentic way.

E.g. Questions based on replicating tasks on the job using authentic workplace documents - "Room rates are net charges. What additional charges are there?"

**Skills development** activities focus on discreet skills and are usually not based on authentic situations. It allows for skill practice and enhancement.

E.g. Spelling tests or tables of multiplication questions

Ramsay/Tuer et al 2014 ***Refer to Page 4 of Practitioner Guide** 9

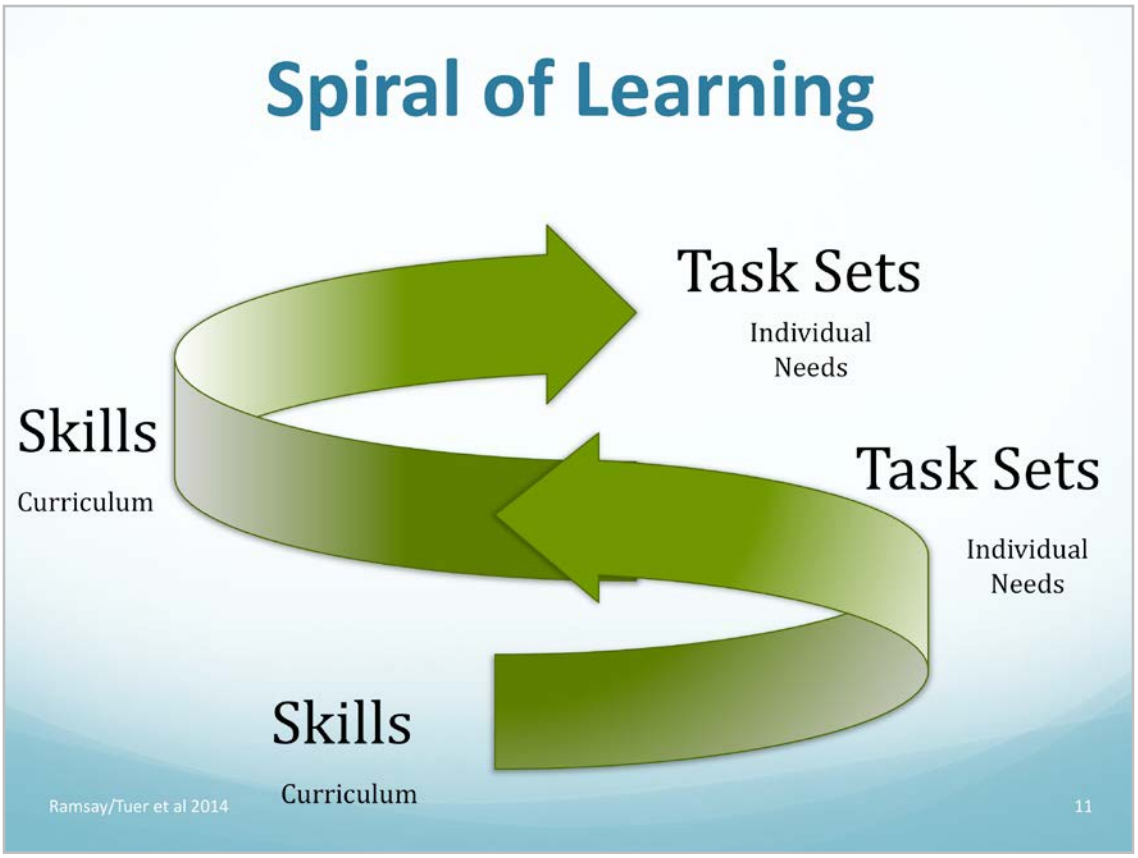
## Level the Task!

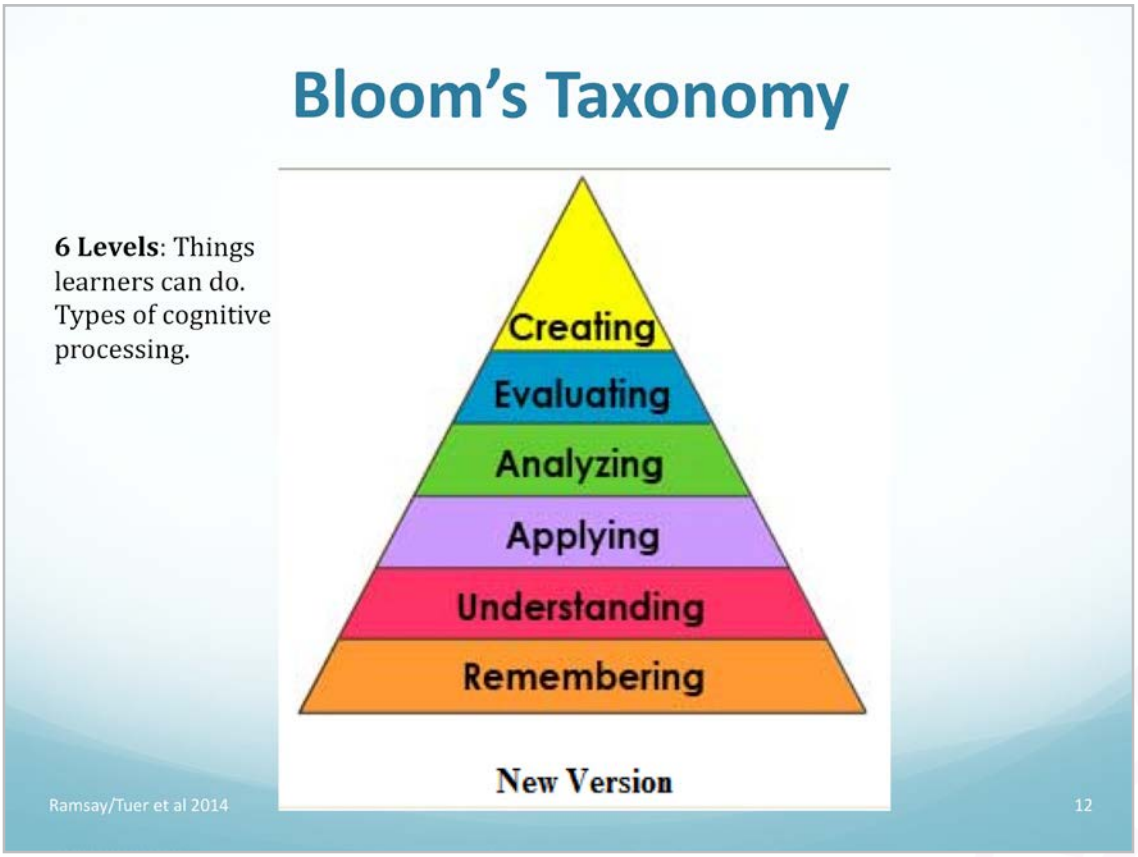
Key Rule of Thumb:
**Level the Task not the document**

Tasks have levels and competencies and skill domains ascribed to them.

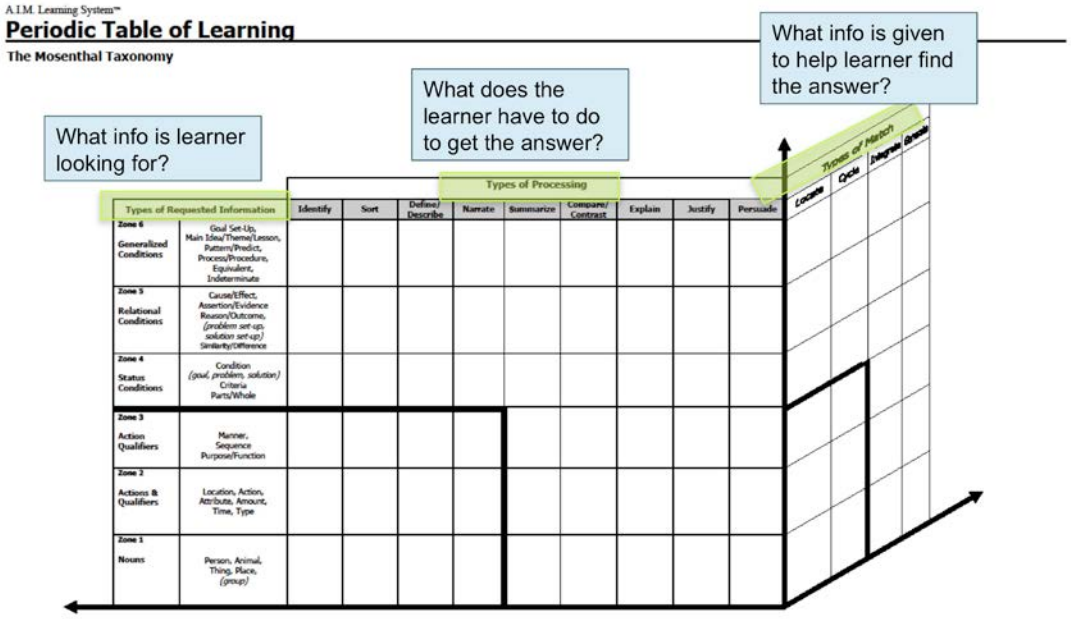
Authentic documents do not.

Ramsay/Tuer et al 2014 10


Spiral of Learning
Task Sets
Individual Needs
Skills
Curriculum
Task Sets
Individual Needs
Skills
Curriculum
Ramsay/Tuer et al 2014
11


Bloom's Taxonomy
6 Levels: Things learners can do. Types of cognitive processing.
Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
New Version
Ramsay/Tuer et al 2014
12

## Mosenthal Taxonomy - Periodic Table of Learning




**Refer to handout: "1-1: Mosenthal Taxonomy"**

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All rights reserved. Not to be reproduced by any means.

## TORI, TOP, TOM

**TORI - Type of Requested Information**: What info is learner looking for?

**TOP – Type of Processing:** What does the learner have to do to get the answer?

**TOM – Type of Match:** What info is given to help learner find the answer?

Ramsay/Tuer et al 2014 14

# What Makes a Task Complex?

## Overview of Literacy Tasks Complexity Factors

**Structural Complexity (Materials)**

- Readability of Prose
- Document complexity
  - a. Number of labels
  - b. Number of specific items

**Complexity of Process (Strategies)**

- Prose and Document
  - a. Type of information requested
  - b. Type of match
  - c. Plausibility of distractors

Ramsay/Tuer et al 2014 Source: Assessing the Complexity of Literacy Tasks 15

# What Makes a Task Complex?

## Overview of Numeracy Tasks Complexity Factors

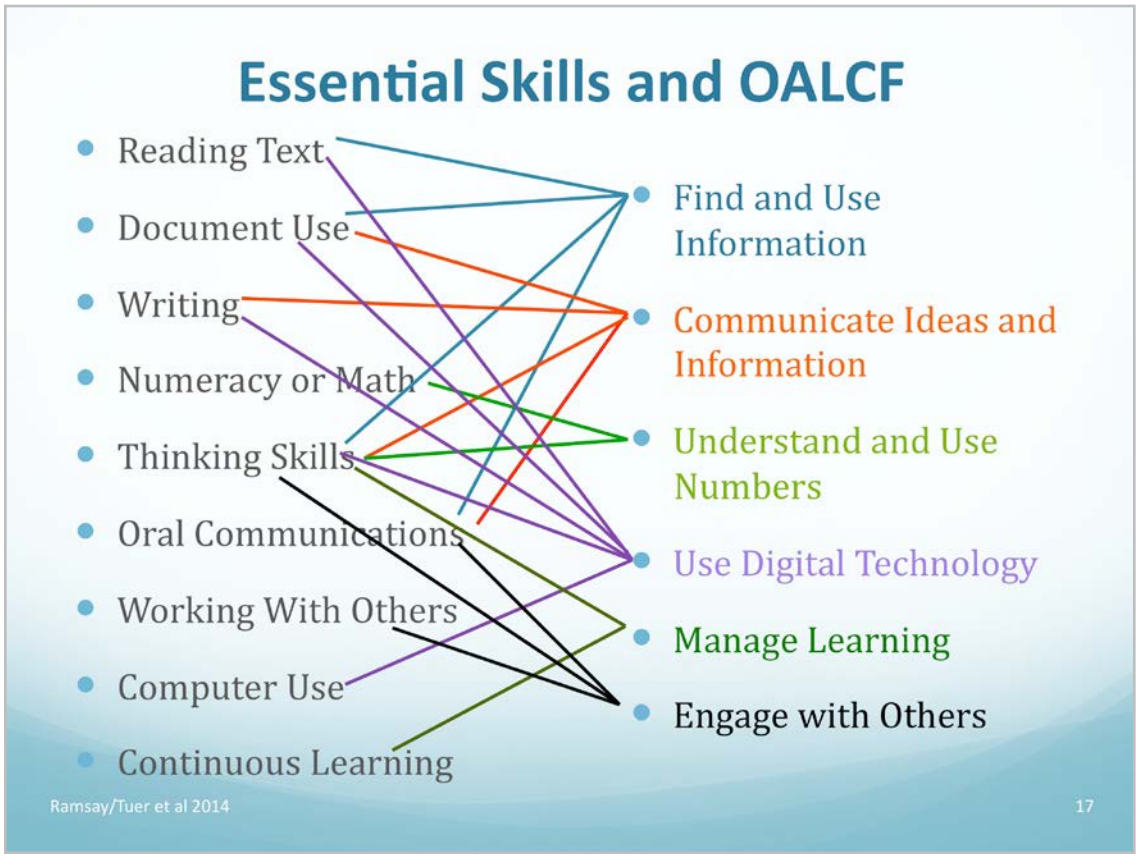
**Quantitative**

- a. Operation specificity
- b. Type of calculation

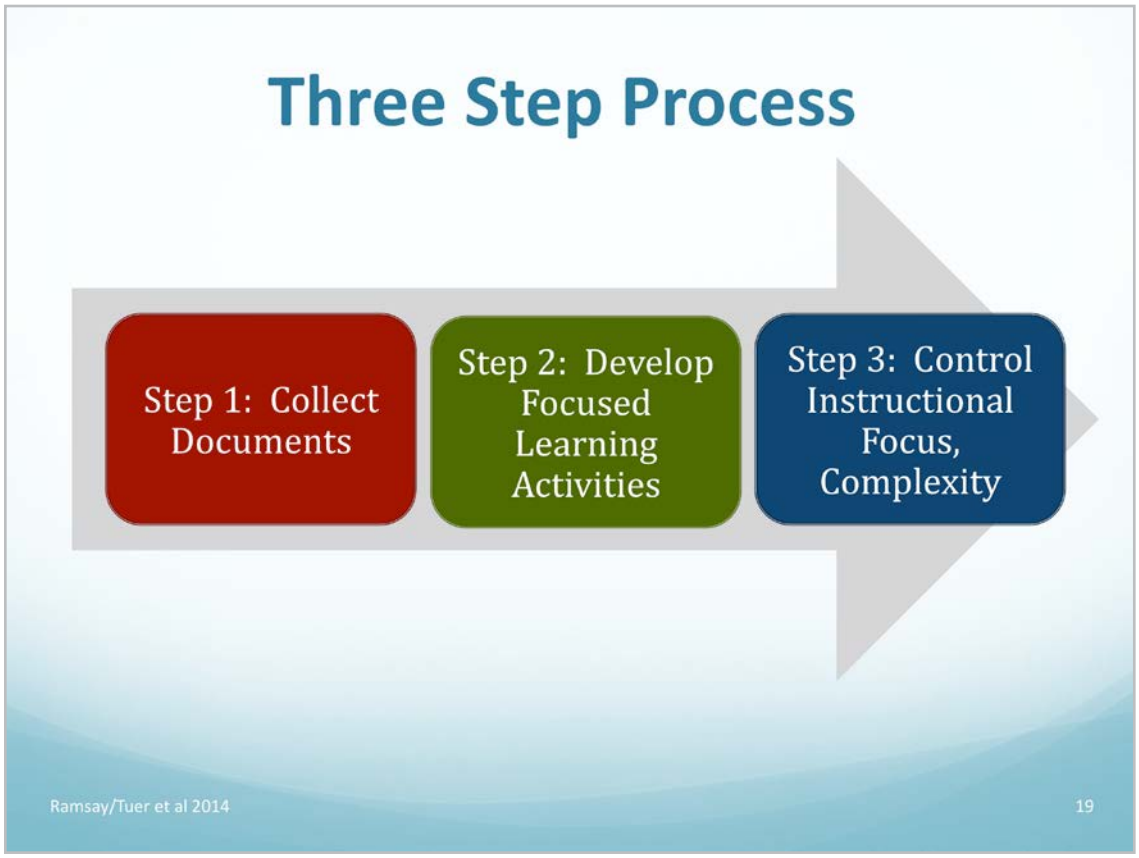
Type of arithmetic operation in order of complexity:

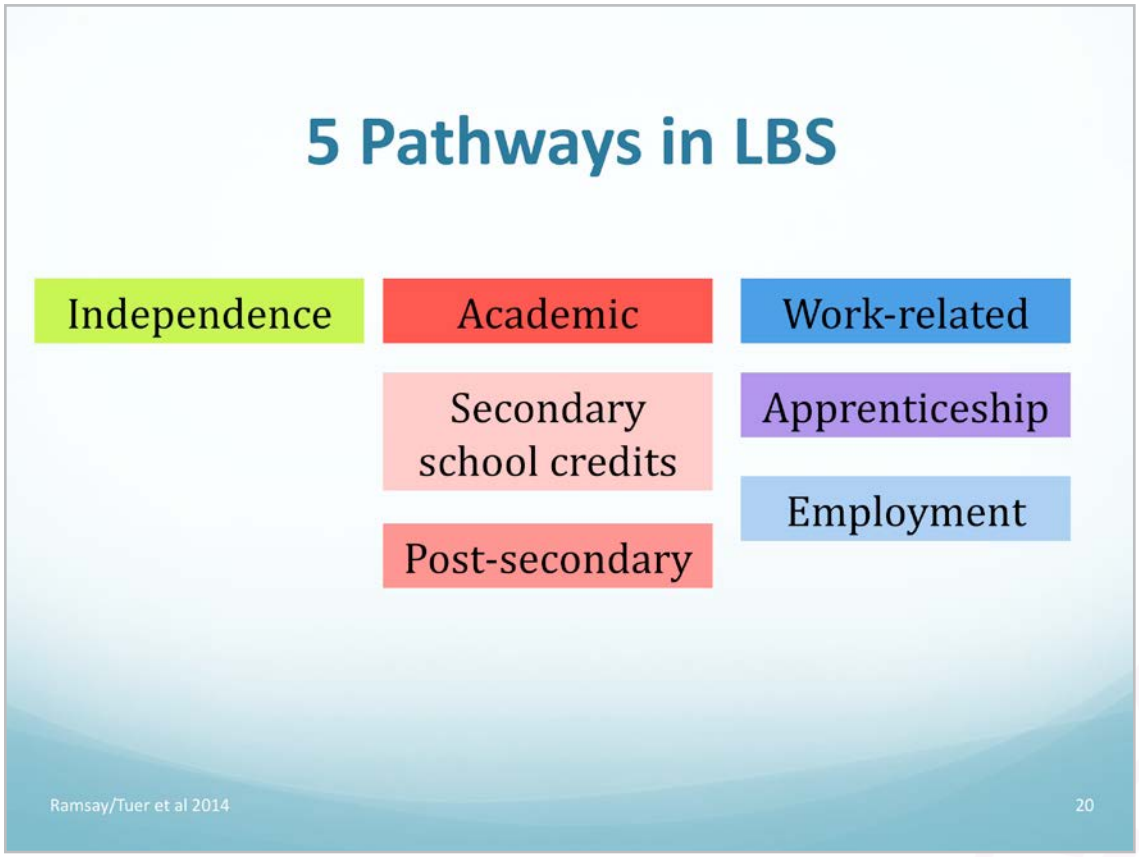
- Single addition (easiest)
- Single subtraction
- Single multiplication
- Single division
- Combination of two or more operations

Ramsay/Tuer et al 2014 Source: Assessing the Complexity of Literacy Tasks 16


Essential Skills and OALCF
Reading Text
Document Use
Writing
Numeracy or Math
Thinking Skills
Oral Communications
Working With Others
Computer Use
Continuous Learning
Find and Use Information
Communicate Ideas and Information
Understand and Use Numbers
Use Digital Technology
Manage Learning
Engage with Others
Ramsay/Tuer et al 2014
17

More OALCF Info
Refer to the teal document:
*Ontario Adult Literacy Curriculum Framework*
*Curriculum Framework*
Ontario Ministry of Training, Colleges and Universities
March 2011
Ramsay/Tuer et al 2014
18


Three Step Process
Step 1: Collect Documents
Step 2: Develop Focused Learning Activities
Step 3: Control Instructional Focus, Complexity
Ramsay/Tuer et al 2014
19


5 Pathways in LBS
Independence
Academic
Work-related
Secondary school credits
Apprenticeship
Employment
Post-secondary
Ramsay/Tuer et al 2014
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## What is a employment task?

At the workplace, a worker's job is to complete a series of tasks. The worker may enter information on a form, locate information in a manual or check dates and times on as schedule. The tasks you develop should replicate these kinds of worker tasks.

To check if your task has a worker focus, ask yourself:

**Does the worker do this on the job?**

Source: *Developing Work-related Learning Materials* by SkillPlan, BC

Ramsay/Tuer et al 2014 21

## Why use work-related activities for those in the Employment/Apprenticeship Pathway?

- Workers usually have a purpose for reading on the job
- Workers do activities throughout the day and often use materials/documents to complete them
- Work-related activities in a learning program simulate tasks that workers do on the job
- Allow learners to build and practice skills

Ramsay/Tuer et al 2014 22

# What are academic tasks?

Academic tasks more closely resemble skills-based learning activities since the setting is the development of specific, academic skills. They are like the assignments and tests given in classroom situations.

Tasks that replicate post-secondary and secondary school credit (SSC) assignments and learning activities.

Post-secondary education (PSE) usually has a mix of traditional academic learning activities and employment tasks. PSE prepares people for specific jobs or industry sectors.

SSC involves mostly academic learning activities for the accomplishment of curriculum outcomes for specific credit courses.

Ramsay/Tuer et al 2014 23

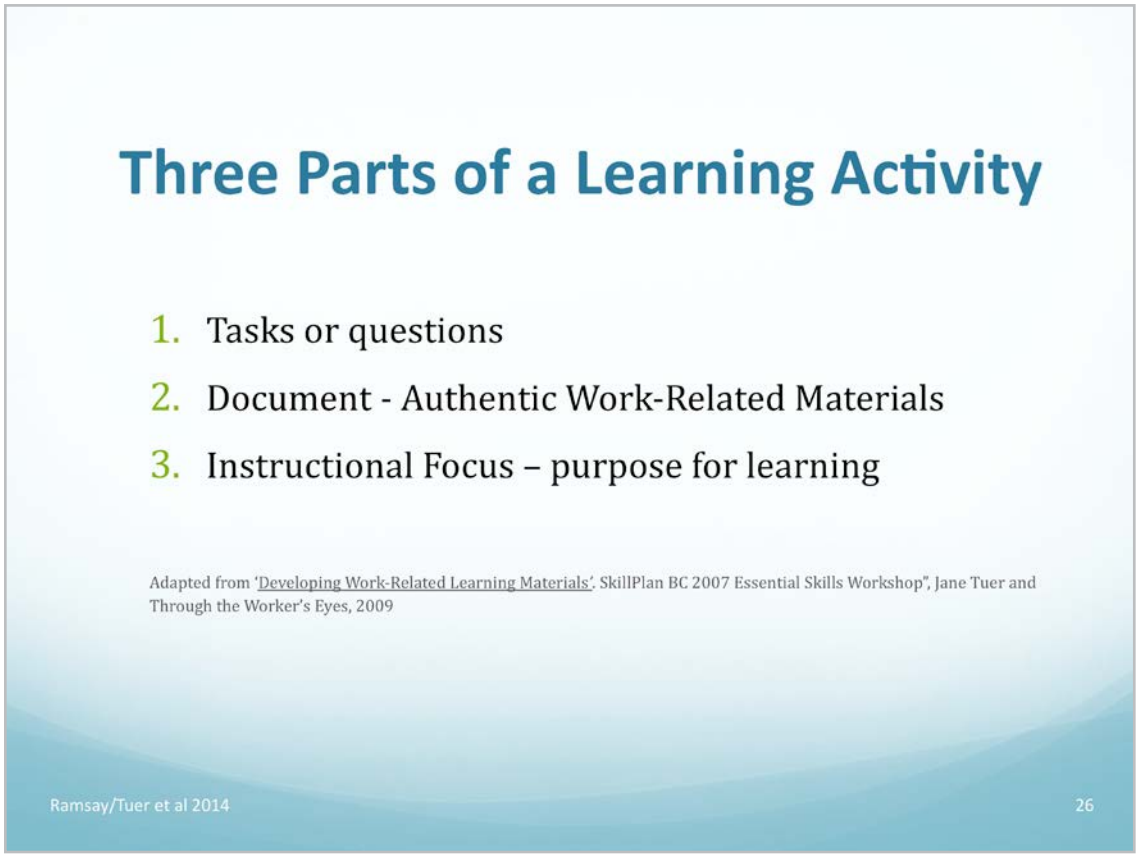
# What are independence tasks?

Tasks taken from "real life" situations and relevant to the variety of roles that an individual has in their life. E.g. parent, caregiver, community volunteer, patient, coach, mentor, religious community member, etc.

A wide range of possibilities involving various authentic documents. E.g. rental agreement, medial forms, school newsletters, newspapers, agency brochures, travel documents, etc.

Ramsay/Tuer et al 2014 24

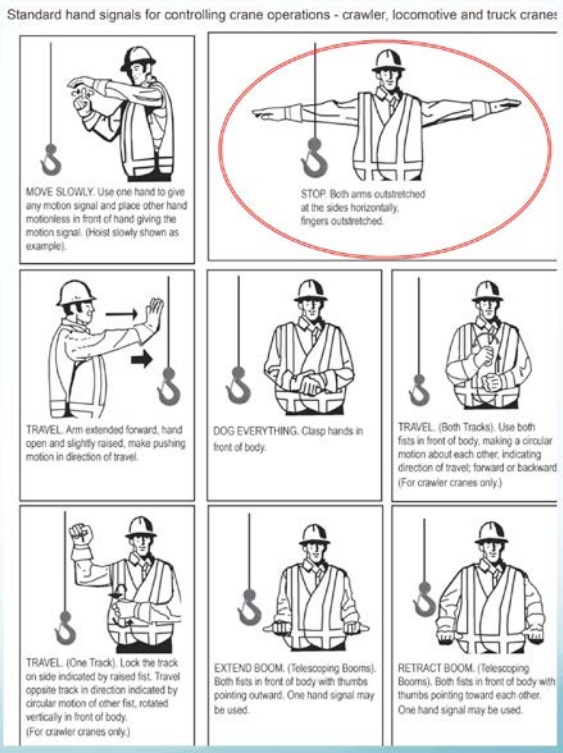
Three Steps to take for developing pathway-focused learning activities
1. Collect documents related to pathway
2. Develop pathway-focused learning activities
3. Decide on an instructional focus
Ramsay/Tuer et al 2014
25


Three Parts of a Learning Activity
1. Tasks or questions
2. Document - Authentic Work-Related Materials
3. Instructional Focus – purpose for learning
Adapted from 'Developing Work-Related Learning Materials'. SkillPlan BC 2007 Essential Skills Workshop", Jane Tuer and Through the Worker's Eyes, 2009
Ramsay/Tuer et al 2014
26

Task:

Circle the hand signal for STOP.

Level One - locate

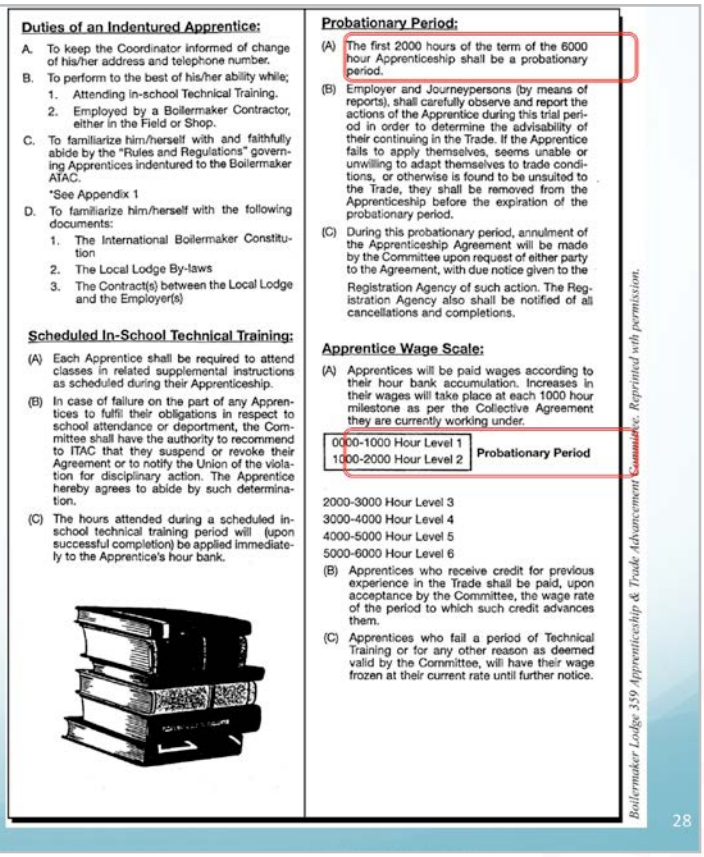



Ramsay/Tuer et al 2014 27

Task:

Which levels of apprenticeship are considered probationary?

Level Two - cycle



**Duties of an Indentured Apprentice:**

A. To keep the Coordinator informed of change of his/her address and telephone number.

B. To perform to the best of his/her ability while;
   1. Attending in-school Technical Training.
   2. Employed by a Boilermaker Contractor, either in the Field or Shop.

C. To familiarize him/herself with and faithfully abide by the "Rules and Regulations" governing Apprentices indentured to the Boilermaker ATAC.
   *See Appendix 1

D. To familiarize him/herself with the following documents:
   1. The International Boilermaker Constitution
   2. The Local Lodge By-laws
   3. The Contract(s) between the Local Lodge and the Employer(s)

**Scheduled In-School Technical Training:**

(A) Each Apprentice shall be required to attend classes in related supplemental instructions as scheduled during their Apprenticeship.

(B) In case of failure on the part of any Apprentices to fulfil their obligations in respect to school attendance or deportment, the Committee shall have the authority to recommend to ITAC that they suspend or revoke their Agreement or to notify the Union of the violation for disciplinary action. The Apprentice hereby agrees to abide by such determination.

(C) The hours attended during a scheduled in-school technical training period will (upon successful completion) be applied immediately to the Apprentice's hour bank.

**Probationary Period:**

(A) The first 2000 hours of the term of the 6000 hour Apprenticeship shall be a probationary period.

(B) Employer and Journeypersons (by means of reports), shall carefully observe and report the actions of the Apprentice during this trial period in order to determine the advisability of their continuing in the Trade. If the Apprentice fails to apply themselves, seems unable or unwilling to adapt themselves to trade conditions, or otherwise is found to be unsuited to the Trade, they shall be removed from the Apprenticeship before the expiration of the probationary period.

(C) During this probationary period, annulment of the Apprenticeship Agreement will be made by the Committee upon request of either party to the Agreement, with due notice given to the Registration Agency of such action. The Registration Agency also shall be notified of all cancellations and completions.

**Apprentice Wage Scale:**

(A) Apprentices will be paid wages according to their hour bank accumulation. Increases in their wages will take place at each 1000 hour milestone as per the Collective Agreement they are currently working under.

| | |
|---|---|
| 0000-1000 Hour Level 1<br>1000-2000 Hour Level 2 | **Probationary Period** |

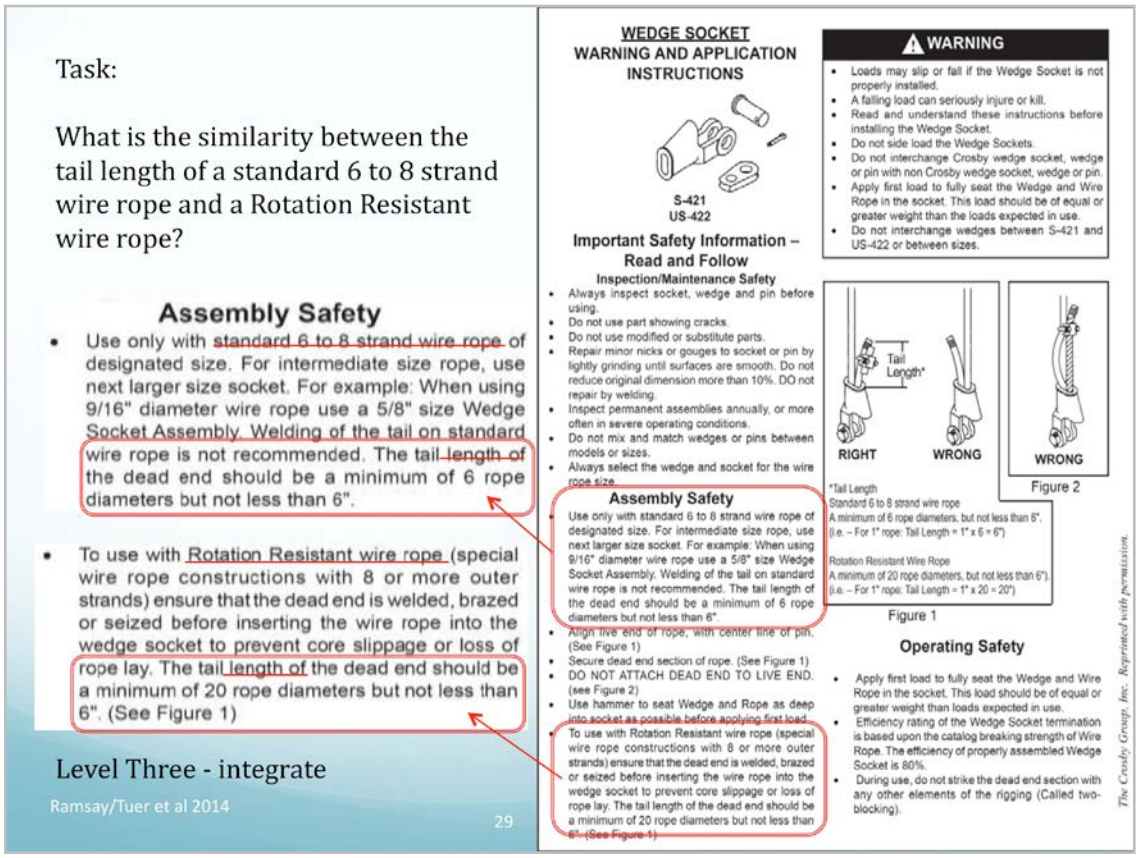
2000-3000 Hour Level 3
3000-4000 Hour Level 4
4000-5000 Hour Level 5
5000-6000 Hour Level 6

(B) Apprentices who receive credit for previous experience in the Trade shall be paid, upon acceptance by the Committee, the wage rate of the period to which such credit advances them.

(C) Apprentices who fail a period of Technical Training or for any other reason as deemed valid by the Committee, will have their wage frozen at their current rate until further notice.

*Boilermaker Lodge 359 Apprenticeship & Trade Advancement Committee. Reprinted with permission.*

Ramsay/Tuer et al 2014 28




| Action required | Description | Example |
|---|---|---|
| Locate | Find the info requested in the activity (OALCF 1) | What is the price of one bag of oranges or **locate the ace of spades**? |
| Cycle | Repeat the same search or a similar search several times (OALCF 2) | List the names and file numbers of customers who paid by credit card **or locate 4 aces.** |
| Integrate | Compare and contrast info from 2 or more different sources (OALCF 3) | Compare the 2 lists. Which type of brush is better for painting on metal surfaces **or locate and order all the hearts from Ace to King**? |
| Generate | Take info from 2 or more sources, including background info or inference | Explain why sales have decreased since the beginning of the month **or locate the highest 3 hands for most popular card games.** |

Ramsay/Tuer et al 2014
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## Using what you've got

Time for a webinar poll and your questions/comments.

1. Do you already have documents, learning activities and demonstrations that you are using that fit the "task set" structure?
2. If not or you are not sure, do you have some that you can adapt?
3. How many of you have looked at the QUILL Task Portal?

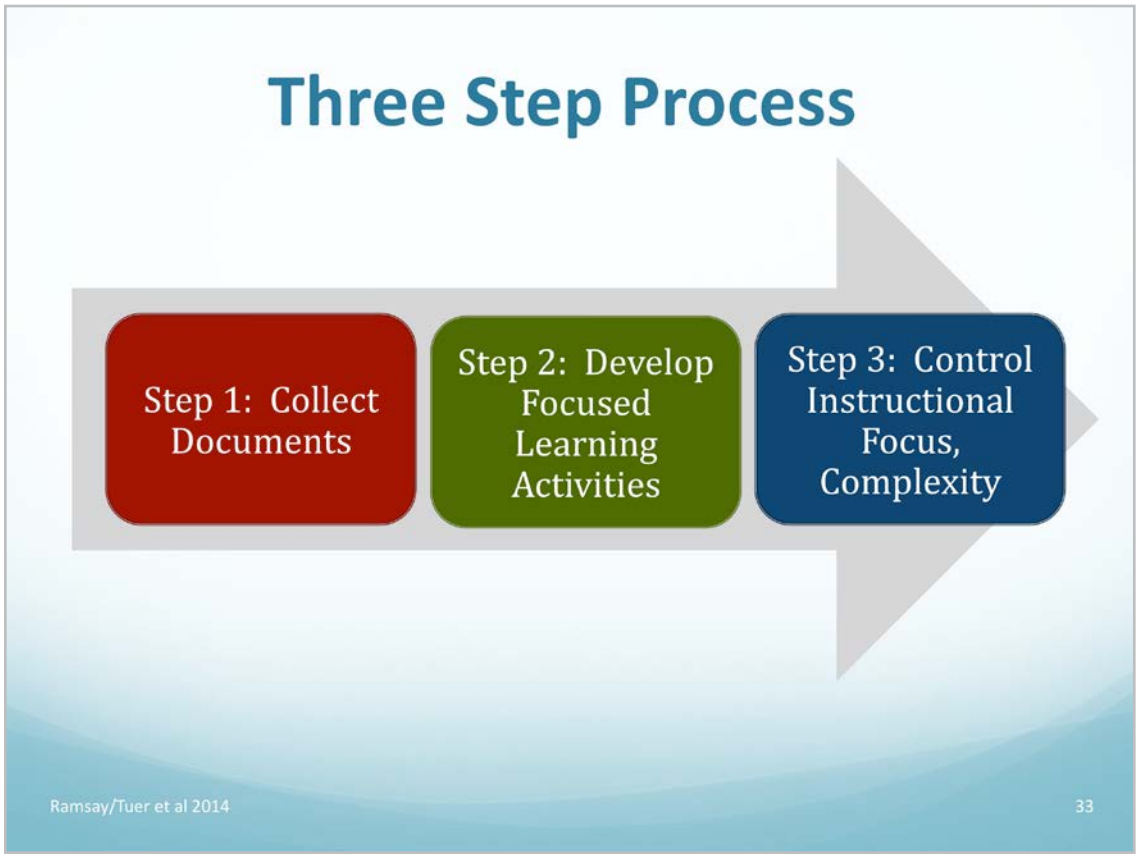
Ramsay/Tuer et al 2014 31

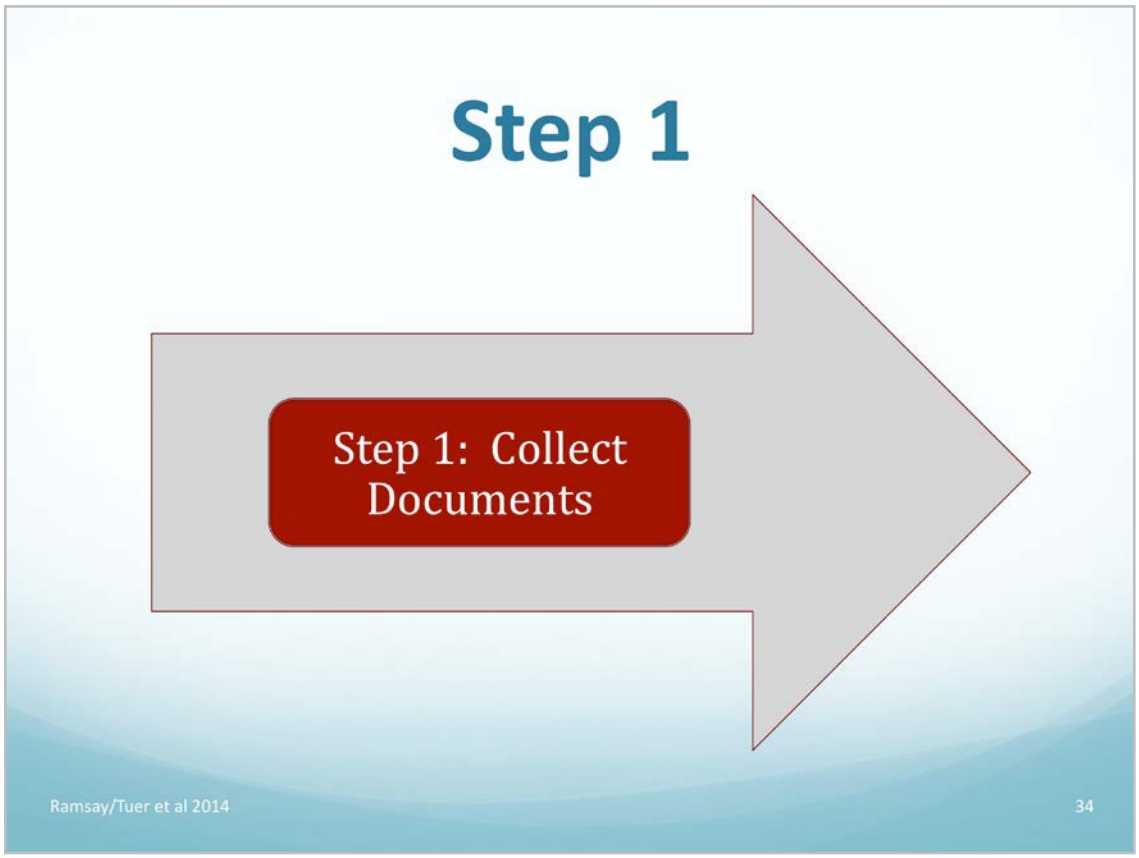
## Part B Agenda

- Characteristics of a good document
- Level the task not the document
- What's good?
- How to find documents for specific paths

Adapted from 'Developing Work-Related Learning Materials'. SkillPlan BC 2007 Essential Skills Workshop", Jane Tuer and Through the Worker's Eyes, 2009

Ramsay/Tuer et al 2014 32


Three Step Process
Step 1: Collect Documents
Step 2: Develop Focused Learning Activities
Step 3: Control Instructional Focus, Complexity
Ramsay/Tuer et al 2014
33


Step 1
Step 1: Collect Documents
Ramsay/Tuer et al 2014
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# Step 1

- Talk to people
- Go to different workplaces, schools, websites, etc
- Set up an interview
- Explain the purpose of collecting documents
- Review Essential Skills Profiles to get some ideas

***Refer to Practitioner Guide pages 11-14**

Ramsay/Tuer et al 2014 35

# Characteristics of Good Documents*

1. Authentic
2. Well-written and well-designed
3. Visually interesting
4. Useful for replicating several real-life tasks
5. Typically used in real-life (generic)

***Refer to Practitioner Guide pages 11-14**

Ramsay/Tuer et al 2014 36

## Good Documents:

- Address the skill, job or learning outcome being worked on
- Expand on general knowledge
- Don't require context or background about the workplace for the learner to complete the task
- Integrate different Essential Skills/OALCF competencies

Ramsay/Tuer et al 2014 37

## Good documents also:

- Reflect typical tasks workers do frequently on the job or in class
- Comply with current standards (i.e. First Aid)

Ramsay/Tuer et al 2014 38

## Avoid documents that are:

- Too technical - choose only if typical to the job or typically used in the pathway
- Several pages long - choose specific sections equal to one page
- Gender or culturally biased
- Bilingual on the same page - this adds level of difficulty for learner

Ramsay/Tuer et al 2014 39

## Document Checklist*

- ☑ Information is displayed in typical format
- ☑ Satisfies the instructional purpose
- ☑ Is visually interesting, Canadian content
- ☑ Contains enough info to allow someone not familiar with the job to use it

***Refer to "1-2: Document Checklist"**

Ramsay/Tuer et al 2014 40

## Document Checklist continued

- ☑ Has potential for reading, writing, document use and/or numeracy tasks
- ☑ Is authentic
- ☑ Has minor errors such as misspelling corrected
- ☑ Permission received by employer to use; approval given/ names changed if needed

Ramsay/Tuer et al 2014 41

## Webinar Exercise: Is this a good document?

As a group, let's review the strengths and weaknesses of each document (A, B, C).

These document are all from SkillPlan BC.

Take a few minutes to review the documents and complete the Exercise 1: Choosing Workplace Documents Worksheet.

Ramsay/Tuer et al 2014 42

**Exercise 1: Document A**

Items for purchase each month

*lined paper, 12 packs
*10 binders
*pack of pencils
*pack of black or blue ink pens
*4 packs of coloured copy paper - green, blue, yellow, purple, pink
*file folders, legal
*pack of dry erase markers (gray with white end)

On the last Thursday of each month, check the supplies. May change the amount ordered each month as needed.

14 Exercise 1: Choosing Workplace Documents

Ramsay/Tuer et al 2014

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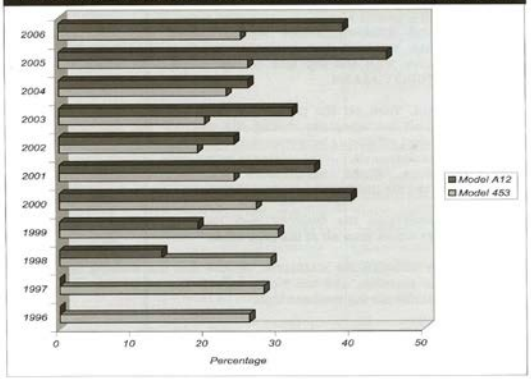
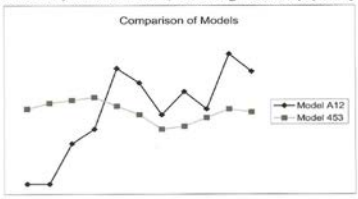
**Exercise 1: Document B**

**Sales over the past decade**

COMPARISON OF MODEL 453 AND MODEL A12




Model A12, launched in 1998, is showing increased popularity over our classic Model 453.




Exercise 1: Choosing Workplace Documents 15

Ramsay/Tuer et al 2014

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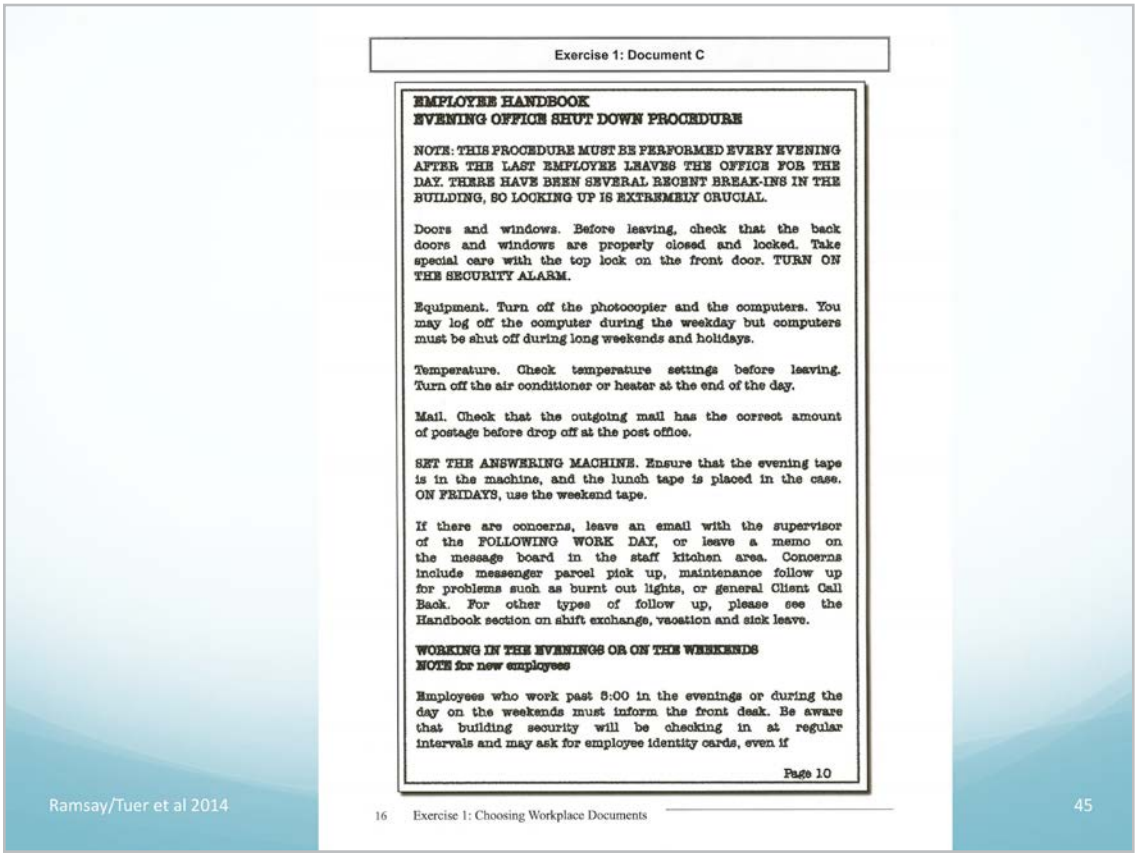
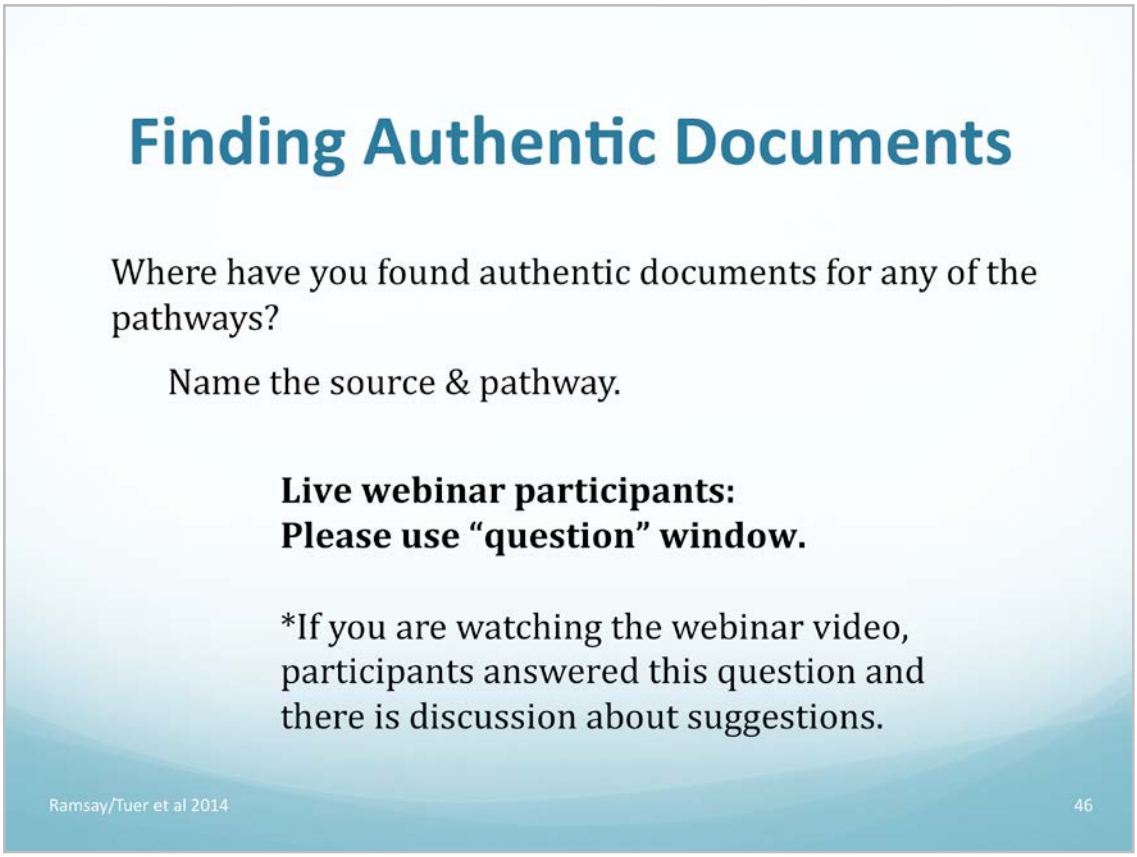

Exercise 1: Document C
EMPLOYEE HANDBOOK
EVENING OFFICE SHUT DOWN PROCEDURE
NOTE: THIS PROCEDURE MUST BE PERFORMED EVERY EVENING AFTER THE LAST EMPLOYEE LEAVES THE OFFICE FOR THE DAY. THERE HAVE BEEN SEVERAL RECENT BREAK-INS IN THE BUILDING, SO LOCKING UP IS EXTREMELY CRUCIAL.
Doors and windows. Before leaving, check that the back doors and windows are properly closed and locked. Take special care with the top lock on the front door. TURN ON THE SECURITY ALARM.
Equipment. Turn off the photocopier and the computers. You may log off the computer during the weekday but computers must be shut off during long weekends and holidays.
Temperature. Check temperature settings before leaving. Turn off the air conditioner or heater at the end of the day.
Mail. Check that the outgoing mail has the correct amount of postage before drop off at the post office.
SET THE ANSWERING MACHINE. Ensure that the evening tape is in the machine, and the lunch tape is placed in the case. ON FRIDAYS, use the weekend tape.
If there are concerns, leave an email with the supervisor of the FOLLOWING WORK DAY, or leave a memo on the message board in the staff kitchen area. Concerns include messenger parcel pick up, maintenance follow up for problems such as burnt out lights, or general Client Call Back. For other types of follow up, please see the Handbook section on shift exchange, vacation and sick leave.
WORKING IN THE EVENINGS OR ON THE WEEKENDS
NOTE for new employees
Employees who work past 5:00 in the evenings or during the day on the weekends must inform the front desk. Be aware that building security will be checking in at regular intervals and may ask for employee identity cards, even if
Page 10
16 Exercise 1: Choosing Workplace Documents
Ramsay/Tuer et al 2014
45


Finding Authentic Documents
Where have you found authentic documents for any of the pathways?
Name the source & pathway.
Live webinar participants:
Please use "question" window.
*If you are watching the webinar video, participants answered this question and there is discussion about suggestions.
Ramsay/Tuer et al 2014
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# Part A & B Quiz

Using the Polling feature and comment box for your responses:

1. Which is the correct list of types of processing?
   a) Identify, narrate, list, persuade
   b) Sort, define, summarize, justify
   c) Identify, define, explain correspond

2. What does TORI stand for?
   a) Type of required information
   b) Type of recorded information
   c) Type of requested information

3. Good documents require background knowledge or experience to read or use them. True or False

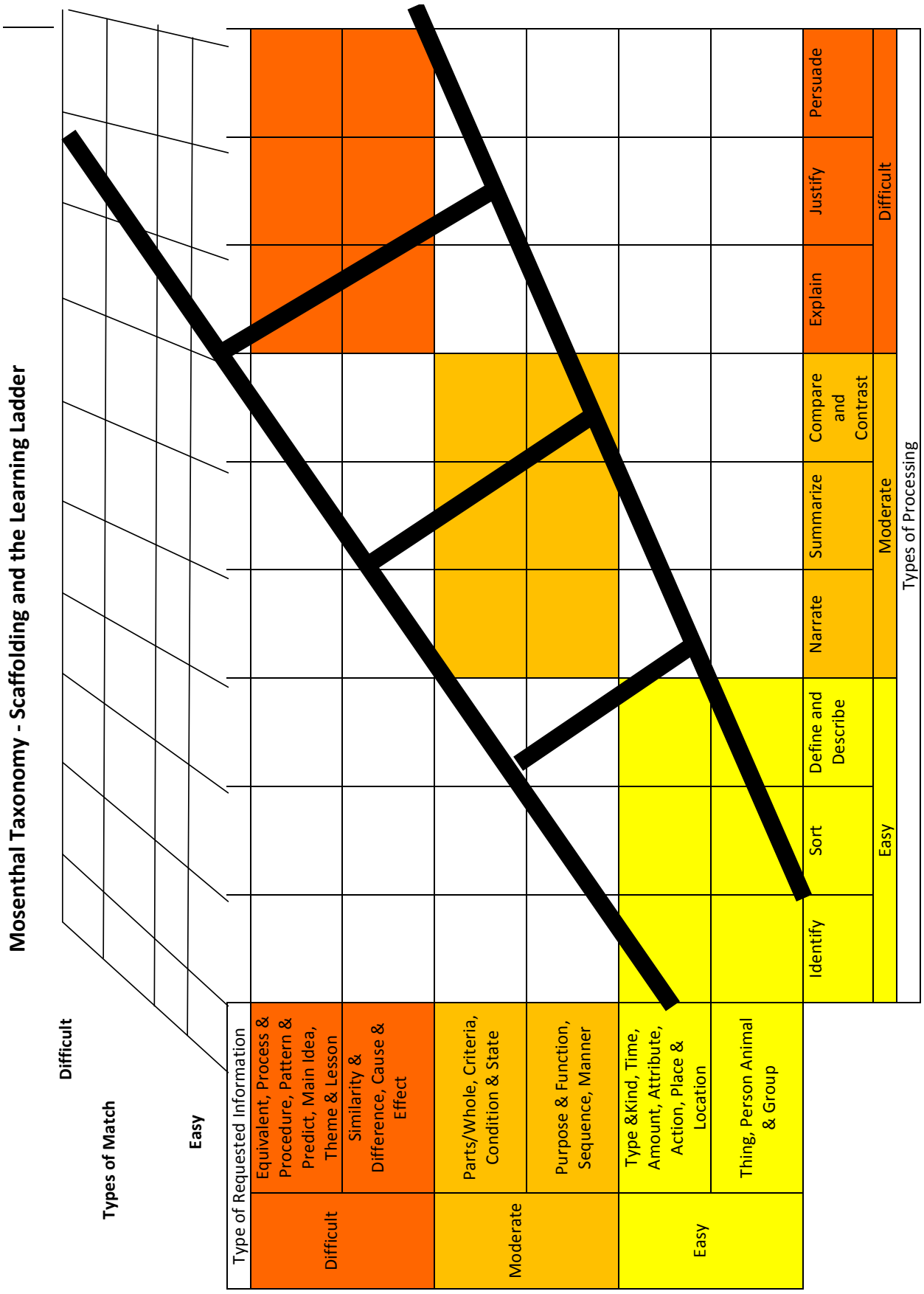
4. LCIG = Locate, Cycle, ????, Generate – Please type in your answer.

Ramsay/Tuer et al 2014 47

# Your Homework

1. **Read the Practitioner Guide, if you haven't already.**
2. Gather 1 – 2 authentic documents – review them based on document checklist
3. Gather 1 – 2 current demonstrations or learning activities you have already
4. Revise your learning activities based on what you learned today

Ramsay/Tuer et al 2014 48


Mosenthal Taxonomy - Scaffolding and the Learning Ladder
Difficult
Types of Match
Easy
Type of Requested Information
Difficult
Equivalent, Process & Procedure, Pattern & Predict, Main Idea, Theme & Lesson
Similarity & Difference, Cause & Effect
Moderate
Parts/Whole, Criteria, Condition & State
Purpose & Function, Sequence, Manner
Easy
Type &Kind, Time, Amount, Attribute, Action, Place & Location
Thing, Person Animal & Group
Identify
Sort
Define and Describe
Narrate
Summarize
Compare and Contrast
Explain
Justify
Persuade
Easy
Moderate
Difficult
Types of Processing

## Document Checklist

**This checklist summarizes some points to consider when collecting workplace documents.**

**Document type:**

- ☐ Document provides an information display that is typical of the workplace documents for this occupation (table, manual, label, schedule, map).
- ☐ Drawings or diagrams have clear labelling that will provide answers to the tasks.

**Document contents:**

- ☐ Document satisfies your instructional focus.
- ☐ Document content is interesting visually.
- ☐ Document contains enough information to allow someone not familiar with the job to use it.
- ☐ Document has potential for Reading Text, Document Use and/or Numeracy questions.
- ☐ Document is authentic.

**Other items to consider:**

- ☐ Document is available in French, if you are developing tasks in English and French. Copy of this French source document collected.
- ☐ Minor errors such as misspellings have been corrected.
- ☐ Copyright owner information is clearly identified so you can contact the owner for reprint permission.
- ☐ Approval has been given to use real names or fictitious names.

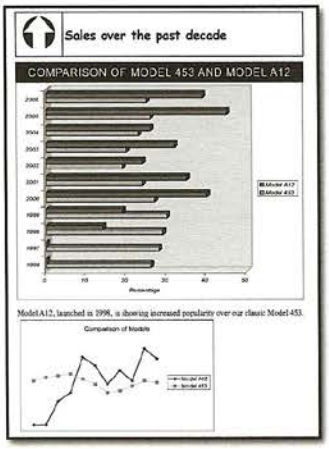
## Exercise 1: Choosing Workplace Documents Worksheet

Items for purchase each month

*Lined paper, 12 packs
*10 binders
*pack of pencils
*pack of black or blue ink pens
*4 packs of coloured copy paper - green, blue, yellow, purple, pink
*File folders, legal
*pack of dry erase markers (gray with white end)

On the last Thursday of each month, check the supplies. May change the amount ordered each month as needed.

| Strengths of this document | Weaknesses of this document |
|---|---|
| • content is not technical<br>• | • content seems personal, not occupation specific<br>• |



Sales over the past decade

COMPARISON OF MODEL 453 AND MODEL A12

Model A12, launched in 1998, is showing increased popularity over our classic Model 453.

| Strengths of this document | Weaknesses of this document |
|---|---|
| • | • |

EMPLOYEE HANDBOOK
EVENING OFFICE SHUT DOWN PROCEDURE

NOTE: THIS PROCEDURE MUST BE PERFORMED EVERY EVENING AFTER THE LAST EMPLOYEE LEAVES THE OFFICE FOR THE DAY. THERE HAVE BEEN SEVERAL RECENT BREAK-INS IN THE BUILDING, SO LOCKING UP IS EXTREMELY CRUCIAL.

Doors and windows. Before leaving, check that the back doors and windows are properly closed and locked. Take special care with the top lock on the front door. TURN ON THE SECURITY ALARM.

Equipment. Turn off the photocopier and the computers. You may log off the computer during the weekday but computers must be shut off during long weekends and holidays.

Temperature. Check temperature settings before leaving. Turn off the air conditioner or heater at the end of the day.

Mail. Check that the outgoing mail has the correct amount of postage before drop off at the post office.

SET THE ANSWERING MACHINE. Ensure that the evening tape is in the machine, and the lunch tape is placed in the case. ON FRIDAYS, use the weekend tape.

If there are concerns, leave an email with the supervisor of the FOLLOWING WORK DAY, or leave a memo on the message board in the staff kitchen area. Concerns include messenger parcel pick up, maintenance follow up for problems such as burnt out lights, or general Client Call Back. For other types of follow up, please see the Handbook section on shift exchange, vacation and sick leave.

WORKING IN THE EVENINGS OR ON THE WEEKENDS
NOTE for new employees

Employees who work past 8:00 in the evenings or during the day on the weekends must inform the front desk. Be aware that building security will be checking in at regular intervals and may ask for employee identity cards, even if

Page 10

| Strengths of this document | Weaknesses of this document |
|---|---|
| • | • |

**Exercise 1: Document A**

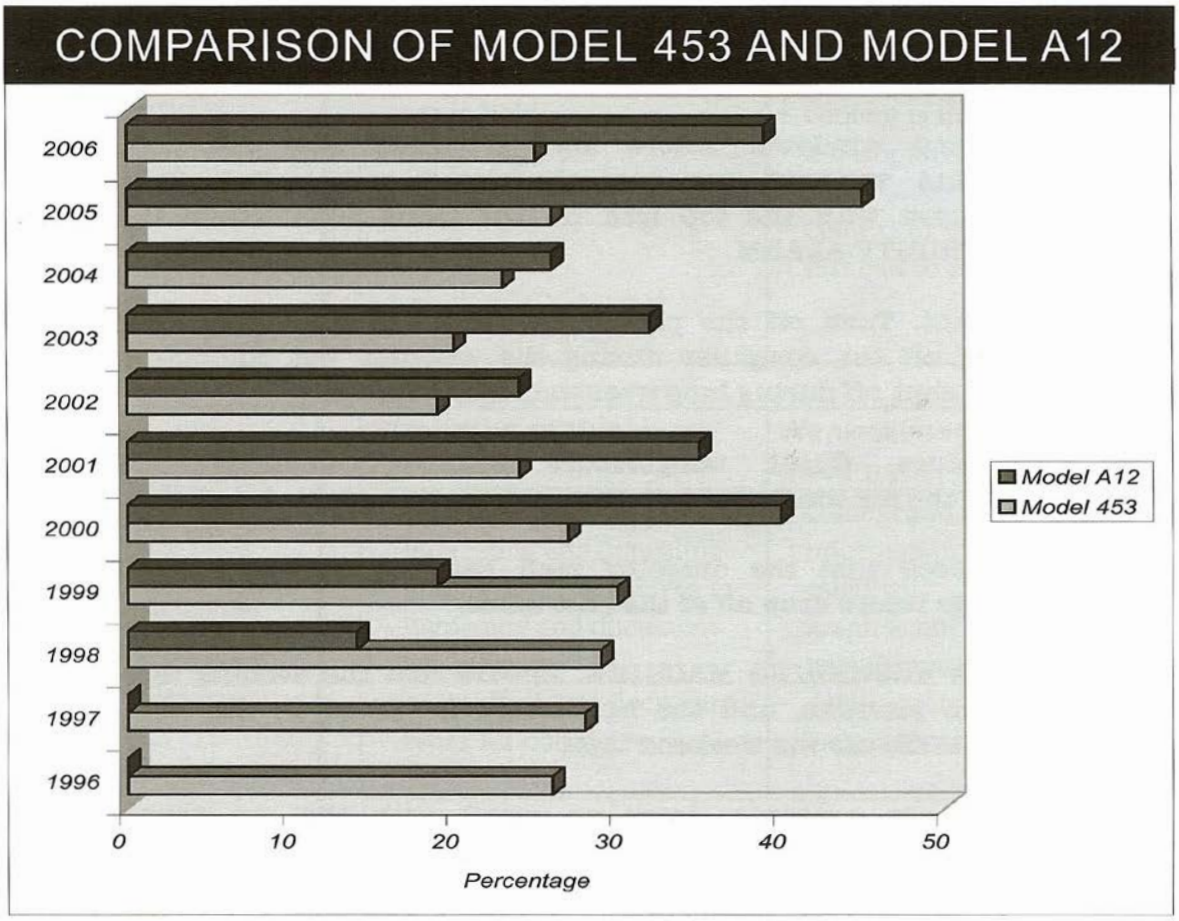
Items for purchase each month

*lined paper, 12 packs
*10 binders
*pack of pencils
*pack of black or blue ink pens
*4 packs of coloured copy paper - green, blue, yellow, purple, pink
*file folders, legal
*pack of dry erase markers (gray with white end)

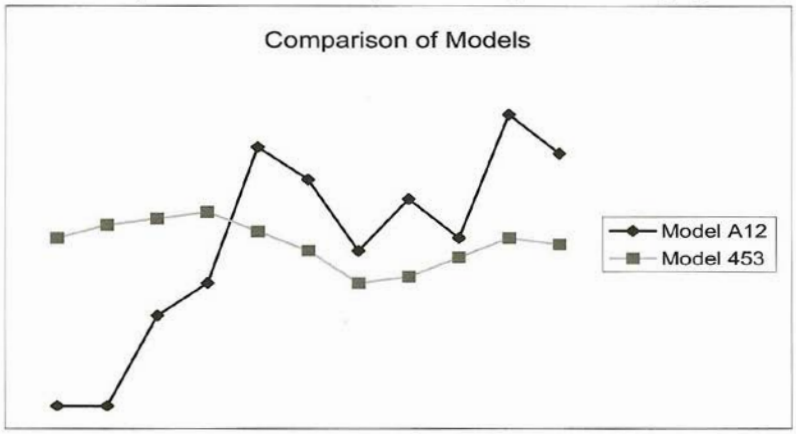
On the last Thursday of each month, check the supplies. May change the amount ordered each month as needed.

**Exercise 1: Document B**

## Sales over the past decade




Model A12, launched in 1998, is showing increased popularity over our classic Model 453.



**Exercise 1: Document C**

**EMPLOYEE HANDBOOK**
**EVENING OFFICE SHUT DOWN PROCEDURE**

NOTE: THIS PROCEDURE MUST BE PERFORMED EVERY EVENING AFTER THE LAST EMPLOYEE LEAVES THE OFFICE FOR THE DAY. THERE HAVE BEEN SEVERAL RECENT BREAK-INS IN THE BUILDING, SO LOCKING UP IS EXTREMELY CRUCIAL.

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Temperature. Check temperature settings before leaving. Turn off the air conditioner or heater at the end of the day.

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**WORKING IN THE EVENINGS OR ON THE WEEKENDS**
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Page 10

## 1-7: Task Template with Performance Descriptors - Page 1

**OALCF Task Cover Sheet**

**Before sending the task to QUILL to be uploaded to the Task-Based Activities Portal, you are responsible to follow the following process:

- ☐ Submit it on the template provided on the portal in Instructions and Tips
- ☐ Each task-based activity must be completed by two practitioners checking for edits, missing steps, accuracy of competencies and levels, and inclusion of a correct answer key
- ☐ Each must be successfully completed by a learner

**Task Title:** [Calibri 12 pt not bold]

| | |
|---|---|
| **Learner Name:** | |
| **Date Started:** **Successful Completion:** Yes___ No___ | **Date Completed:** |
| **Goal Path:** Employment___ Apprenticeship___ Secondary School___ Post Secondary ___ Independence___ [✓bold checkmark after the appropriate goal path(s), remove the underline there to keep it tidy] | |
| **Task Description:** [Calibri 12 pt not bold] | |
| **Competency:** A: Find and Use Information [sample only, list each] | **Task Group(s):** A1: Read continuous text [sample only, list each] |
| **Level Indicators:** A1.1: Read brief texts to locate specific details [sample only, list each] | |
| **Performance Descriptors:** see chart on last page | |
| **Materials Required:** • [Calibri 12 pt, 1.15 line spacing] | |

To download this template go to http://taskbasedactivitiesforlbs.ca/instructions and click on the **Task Template** link under **Instructions and Tips**.

**Task Title:** [Calibri 12 pt]

[This section to be given to the learner is written in Book Antiqua, 12 pt font. Set up each task with a hanging indent of 1". Any provided documents should not be edited for language, font size, etc. to maintain authenticity.]

**Learner Information and Tasks:**

**Task 1:** [First task. If answers are to be written on this page, ensure that you leave enough room between each task. Lines should be double-spaced.]

**Task 2:** [Second task. Continue this list as necessary.]

**Task Title:** [Calibri 12 pt]

**Answer Key**

**Task 1:** [Answer for first task. Show steps to the answer if possible, for instance how a calculation was made. The final answer should be in bold so it is easier for the practitioner to see.]

**Task 2:** [Second task. Continue this list as necessary.]

**Task Title:** [Calibri 12 pt]

| | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
|---|---|---|---|---|
| A1.1 | • Identifies the main idea in brief texts [sample – list each separately in Calibri 12 pt, see the list below of all the performance Descriptors to cut and paste them into this form] | | | |
| | • | | | |
| | • | | | |
| | • | | | |
| | • | | | |

**This task:** was successfully completed___ needs to be tried again___

| **Learner Comments** |
|---|
| |

_____ _____

**Instructor (print)** **Learner Signature**

In the original template, there are several pages containing all of the performance descriptors that could be copied and pasted into the chart above. They were removed from this document to save space, but you can find them in the template online.

# Task-Based Activity Development

Developing Task-based, Authentic Learning Activities for OALCF Paths
Part C

Webinar Series

February 2014

Facilitated by:
Anne Ramsay & Jane Tuer
Partnership of:
QUILL & PRLN

## Webinar Agenda*

**Part A:**
- Tasks & task sets
- Tasks vs. Skill building
- Theoretical basis
- Introduction to complexity

**1st Webinar**
**Parts A & B**

**Part B:**
- Characteristics of a good document
- Level the task not the document
- How to find documents for specific paths

**2nd Webinar**
**Part C**

**Part C:**
- Complexity scale
- Task Checklist

**Part D:**
- Complexity in-depth
- Review
- Final Assignment

**3rd Webinar**
**Review & Samples**

Ramsay/Tuer et al 2014

*Adapted from 'Developing Work-Related Learning Materials'. SkillPlan BC 2007 Essential Skills Workshop", Jane Tuer and Through the Worker's Eyes, 2009

# Goals & Outcomes

**Goal:**

- Train 100 practitioners across Ontario
- Create 100 Tasks sets for inclusion on the Portal

http://taskbasedactivitiesforlbs.ca/

**Outcomes:**

By the end of the webinar series, practitioners will have:

- Enhanced ability to recognize and acquire good quality authentic documents
- Increased capacity to create task sets
- Enhanced understanding of how tasks are different from skill building activities
- Increased ability to create high-quality, task-based learning activities
- Increased understanding of how to dissect tasks into OALCF competencies
- Increased capability to understand and assign complexity levels to their tasks

Ramsay/Tuer et al 2014

# Part A & B Reminder Quiz

1. A Level One Task is defined as:
   a) Finding two pieces of information in a document
   b) Cycling through the document to find information
   c) Locating one piece of information at a time

2. What does TOM stand for?
   a) Type of match
   b) Typical open match
   c) Type of method

3. A task set is defined as "a set of questions that replicate an authentic experience that a learner will have in any of the five pathways".
   True or False

4. Good samples of authentic documents are: bilingual on the same page, well-designed, visually interesting, and can be used to create many tasks.
   True or False

Ramsay/Tuer et al 2014

## Part C Agenda

- Complexity scale
- Types of tasks
- Tasks & goal path
- Wording & Responses
- TOM & TORI
- Task Checklist

Adapted from 'Developing Work-Related Learning Materials'. SkillPlan BC 2007 Essential Skills Workshop", Jane Tuer and Through the Worker's Eyes, 2009

Ramsay/Tuer et al 2014

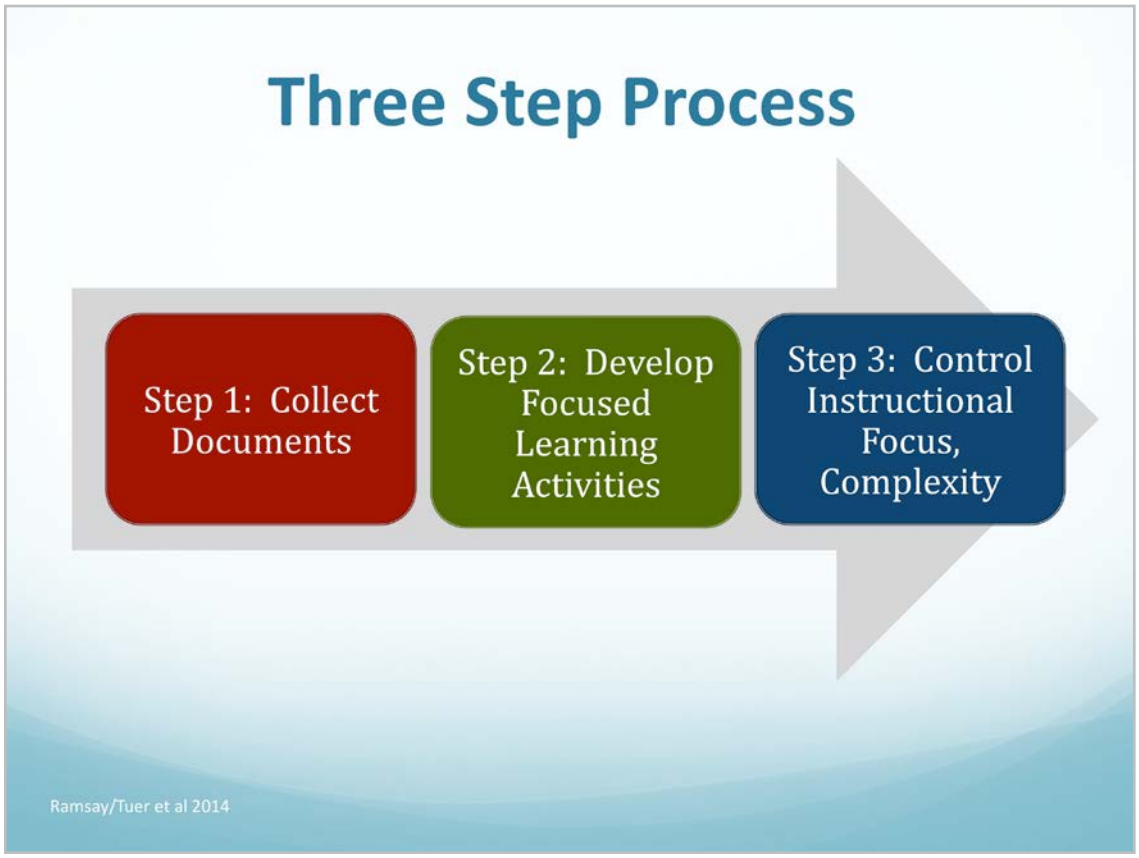
## Level the Task!

Key Rule of Thumb:
**Level the Task not the document**

Tasks have levels and competencies and skill domains ascribed to them.

Authentic documents do not.

Ramsay/Tuer et al 2014


Three Step Process
Step 1: Collect Documents
Step 2: Develop Focused Learning Activities
Step 3: Control Instructional Focus, Complexity
Ramsay/Tuer et al 2014

Step 2
Step 2: Develop Pathway-Focused Learning Activities
Ramsay/Tuer et al 2014

## Developing Apprenticeship & Worker-focused Tasks

**At the workplace, the worker's job is to complete a series of tasks/questions.**

Workers may:

- Enter information on a form
- Locate information in a manual
- Check dates and times on a schedule

Ramsay/Tuer et al 2014

## Developing Student-focused Tasks for Academic Pathways

**In the classroom, the learner's task is to learn the material (curriculum) and apply it in various academic situations** (post-secondary, secondary school credits, in-school portion of apprenticeship).

Learners may:

- Study for an exam or test
- Write a paper or report
- Take class notes

Most closely resembles skill building activities.

Ramsay/Tuer et al 2014

## Developing Independence Tasks

**In real life, the learner must deal with a variety of tasks linked to the variety of life roles.**
E.g. parent, caregiver, community volunteer, patient, coach, mentor, religious community member, etc.

Learners may:

- Complete a rental agreement or medial form
- Read a school newsletter or local newspaper
- Calculate a budget or a discount on a purchase

Ramsay/Tuer et al 2014

## In Summary

Learning activities/tasks should replicate authentic situations. To check if the task does, ask the question:

- "Does the worker do this task on the job?"
- "Does the learner do this task in class?"
- "Does the adult do this task in real life?"

*Refer to Practitioner Guide pg 10-14

Ramsay/Tuer et al 2014

## Three Parts to a Task Set

1. Tasks or questions
2. The related, authentic document or scenario
3. The purpose for learning or instructional focus (OALCF competencies & pathway)

Ramsay/Tuer et al 2014

## Where to Start?

There is some flexibility for a starting point for creating task set.

**Document:**
- Found an interesting authentic document?
- Learner brought in a document?

**Pathway:**
- Popular learner pathways?
- Local labour market info indicating particular jobs or industry sectors?
- Then find authentic documents

Ramsay/Tuer et al 2014

## Document > Tasks > OALCF

- ✓ Review the document
- ✓ Determine the relevant pathway
- ✓ Begin drafting tasks (3 – 7 questions)
- ✓ Review each task for OALCF competencies & levels
- ✓ Check for scaffolding – working from easy to more difficult
- ✓ Revise as needed

Ramsay/Tuer et al 2014

## Two Parts to a Question

Each question or task has 2 parts:

- Information given (TOM)
- Response requested (TORI)

Example: What does the driver need to have in the vehicle before leaving the yard?

Given: driver needs something in the vehicle

Response: item needed before leaving the yard

Ramsay/Tuer et al 2014

## Developing Types of Tasks

- Develop a variety of Who, What, Where and How tasks
- Develop tasks with different types of response modes (i.e. circle, list, highlight, enter)
- Different OALCF competencies and levels (difficulty)
- ***Keep each activity independent*** *of each other so the answer to one is not needed to complete the answer for another*

*Refer to Handout "2-1: Question Words and TORI"

Ramsay/Tuer et al 2014

## Wording of Tasks

- Use the active voice to make tasks more clear

  What product number is entered into the computer? (passive)

  vs.

  What product number does the clerk enter into the computer?

- Avoid gender or racial stereotypes

  Name the occupation instead of using he or she

Ramsay/Tuer et al 2014

## Wording of Tasks continued

- Avoid localized jargon in the activity - if it's critical to the job, explain it in the task.
- Break longer questions into several sentences

  Calculate the total price to charge if there is a 5% discount for new customers.

  vs.

  New customers receive a 5% discount off the total price. Calculate the total price with the 5% discount.

Ramsay/Tuer et al 2014

## Wording of Tasks continued

- Avoid questions that require yes/no answers or encourage guessing

  Tasks on the job rarely have multiple choice options.

- Use words that match the level of the activity.

  Who, Where, How much and When suit low-level

  How, Which, Why, Explain, What suit high-level.

*Refer to Handout "2-1: Question Words and TORI"

Ramsay/Tuer et al 2014

## Handout Exercise # 2

- Refer to handout "2-2: Exercise 2 – Worker Focused Tasks Worksheet"
- Compare the questions in the left column with questions in the right column.
- Why are the questions in the left column not worker-focused?
- Take 5 minutes to complete it. If you're viewing the webinar video now, pause it and take a few moments to complete the exercise.

Ramsay/Tuer et al 2014

## TORI = Type of Requested Information

Questions have 2 parts: **given** information and **requested** information

- Question words and Types Of Requested Information (see handout)
- Identifying the type of requested information is the key to successful answering of the question/task
- Taking time to identify TORI increases the learner's comprehension of the task and ultimately performance on the task.

Ramsay/Tuer et al 2014

## TOM = Type of Match

Use the information from the question/task to match it to the document (locate).

Locate & Cycle -> Easy

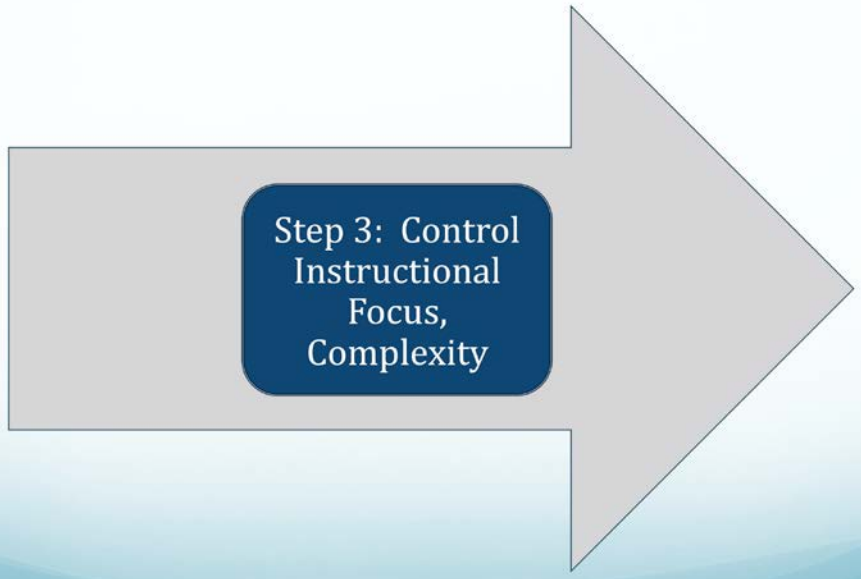
Integrate -> Moderate

Generate -> Difficult

The amount of given information influences complexity.

Ramsay/Tuer et al 2014

## Step 3




Ramsay/Tuer et al 2014

## Complexity & Scaffolding*

Begin with a task/questions that orients the learner to the document.

Follow that task with tasks that increase in complexity.

Gradually increase the level of the tasks to scaffold/bridge learning.

Complexity is built on a hierarchy of cognitive processing. The more thinking involved, the more difficult the question.

**LCIG**: Locate -> Cycle -> Integrate -> Generate

Ramsay/Tuer et al 2014

*From: *Developing Work-Related Learning Materials*,. SkillPlan BC 2007

## Types of Responses

The type of responses you want should be similar to what is actually done on the job, in academic setting or and in real life:

- **Calculating** a total
- **Entering** information on a form
- **Highlighting** or **circling** information
- **Explain or discuss** information

Ramsay/Tuer et al 2014

## Low-level activities

- Learner finds/locates key words in the question and matches those same words in the document.
- Learner does not need to have a strong understanding of the document format to find the answer.
  1. What is the customer's address?
  2. What is the model number of the part?
  3. When is the work shift finished?

Ramsay/Tuer et al 2014

## Higher-level activities

- Learner must locate multiple pieces of information.
- Learner must compare info from different areas of the same document.
- Learner must generate information
  1. Calculate the new total after 5% discount
  2. Give a reason why this method should be recommended

Ramsay/Tuer et al 2014

# Numeracy Tasks

Quantitative tasks are **easier** when:

- Numbers to be used are obvious. The task is more difficult if the reader has to look for the values and figure out the labels associated with amounts.
- Numbers appear in row or column format rather than in a random arrangement (as for example in a prose paragraph).
- Arithmetic operations are explicitly signalled by the use of mathematical symbols ( +, x, =, etc.) or explicit verbal cues ('add,' 'subtract,' 'total,' etc.)
- If the operation is signalled by the use of relational statements such as 'how much,' 'what amount,' or 'calculate the difference,' the operation **becomes more difficult**.
- When these operations are indirect or implied as in 'what is the net profit,' or 'what is the discounted price,' the task becomes **even more difficult**.

Ramsay/Tuer et al 2014

Adapted from: Assessing the Complexity of Literacy Tasks

# Numeracy Tasks

Quantitative tasks are **more difficult** when:

- Reader is required to work with ratios (one in four, two to one). Working with rates (miles per gallon, litres per square yard) is yet more difficult.
- Operations require sequential steps. Tasks are made more difficult when the amount resulting from one operation or task is used in the next calculation.
- Answer requires some transformation – hours and minutes to hours only, converting ratios to a common denominator, changing measurements from one system to another, fractions to decimals, etc.

Ramsay/Tuer et al 2014

Adapted from: Assessing the Complexity of Literacy Tasks

## Handout Exercise # 4

- Refer to handouts "2-4: Exercise 4 – Rewriting Tasks Document" and "2-5: Exercise 4: Rewriting Tasks Worksheet"
- Read the tasks and take a few minutes rewrite the tasks to improve the wording.

  (Click Pause now if you're watching the video!)
- Let's review (Press Play when you're ready)

Ramsay/Tuer et al 2014

## Samples

Lets review some good and not so good samples of tasks sets (5 sets).

Samples from QUILL Portal, Ontario Skills Passport and Measure Up.

- 2-6: Lego Building Instructions
- 2-7: PSS CAAT Preparation Test
- 2-8: Bus and Train Schedule
- 2-9: Glazier Windshield
- 2-10: Recipe Problem

Comments or questions?

Ramsay/Tuer et al 2014

## Task Development Checklist*

- ☑ Activity is authentic. The worker uses the document in this way on the job.
- ☑ Wording is appropriate for the difficulty level of requested information.
- ☑ Activities are varied, using a combination of How, What, Where, Name, etc.
- ☑ Wording is clear and brief.

*Refer to Handout "2-11: Task Writing Checklist"

Ramsay/Tuer et al 2014

## Task Checklist Continued

- ☑ Activities start with an orientation task/question.
- ☑ Activities are ordered from least difficult to most difficult.
- ☑ Activities are independent of each other.
- ☑ Requested response is how the worker could complete the task on the job.

*Refer to Handout "2-11: Task Writing Checklist"

Ramsay/Tuer et al 2014

## Task Checklist Continued

- ☑ Requested response modes are varied (highlight, circle, enter).
- ☑ Questions request open-ended responses, not yes or no answers.
- ☑ Activities avoid specific gender.
- ☑ Activities are written in the active voice.
- ☑ Info (names, addresses) retains authenticity.

*Refer to Handout "2-11: Task Writing Checklist"

Ramsay/Tuer et al 2014

## Part C Review

1. Three parts of the question are: tasks/questions, purpose/ instruction focus, and authentic document/scenario

   True or False

3. Name one of the three easiest types of questions. Use the "question" box to write your answer.
4. Wording of Tasks should:
   a) Avoid gender, use localized jargon, and avoid active voice
   b) Use active voice, use words that match the level of the task, avoid yes/no questions
   c) Use yes/no questions, avoid racial stereotypes, avoid the passive voice

Ramsay/Tuer et al 2014

Other Resources
Ontario Skills Passport
http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml
Measure Up
http://www.skillplan.ca/measure-up
Essential Skills Profiles
http://www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml
Employment and Social Development Canada (ESDC) Website (formerly HRSDC)
www.hrsdc.gc.ca/eng/home.shtml
Ramsay/Tuer et al 2014

# Question Words and TORI

| | Question Words | Types of Requested Information (TORI) | Average Correct Response* |
|---|---|---|---|
| Challenging Easy | What | All types | ? |
| | Why | Reason | 51 |
| | Which | Criteria | 63 |
| | How | Manner – not process | 74 |
| | When | Time | 81 |
| | How much | Amount | 86 |
| | Where | Place/location | 92 |
| | Who | Person | 97 |

Ramsay/Tuer et al 2013

*Percentages from National Assessment of Education Process 92-94, 98

## Exercise 2: Worker Focused Tasks Worksheet

Compare questions in the left column with questions in the right column. Why are the questions in the left column not worker focused? Discuss your answers or write your answers on another sheet of paper.

| Not worker-focused | Worker-focused |
|---|---|
| 1. What is the title of this document? | What is the purpose of this form? |
| 2. In the box listing medical conditions, what are the 3 types of allergies indicated? | Highlight, underline or circle the section of the form where the secretary enters information about the student's allergies. |
| 3. Identify what must be 50 feet from the main building. | Where should construction sheds be located? |
| 4. A truck driver's load of televisions and stereos weighs 1500 kg. The televisions weigh 750 kg. How much do the stereos weigh? | Drivers need to comply with weight restrictions. The truck weighs X kg without a load. Calculate the gross vehicle weight. |
| 5. What policy number do you enter into the computer? | What policy number does the clerk enter into the computer? |
| 6. Name the 5 flavours that are embodied in the taste of this wine. | Servers are sometimes asked to describe the taste of wine. Highlight, underline or circle the section that has this description. |

## Exercise 3: Improving Tasks Worksheet

The following tasks have been improved. Look at the **Before** and **After** versions of the same task. Identify the problem and solution for each one. Two of the tasks have been completed as examples.

1.

**Before:** Can an employee's spouse request to review an employee's personal records on file with the HR department? (*The human resources specialist must have a signature on file to release information.*)

**After:** What does the human resources specialist need to have on file before releasing an employee's personal or home information?

**Answer:**

**Problem:** This task asks for a yes/no answer.

**Solution:** Reword the task.

2.

**Before:** What does the cook do if 48 servings are needed?

**After:** How will the cook change the recipe to make 48 servings?

**Problem:** There are too many possible answers because of the way the task is worded. "Do" is too broad.

**Solution:** Make the task more specific.

3.

**Before:** This is an employee's cheque. Use the following information to complete the Authorization for Electronic Deposit of Payroll funds form. You know from looking at other bank cheques that the five-digit code 00009 is the transit number and the last series of 7 numbers is the bank account number.

**After:** The human resources specialist asks the new employee for a sample cheque. Use the information from the cheque to complete the Authorization for Electronic Deposit.

**Problem:**

**Solution:**

4.

**Before:** If the plant operator is calling from the East Coast for advice about the proper handling of chlorine, what number would he or she call? *(Phone numbers are given in the workplace document for Lachine, Dartmouth, Toronto, Edmonton, Winnipeg and Vancouver.)*

**After:** If the plant operator is calling from Lachine for advice about proper handling of chlorine, what number would he or she call?

| |
|---|
| **Problem:** |
| **Solution:** |

5.

**Before:** Before filling out this document, what does the employee receive? *(A handbook is available.)*

**After:** What does the human resource specialist give out with this form?

| |
|---|
| **Problem:** |
| **Solution:** |

6.

**Before:** Sweeteners are available in different states. In what state is the Sugar-Nutra in this container? The Supreme Sugar?

**After:** Some sweeteners are available in liquid form. In what form is the Product A sweetener in this container?

| |
|---|
| **Problem:** |
| **Solution:** |

7.

**Before:** The secretary fills out information about the clients. Circle the section where she enters information about a client's credit history.

**After:** The secretary fills out information about the clients. Circle the section where the secretary enters information about a client's credit history.

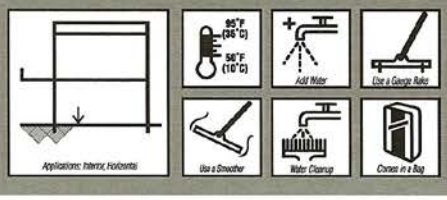
| |
|---|
| **Problem:** |
| **Solution:** |

MAPEI®

MAPEI HCT®

# Ultraplan

**Quick-setting, self-leveling, concrete topping and underlayment**




## DESCRIPTION

*Ultraplan M20* is an HCT™ (High-Hydrated Cement Technology)-based, quick-setting, self-leveling, self-drying material. It is specially formulated for the resurfacing and construction of interior horizontal surfaces as a light-traffic industrial or commercial wear topping or underlayment for floor coverings.

## USES

- *Ultraplan M20* can be used for fast-track resurfacing and construction of horizontal wear surfaces. This light gray product is designed to accept architectural stains as well as industrial/commercial sealers and coatings (verify compatibility and follow manufacturers' instructions).
- *Ultraplan M20* can be used for quick-turnaround leveling, smoothing and repairing of interior floors prior to the installation of floor coverings. Ceramic tile and natural stone can be installed in as little as 3 to 4 hours after application. Floor coverings – carpet, vinyl sheet goods, vinyl tile, vinyl composition tile (VCT), homogenous PVC, rubber, engineered wood plank, and polymer floor coatings and toppings – can be installed 16 to 24 hours after application.
- *Ultraplan M20* provides a palette for designing unique and artistic floors for retail stores, mall corridors and entrances, showroom floors, restaurant floors, hotel lobbies, loft apartments … nearly anywhere a unique, creative floor is desired. *Ultraplan M20* can provide a nearly unlimited range of interesting effects when mixed with integral colorants and such unique materials as marble aggregates and metals. The cements used in *Ultraplan M20* yield excellent results when finished by diamond polishing.
- *Ultraplan M20* is tough enough for industrial warehouse floors and loading docks subject to continual light vehicular and foot traffic.

## RECOMMENDED SUBSTRATES

- Properly prepared, sound, dimensionally stable, fully cured concrete at least 28 days old and free from hydrostatic pressure. Consult the floor-covering or coating manufacturer's recommendations regarding the maximum allowable Moisture Vapor Emission Rate (MVER) and retained moisture content in substrate. For substrates with an MVER exceeding 5 lbs. per 1,000 sq. ft. (2,27 kg per 92,9 m²) per 24 hours using a calcium chloride test (reference ASTM F1869), MAPEI recommends installation of *Planiseal™ MRB* moisture-reduction barrier.

  Note: Maximum allowable MVER is always determined by the complete system installed, including primers, underlayments/toppings, floor coverings and sealers. Today's wide variety of substrate conditions, floor coverings and adhesives requires careful analysis of the intended final floor use, as well as compliance with each manufacturer's recommendations for MVER, retained moisture content and adhesive selections. Always install several correctly located test areas to ensure compatibility, bond strength and performance of the complete flooring system.

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## Exercise 4: Rewriting Tasks Worksheet

The following tasks are based on a product sheet used by Tilesetters. They use the product sheet to get information on how to use a product correctly. Read the following tasks. Rewrite the tasks to eliminate the problem(s) with the wording.

1. Several symbols are used to show information about the applications and uses of the product. For example, the symbol means the product comes in a bag. Which symbol is used to show the instruction "Water Cleanup"?

2. Why would you install a correctly located test area?

3. Would the tilesetter be able to install ceramic tile 5 hours after applying the product?

4. Give a reason for using this product on floors in Metrotown.

5. What are some ways the tilesetter can use the product? How about ways he can use it to create interesting effects?

*From: MOVING FORWARD* Curricula and Resources for Learners on the Independence Goal Path

**OALCF Task Cover Sheet**

**Task Title:** Writing Lego Building Instructions

| | |
|---|---|
| **Learner Name:** | |
| **Date Started:** | **Date Completed:** |
| **Successful Completion:** Yes___ No___ | |
| **Goal Path:** Employment ✓ Apprenticeship ✓ Secondary School ✓ Post Secondary ✓ Independence ✓ | |
| **Task Description:**<br>Learners design and build an original object from Lego or other building blocks. They will write out step-by-step directions for another learner (or practitioner) to duplicate the object. They will use the other learner's written directions to build a second object. At the end they will review each other's finished models and discuss the clarity and accuracy of the written instructions. | |
| **Competency:**<br>A: Find and Use Information<br>B: Communicate Ideas and Information | **Task Group(s):**<br>A1: Read continuous text<br>B1: Interact with others<br>B2: Write continuous text<br>B3 Complete and create documents |
| **Level Indicators:**<br>A1.2: Read texts to locate and connect ideas and information<br>B1.2: Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions<br>B2.1: Write brief texts to convey simple ideas and factual information<br>B3.1b: Create very simple documents to display and organize a limited amount of information | |
| **Performance Descriptors:** See chart on last page | |
| **Materials Required:**<br>• Learner instructions and information (next page)<br>• Blank paper, pencil and eraser<br>• A pair of matching sets of 6 Lego blocks in baggies (you can use more Lego, but this increases time and difficulty). You can use any combinations of blocks as long as they are varied in size, shape, and colour (maximum two alike or the assignment will be too simple). | |

*From: MOVING FORWARD* Curricula and Resources for Learners on the Independence Goal Path

**Task Title:** Writing Lego Building Instructions

**Learner information and instructions:**

For this activity you will be writing building directions for someone else to use to re-create the object that you have designed. They will not know what the final object should look like. You will also be following their directions on how to build something.

**Task 1:** Decide what type of object you want to build with your bag of building pieces (Lego). It will be an abstract version of the object (meaning not very much detail). It could be something like a bridge, animal, house, etc. You must use all of the pieces.

**Task 2:** Start building your object, writing down the step-by-step instructions as you go. Do not include any hints about your object in the instructions. For instance, write "Place red blocks around outside edge of the flat green piece" and **not** "use the red blocks for the walls of the house".

When your instructions are complete, take your object apart. Put all of the blocks and your instructions back in the bag.

**Task 3:** Trade bags with someone else. Using the instructions they have written, try to rebuild their object. What is the object?

_____

**Task 4:** When both you & your partner have finished, look at each other's completed objects. Talk about what was clear in the written instructions and how they could be improved.

**Task 5:** Re-write your instructions to be more clear and easy to follow.

*From:* *MOVING FORWARD* Curricula and Resources for Learners on the Independence Goal Path
**Task Title:** Writing Lego Building Instructions

| | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
|---|---|---|---|---|
| A1.2 | • Reads texts to locate and connect ideas and information | | | |
| | • Makes connections between sentences and between paragraphs in a single text | | | |
| | • Scans text to locate information | | | |
| | • Makes low-level inferences | | | |
| B1.2 | • Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions | | | |
| | • Shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social linguistic and cultural differences | | | |
| | • Demonstrates some ability to use tone appropriately | | | |
| | • Rephrases to confirm or increase understanding | | | |
| | • Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures) | | | |
| B2.1 | • Write brief texts to convey simple ideas and factual information | | | |
| | • Writes simple texts to request, remind or inform | | | |
| | • Conveys simple ideas and factual information | | | |
| | • Demonstrates a limited understanding of sequence | | | |
| | • Uses highly familiar vocabulary | | | |
| B3.1b | • Create very simple documents to display and organize a limited amount of information | | | |
| | • Organizes lists to suit purpose (e.g. chronologically, alphabetically, numerically, sequentially) | | | |
| | • Presents text and numbers below one or more headings in lists | | | |

**This task:** was successfully completed___ needs to be tried again___

**OALCF Task Cover Sheet**

**Task Title:** CAAT Preparation Test

| | |
|---|---|
| **Learner Name:** | |
| **Date Started:** **Date Completed:**<br><br>**Successful Completion:** Yes___ No___ | |
| **Goal Path:** Employment ___ Apprenticeship___ Secondary School √ Post Secondary √ Independence ___ | |
| **Task Description:**<br>Learners are required to complete a multiple choice test. | |
| **Competency:**<br>A: Find and Use Information<br>C: Understand and Use Numbers | **Task Group(s):**<br>A1: Read continuous text<br>C3: Use measures<br>C4: Manage data |
| **Level Indicators:**<br>A1.1: Read brief texts to locate specific details<br>C3.1: Measure and make simple comparisons and calculations<br>C3.2: Use measures to make one step calculations<br>C4.1: Make simple comparisons and calculations | |
| **Performance Descriptors:** see chart on last page | |
| **Materials Required:**<br>• Paper and Pen<br>• Calculator<br>• Question and Answer Sheets (attached) | |

Toronto District School Board

**Task Title:** CAAT Preparation Test

**Task Description**: Learners are required to complete a multiple choice test.

In order to get into a Post-Secondary diploma course, learners must have either a High School Diploma, ACE certificate or a GED certificate. Being able to read and answer multiple choice tests requires good test-taking skills.

**Task 1**: Read the questions below.

**Task 2**: Calculate the answer.

**Task 3:** Choose the correct answer for each question and fill it in on the answer blank.

1. The number 2,400,000 is written:
   a) Two billion four hundred million
   b) Two million four hundred thousand
   c) Two thousand four hundred million
   d) Two million four thousand

2. 8,754 + 430 + 3 + 2006
   a) 11,183
   b) 10,193
   c) 10,183
   d) 11,193

3. 109,604 – 7,859
   a) 102,745
   b) 101,755
   c) 101,745
   d) 101,245

4. 805 x 506
   a) 407,330
   b) 45,080
   c) 43,010
   d) 412,390

5. 16,258 ÷ 32
   a) 58 r2
   b) 508 r2
   c) 580 r2
   d) 5,082

6. 641 + 0.601 + 3 + 0.8
   a) 0.645401
   b) 1.253
   c) 0.1253
   d) 645.401

7. 807 - 0.851
   a) 806.851
   b) 806.151
   c) 806.149
   d) 807.249

8. 0.003 x 0.02
   a) 0.006
   b) 0.00006
   c) 0.6
   d) 0.600

9. 24 ÷ 0.08
   a) 3.0
   b) 300
   c) 30
   d) 0.300

10. 4 ¾ + 6 ⅔
    a) $10\ ^{5}/_{7}$
    b) $10\ ^{5}/_{12}$
    c) $11\ ^{5}/_{12}$
    d) $10\ ^{6}/_{12}$ or $10\ ^{1}/_{2}$

11. $26\ ^{1}/_{6} - {}^{5}/_{6}$
    a) $25\ ^{4}/_{6}$ or $25\ ^{2}/_{3}$
    b) $26\ ^{4}/_{6}$ or $26\ ^{2}/_{3}$
    c) $25\ ^{1}/_{6}$
    d) $25\ ^{2}/_{6}$ or $25\ ^{1}/_{3}$

12. 2 ¾ x 6 ⅔
    a) $12\ ^{1}/_{12}$
    b) $12\ ^{5}/_{12}$
    c) $18\ ^{1}/_{3}$
    d) $14\ ^{2}/_{3}$

13. 2 ¾ ÷ $6\ ^{7}/_{8}$
    a) $12\ ^{1}/_{12}$
    b) $^{2}/_{5}$
    c) $18\ ^{1}/_{3}$
    d) $14\ ^{2}/_{3}$

14. 40% of something is:
    a) $^{1}/_{2}$
    b) $^{1}/_{5}$
    c) $^{1}/_{4}$
    d) $^{2}/_{5}$

15. 9 to 27 is the same as 1 is to what number?

a) 9
b) 4
c) 3
d) 6

16. Write 1% as a decimal

a) 0.1
b) 1.0
c) 0.01
d) 0.10

17. $2y + y + 6 - 3y$

a) $3y + 6$
b) $9y$
c) 6
d) $6y$

18. $6a - 9 = 3a + 3$

a) $a=1\ ^1/_3$
b) $a=2$
c) $a=4$
d) $a=3$

19. $8 - 12 =$

a) -4
b) -20
c) 4
d) 0

20. $(-6) \times 3 =$

a) -9
b) 18
c) 9
d) -18

21. $\sqrt{64}$

a) 0.8
b) 8
c) 6.4
d) 32

22. $a + a$

a) $a^2$
b) $2a$
c) $2^a$
d) $a$

23. If $\frac{a}{b} = \frac{c}{d}$ then a =

a) $\frac{d}{bc}$ b) $\frac{bd}{c}$ c) $\frac{d}{cb}$ d) $\frac{bc}{d}$

**Word Problems**

1. Sandra saved $896.00 to go on a trip. The round trip cost $349.99. Her meals cost $125.50. Her expenses were $94.69. How much did she have left when she returned?
    a) $570.18
    b) $327.80
    c) $325.82
    d) $328.20

2. Joan's yearly rent is $4,773.48. What is her monthly rent?
    a) $397.79
    b) $477.34
    c) $795.58
    d) $400.00

3. Alice bought a dress for $56.00. She had to pay 13% tax. How much tax did she have to pay?
    a) $63.28
    b) $44.80
    c) $7.28
    d) $48.72

4. Fran needed ribbon for some crafts she was making. She needed 1.5 metres, 0.75 metres, 0.5 metres and 2 metres. How much did she have to buy?
    a) 2.95
    b) 4.82
    c) 4.75
    d) 3.75

5. You got a mark of 28 out of 40 on a test. What percent is this?
    a) 56
    b) 70
    c) 60
    d) 40

6. Apples cost $1.19 per pound. How much change would you get from a $20.00 bill if you bought 3 pounds of apples?
    a) $18.81
    b) $3.57
    c) $16.43
    d) $17.43

7. You have 5 quarters, 6 dimes, 12 nickels and 3 pennies. How many cents do you have in total?
    a) 200
    b) 258
    c) 245
    d) 248

8. At Brock High School, there are three times as many females as males. If there are 240 females in the school, how many males are in the school?
    a) 720
    b) 80
    c) 60
    d) 42

9. Your living room floor is 5 metres long and 4 metres wide. How many square metres of carpet do you need to cover the floor?
    a) 9
    b) 18
    c) 20
    d) 25

10. A bedroom is 12m$^2$. How much will carpet cost if the purchase price is $14.95 a square metre?
    a) $180.00
    b) $179.40
    c) $179.30
    d) $44.75

11. If a dress regularly priced at $36.50 is reduced 30%, the reduced price will be?
    a) $25.55
    b) $10.95
    c) $26.95
    d) $26.65

12. Anna spent 25% of her take home pay on her rent. How much was her rent if her take home pay was $1,800?
    a) $400
    b) $350
    c) $900
    d) $450

13. Jan borrowed $4,000 to buy a car. The interest rate was 8.9% per year. Approximately how much interest will Jan have to pay in the first year?
    a) $300
    b) $400
    c) $360
    d) $36

14. At store A, tomato paste costs $1.19 for 3 cans. At store B 2 cans sell for $.89. Which store is cheaper and by how much is it cheaper if you can buy 6 cans?
    a) $.89 at store A
    b) $.29 at store A
    c) $.29 at store B
    d) Both the same

15. Amy had 3 tests in French. She got 13 out of 15 on one, 21 out of 25 on another and 17 out of 20 on the last one. What percentage did she get?
    a) 75%
    b) 45%
    c) 60%
    d) 85%

16. A cook uses 2 cups of white flour, 1cup of sugar and 1 cup of bran for a muffin mixture. If she wants 16 cups of mixture, then how many cups of white flour will she use?

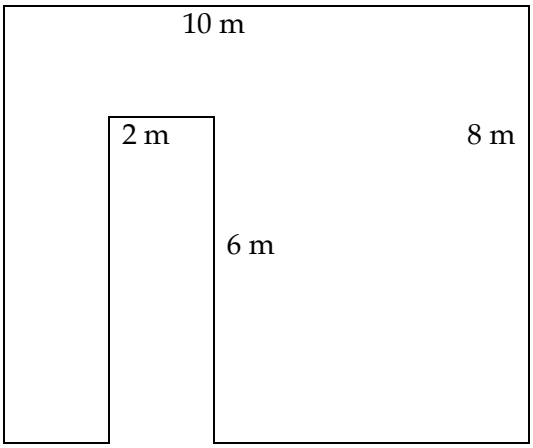
a) 6

b) 4

c) 12

d) 8

17.




How many one-metre sections are needed to cover this area?

a) 80

b) 26

c) 68

d) 34

**Answer blank**

**Mathematical Skills**

| Question | Answers |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |

**Word Problems**

| Question | Answers |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |

**Answers**

**Mathematical Skills**

| Question | Answers |
|---|---|
| 1 | B |
| 2 | D |
| 3 | C |
| 4 | A |
| 5 | B |
| 6 | D |
| 7 | C |
| 8 | B |
| 9 | B |
| 10 | C |
| 11 | D |
| 12 | C |
| 13 | B |
| 14 | D |
| 15 | C |
| 16 | C |
| 17 | C |
| 18 | C |
| 19 | A |
| 20 | D |
| 21 | B |
| 22 | B |
| 23 | D |

**Word Problems**

| Question | Answers |
|---|---|
| 1 | C |
| 2 | A |
| 3 | C |
| 4 | C |
| 5 | B |
| 6 | C |
| 7 | D |
| 8 | B |
| 9 | C |
| 10 | B |
| 11 | A |
| 12 | D |
| 13 | C |
| 14 | B |
| 15 | D |
| 16 | D |
| 17 | C |

**Task Title**: CAAT Preparation Test

| | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
|---|---|---|---|---|
| A1.1: | • Reads short texts to locate a single piece of information | | | |
| C3.1: | • Adds and subtracts whole number measurements | | | |
| | • Recognizes values in number and word format | | | |
| | • Chooses appropriate units of measurement (e.g. centimetres, metres, kilometres) | | | |
| | • Uses common standard units (e.g. metres, inches) and non-standard units (e.g. paces, cupfuls, spoonfuls) | | | |
| | • Identifies and performs required operation | | | |
| | • Interprets and represents measures using whole numbers, decimals, and simple common fractions | | | |
| | • Interprets and represents measures using symbols and abbreviations (e.g. inches as “, centimeters as cm, pounds as lbs, kilograms as kilos or kg) | | | |
| | • Follows apparent steps to reach solutions | | | |
| | • Uses strategies to check accuracy | | | |
| C3.2: | • Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers | | | |
| | • Chooses and performs required operation(s) may make inferences to identify required operation(s) | | | |
| | • Selects appropriate steps to solutions | | | |
| | • Uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation) | | | |

| | | | | |
|---|---|---|---|---|
| C4.1: | • Adds and subtracts whole number measurements | | | |
| | • Recognizes values in number and word format | | | |
| | • Understands numerical order | | | |
| | • Identifies and performs required operation | | | |
| | • Begins to interpret integers | | | |
| | • Makes simple estimates | | | |
| | • Interprets and represents values using whole numbers, decimals, and simple common fractions | | | |
| | • Follows apparent steps to reach solutions | | | |
| | • Uses strategies to check accuracy | | | |

**This task:** was successfully completed___ needs to be tried again___

| **Learner Comments** |
|---|
| |

_____ _____

**Instructor (print)** **Learner Signature**

## 2-8: Bus and Train Schedule - Page 1

From: MOVING FORWARD Curricula and Resources for Learners on the Independence Goal Path - CLO

**OALCF Task Cover Sheet**

**Task Title:** Bus and Train Schedule

| | |
|---|---|
| **Learner Name:** | |
| **Date Started:** | **Date Completed:** |
| **Successful Completion:** Yes___ No___ | |
| **Goal Path:** Employment Apprenticeship Secondary School Post Secondary Independence✓ | |
| **Task Description:**<br>Learners are required to read a bus/train schedule to find and record information. | |
| **Competency:**<br>A: Find and Use Information<br>C: Understand and Use Numbers | **Task Group(s):**<br>A2: Interpret documents<br>C2: Manage time |
| **Level Indicators:**<br>A2.2: Interpret simple documents to locate and connect information<br>C2.1: Measure time and make simple calculations<br>C2.2: Make low-level inferences to calculate using time | |
| **Performance Descriptors:** see chart on last page | |
| **Materials Required:**<br>• Learner information and instructions (next page)<br>• Bus and Train Schedule (attached)<br>• Pen or pencil | |

From: MOVING FORWARD Curricula and Resources for Learners on the Independence Goal Path - CLO

**Task Title:** Bus and Train Schedule

**Learner Information and Tasks:**

To complete the following tasks use the bus and train schedule for transportation between Bramalea, Ontario and Union Station in Toronto, Ontario.

**Task 1:** Trains start to depart from Bramalea to go to Union Station at 05 55. When does the last train leave Bramalea? _____

**Task 2:** What time does the train with fewer stops leave Bramalea? _____

**Task 3:** What time does the last bus depart from Bramalea each evening? _____

**Task 4:** What time does this last bus from Bramalea arrive at Union Station? _____

**Task 5:** What time does the first bus leave Union Station for Bramalea each morning?_____

**Task 6:** You have to get to Union Station at 2:00 p.m. What time would your bus leave Bramalea? _____

**Task 7:** You want to arrive at Bramalea at 6:21 p.m., would you need to take a bus or a train from Union Station? _____

**Task 8:** You are at Union Station at noon and you want to take a bus to Bramalea, how long will you have to wait before the next bus departs? _____

## 2-8: Bus and Train Schedule - Page 3

From: MOVING FORWARD Curricula and Resources for Learners on the Independence Goal Path - CLO

**Task Title:** Bus and Train Schedule

**EAST/EST**

| Depart/ Départ **Bramalea** | Arrive/ Arrivée **Union** | Depart/ Départ **Bramalea** | Arrive/ Arrivée **Union** |
|---|---|---|---|
| 04 51 | 05 30 | 12 20 | 13 00 |
| 05 55 | 06 31 | 12 50 | 13 30 |
| 06 49 | 07 28 | 13 20 | 14 00 |
| 07 14 | 07 53 | 13 50 | 14 30 |
| x07 30 | 08 01 | 14 50 | 15 35 |
| 07 38 | 08 17 | 15 50 | 16 35 |
| 08 07 | 08 48 | 16 50 | 17 40 |
| 08 29 | 09 08 | 17 50 | 18 40 |
| 09 40 | 10 18 | 18 50 | 19 35 |
| 10 10 | 10 45 | 19 20 | 20 05 |
| 10 20 | 11 00 | 19 50 | 20 35 |
| 10 50 | 11 30 | 20 50 | 21 30 |
| 11 20 | 12 00 | 21 50 | 22 30 |
| 11 50 | 12 30 | | |

Train trip/ Horaire des trains
Bus trip/ Horaire des autobus
x - Fewer stops/ Moins d'arrêts

**WEST/OUEST**

| Depart/ Départ **Union** | Arrive/ Arrivée **Bramalea** | Depart/ Départ **Union** | Arrive/ Arrivée **Bramalea** |
|---|---|---|---|
| 05 50 | 06 25 | 17 45 | 18 21 |
| 06 25 | 07 00 | 18 50 | 19 26 |
| 07 00 | 07 40 | 19 20 | 19 55 |
| 07 30 | 08 10 | 19 35 | 20 10 |
| 08 30 | 09 10 | 19 55 | 20 30 |
| 09 30 | 10 05 | 20 10 | 20 45 |
| 10 30 | 11 05 | 20 30 | 21 05 |
| 11 30 | 12 10 | 20 50 | 21 25 |
| 12 30 | 13 10 | 21 15 | 21 50 |
| 13 00 | 13 40 | 21 35 | 22 10 |
| 13 30 | 14 10 | 22 00 | 22 35 |
| 14 00 | 14 40 | 22 30 | 23 05 |
| 14 15 | 14 55 | 23 00 | 23 35 |
| 14 30 | 15 10 | 23 30 | 00 05 |
| 15 30 | 16 06 | 00 01 | 00 35 |
| 16 15 | 16 51 | 00 30 | 01 05 |
| 16 45 | 17 21 | 01 30 | 02 05 |
| 17 15 | 17 51 | | |

From: MOVING FORWARD Curricula and Resources for Learners on the Independence Goal Path - CLO

**Task Title:** Bus and Train Schedule

**Answer Key**

| | |
|---|---|
| **Task 1:** | 9:40 a.m. |
| **Task 2:** | 7:30 a.m. |
| **Task 3:** | 21:50 (9:50 p.m.) |
| **Task 4:** | 22:30 (10:30 p.m.) |
| **Task 5:** | 5:50 a.m. |
| **Task 6:** | 13:20 (1:20 p.m.) |
| **Task 7:** | train |
| **Task 8:** | ½ hour or 30 minutes |

From: MOVING FORWARD Curricula and Resources for Learners on the Independence Goal Path - CLO

**Task Title:** Bus and Train Schedule

| | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
|---|---|---|---|---|
| A2.2 | • Performs limited searches using one or two search criteria | | | |
| | • Extracts information from tables and forms | | | |
| | • Uses layout to locate information | | | |
| | • Makes connections between parts of documents | | | |
| | • Makes low-level inferences | | | |
| C2.1 | • recognizes values in number and word format | | | |
| | • understands chronological order | | | |
| | • represents dates and times using standard conventions | | | |
| | • chooses appropriate units of measurement (e.g. hours, minutes, seconds) | | | |
| | • interprets and represents time using whole numbers, decimals (e.g. .25, .5) and simple common fractions (e.g. ½, ¼ hour) | | | |
| C2.2: | • Understands and converts time between 12- and 24-hour clocks | | | |

**This task:** was successfully completed___ needs to be tried again___

| Learner Comments |
|---|
| |

**Instructor (print)** **Learner Signature**

_____ _____

# Glaziers

## Windshield Repair

Glaziers cut, fit, install and replace glass in residential, commercial and industrial buildings, on exterior walls of buildings and other structures and in furniture and other products. They are employed by construction glass installation contractors, retail service and repair shops and glass fabrication shops, or they may be self-employed. To learn more about this occupation, click here.

Check out the VECTOR work video before completing the tasks. Choose video or video with subtitles.

**NOC 7292 – Glaziers**

Web Page

Recorded Tasks and Responses

Video

**Essential Skills Focus**

| | 1 | 2 | 3 |
|---|---|---|---|
| Oral Communication | ■ | ■ | □ |
| Finding Information | ■ | □ | □ |

# 1. Tasks

**Glaziers repair/remove and install windshields in vehicles that require repairs. They are prepared to answer customer questions.**

**Go to the Web page www.bestglass.com and click on the link for Facts & FAQ. Listen to the customer's questions in the Tasks below.**

### Task 1

Listen to **AUDIO 1**.

"They tell me I have a 4-inch Star Break in my windshield and I have been told by another autobody shop that my windshield can be repaired rather than replaced. Please have a look at the windshield and give me your opinion."

a) When you are ready, record your response to the customer.

b) Play it back and re-record if you would like to change it.

c) When you are satisfied with your response, listen to the glazier talking in **AUDIO 6**.

d) Compare the two audio clips.

e) If you see ways in which yours can be improved, record it again.

*Oral Communication*

Essential Skills Check-up Tools

## Glaziers

### Task 2

Listen to **Audio 2**

"How long will it take to replace my windshield?"

a) When you are ready, record your response to the customer.
b) Play it back and re-record if you would like to change it.
c) When you are satisfied with your response, listen to **Audio 7**.
d) Compare the two audio clips.
e) If you see ways in which yours can be improved, record it again.

*Oral Communication*

### Task 3

Listen to **Audio 3**

"I need my car by noon today. It is 9:00 a.m. now. Is there any way I can have it back and safely drive it by then? Can you explain how this can be done?"

a) When you are ready, record your response to the customer.
b) Play it back and re-record if you would like to change it.
c) When you are satisfied with your response, listen to **Audio 8**.
d) Compare the two audio clips.
e) If you see ways in which yours can be improved, record it again.

*Oral Communication and Finding Information*

Ontario Skills Passport

## Task 4

Listen to **Audio 4**

"My Insurance Company recommends OEM glass for windshield replacement. What is OEM glass and why is it important?"

a) When you are ready, record your response to the customer.
b) Play it back and re-record if you would like to change it.
c) When you are satisfied with your response, listen to **Audio 9**.
d) Compare the two audio clips.
e) If you see ways in which yours can be improved, record it again.

*Oral Communication and Finding Information*

## Task 5

Listen to **Audio 5**

"How do you ensure proper installation?"

a) When you are ready, record your response to the customer.
b) Play it back and re-record if you would like to change it.
c) When you are satisfied with your response, listen to **Audio 10**.
d) Compare the two audio clips.
e) If you see ways in which yours can be improved, record it again.

*Oral Communication and Finding Information*

Essential Skills Check-up Tools

**NOC 7292 – Glaziers**

Web Page

## Facts and Frequently Asked Questions

Below is a listing of the most frequently asked questions we encounter. Please click the specific question to see the answer.

1. Can my windshield be repaired or do I need to replace it?
2. Does my windshield really protect me?
3. What is OEM glass?
4. What are FMVSS and why are they important to me?
5. How long will it take to replace my windshield?
6. What should I look for when my windshield is replaced?
7. What kind of warranty should I expect?
8. How soon can I drive my car after my glass is replaced?
9. How soon can I wash my vehicle?
10. I just had my windshield replaced. How do I know if it was done right?
11. I called around and got cash prices on my windshield. Why is there such a big difference in price?
12. How can some companies afford to waive my deductible, give me free dinners and still do quality work?
13. This is my third broken windshield. Will my insurance rates go up if I get it replaced?
14. What is the Consumers Right to Choose?
15. What is safety glass and why do I need it in my home or office?
16. What are dual pane/insulated units?
17. Only 1 side of my dual pane window broke, so why do I have to replace both pieces?

1. Can my windshield be repaired or do I need to replace it? The National Glass Association recommends that any windshield damage be fixed as soon as possible. Most 'dings' or 'chips' can be repaired if the damage is not in the driver's line of vision and is smaller than the size of a 50 cent piece, including any cracks. This could save you or your insurance company hundreds of dollars. If the break is larger or in the drivers line of vision, most insurance companies recommend replacement. Best Glass provides both services for your convenience.

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2. Does my windshield really protect me? Yes. Your windshield was designed as the number one safety restraint system in your vehicle. Auto manufacturers say your windshield provides up to 60 percent of the roof crush protection in a rollover accident. It also provides the backstop support for your passenger-side airbag in a front-end collision. If your windshield pops out in a collision or rollover, you could be ejected or crushed. It's important to know who's replacing your windshield. Your life could depend on it.

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Retrieved from http://www.bestglass.com

Ontario Skills Passport

**NOC 7292 – Glaziers**

Web Page

3. What is OEM glass? OEM stands for Original Equipment Manufacture. OEM glass is produced from original equipment-style tooling and meets the manufacturer specifications for safety and quality. Only OEM glass can insure proper fit and finish which greatly reduces the possibility of air or water leaks. Most importantly, only OEM glass is designed specifically to meet the safety standards necessary for your protection in an accident. You should always use OEM glass to insure your safety. If you are making an insurance claim to pay for your windshield replacement, you are most likely entitled to OEM glass. You've paid for it in your policy.

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4. What are FMVSS and why are they important to me? FMVSS stands for Federal Motor Vehicle Safety Standards. They are standards set by the National Highway Traffic Safety Association relating to vehicle safety. A number of these standards set minimum requirements for windshield retention in vehicle accidents. Because the windshield is the most important safety restraint system in a vehicle, it's critical that the windshield not come out in an accident. If that were to occur, the passenger compartment would be compromised, occupants could be ejected and the roof could collapse. Any of these scenarios would result in serious injury and possibly death. As a result, FMVSS must be adhered to with every windshield installation. The only way to meet these standards is by strictly following the vehicle manufacturers' preferred installation methods. These include, performing full cutout procedures, utilizing OEM glass, applying the necessary primers and using only the approved adhesives that provide the proper safe drive-away times. FMVSS were created and are in place to save your life. Unfortunately, not all glass companies comply. It's up to you to make sure your glass replacement company adheres to them. No one else will.

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5. How long will it take to replace my windshield? That depends on the make and model of your vehicle. Because of the complexity of some vehicles, it could take as long as 3 hours. Most vehicles, however, require about an hour to an hour and a half to properly install the windshield. Auto manufacturers recommend a full cutout method when replacing a windshield. This method takes a little longer than what has been popular with most technicians in the past. As with most things worth having, quality takes time. If an installer claims he can install your windshield in 30 minutes or less, it's a sure bet it won't be done right and certainly not safe.

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Retrieved from http://www.bestglass.com

Essential Skills Check-up Tools

**NOC 7292 – Glaziers**

Web Page

6. What should I look for when my windshield is replaced? The first thing to look for is a company that has a good reputation and a proven service record. Next make sure they are using OEM glass and have certified technicians. If you start with the right company, you're half way there. When the installer comes out, ask questions. Questions about when you'll be able to safely drive your vehicle and what kind of urethane he'll be using. He should be knowledgeable enough to answer any questions you may have. Make sure that he'll do a factory recommended full cutout instead of the quicker short-cut method. The installer should carefully clean and always prime the windshield before installation. He should also use suction cups or at least disposable gloves while installing the windshield to insure that the adhesive surface of the glass does not become contaminated. Missing any of these steps could result in an improper or unsafe installation. After an accident is the wrong time to find out your windshield was improperly installed.

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7. What kind of warranty should I expect? You should expect to get a written warranty that covers defects in materials and workmanship including water and air leaks. It should be for at least a year. Many shops offer a limited lifetime warranty for as long as you own your car. If you have a problem after their installation, a phone call to the shop should be all that's needed to have someone take care of the problem. Don't be shy about asking for a warranty. Your safety and peace of mind are worth it.

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8. How soon can I drive my car after my glass is replaced? This will depend on the type of urethane adhesive used to install the glass in your vehicle. While most automotive grade urethanes rely on temperature and humidity to cure, the time required varies widely depending on the manufacturer. This time frame can range from 3 hours up to 24 hours before your vehicle will meet Federal Motor Vehicle Safety Standards and is considered safe to drive. If you need to drive your vehicle sooner, a chemically cured urethane can be used that will allow a 1 hour drive-away time. In either case, it's imperative that you follow the manufacturers' instructions regarding safe drive-away times. Not adhering to those instructions could result in your injury or even death. It is extremely important that the technician replacing your automotive glass explain to you when you are able to SAFELY drive your car.

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9. How soon can I wash my vehicle? It is recommended that you wait 24 hours before washing your vehicle. There are 2 reasons for this. First, the high pressure from automatic car washes can damage the seal and outer moldings before the urethane has a chance to cure sufficiently. Secondly, it's important to leave at least one of the windows open at least an inch to reduce the pressurization in the vehicle when the doors are shut. This prevents the pressure inside the cabin from blowing a hole in the urethane seal, causing an air or water leak. Water on the windshield is not the concern. In fact, if it should rain, don't fear. The moisture actually helps the curing process of the urethane sealant.

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Ontario Skills Passport

Glaziers

# 2. Answer Key

Essential Skills Focus

Task 1

Listen to **AUDIO 1**

"They tell me I have a 4-inch Star Break in my windshield and I have been told by another autobody shop that my windshield can be repaired rather than replaced. Please have a look at the windshield and give me your opinion."

a) When you are ready, ***record*** your response to the customer.

b) Play it back and re-record if you would like to change it.

c) When you are satisfied with your response, listen to the glazier talking in **AUDIO 6**.

d) Compare the two audio clips.

e) If you see ways in which yours can be improved, record it again.

Answer

**Answers will vary. Sample Answer AUDIO 6**

**"Since the damage is in the driver's line of vision and larger than a coin, replacement of the windshield is recommended."**

*Check **page 12** for one way to get this answer.*

Oral Communication ②

Finding Information ①

Computer Use ②

Document Use ②

Reading Text ②

Decision Making ①

Essential Skills Check-up Tools

## Glaziers

### Task 2

Listen to **AUDIO 2**

"How long will it take to replace my windshield?"

a) When you are ready, ***record*** your response to the customer.

b) Play it back and re-record if you would like to change it.

c) When you are satisfied with your response, listen to **AUDIO 7**.

d) Compare the two audio clips.

e) If you see ways in which yours can be improved, record it again.

### Answer

**Answers will vary. Sample Answer AUDIO 7**

**"It will take an hour to an hour and a half."**

1. **Identify the problem: Customer wants to know how long the repair will take.**
2. **Determine the goal: Provide information so the customer can make a decision.**
3. **Decide on actions: Search the webpage to find the information the customer needs.**
4. **Set up solution: find information at www.bestglass.com.**

*Check **page 14** for one way to get this answer.*

### Essential Skills Focus

Oral Communication ①

Finding Information ①

Computer Use ②

Document Use ②

Reading Text ①

Ontario Skills Passport

## Glaziers

### Task 3

Listen to **AUDIO 3**

"I need my car by noon today. It is 9:00 a.m. now. Is there any way I can have it back and safely drive it by then? Can you explain how this can be done?"

a) When you are ready, ***record*** your response to the customer.

b) Play it back and re-record if you would like to change it.

c) When you are satisfied with your response, listen to **AUDIO 8**.

d) Compare the two audio clips.

e) If you see ways in which yours can be improved, record it again.

### Answer

**Answers will vary. Sample Answer AUDIO 8**

**"We can use a chemically cured urethane that dries in 1 hour. Your vehicle should be ready by 11:30 with the hour and a half installation time plus the drying time for the urethane."**

*Check **page 15** for one way to get this answer.*

### Essential Skills Focus

Oral Communication ②

Finding Information ①

Computer Use ②

Document Use ②

Reading Text ②

Decision Making ①

Scheduling or Budgeting and Accounting ①

Essential Skills Check-up Tools

## Glaziers

### Task 4

Listen to **AUDIO 4**

"My Insurance Company recommends OEM glass for windshield replacement. What is OEM glass and why is it important?"

a) When you are ready, ***record*** your response to the customer.

b) Play it back and re-record if you would like to change it.

c) When you are satisfied with your response, listen to **AUDIO 9**.

d) Compare the two audio clips.

e) If you see ways in which yours can be improved, record it again.

### Answer

**Answers will vary. Sample Answer AUDIO 9**

**"OEM glass stands for Original Equipment Manufacture. It meets the manufacturer specifications for safety and quality. Only OEM glass can ensure proper fit and finish which reduces the possibility of air or water leaks.**

*Check **page 17** for one way to get this answer.*

### Essential Skills Focus

Oral Communication ②

Finding Information ①

Computer Use ②

Document Use ②

Reading Text ②

Ontario Skills Passport

## Glaziers

| | | Essential Skills Focus |
|---|---|---|
| Task 5 | Listen to **AUDIO 5**<br>"How do you ensure proper installation?"<br>a) When you are ready, ***record*** your response to the customer.<br>b) Play it back and re-record if you would like to change it.<br>c) When you are satisfied with your response, listen to **AUDIO 10**.<br>d) Compare the two audio clips.<br>e) If you see ways in which yours can be improved, record it again. | |
| Answer | **Answers will vary. Sample Answer AUDIO 10**<br><br>**"We do a factory recommended full cutout instead of the quicker short-cut method. We clean and prime the windshield before installation and use suction cups or disposable gloves to make sure the adhesive surface of the glass does not become contaminated."**<br><br>*Check **page 18** for one way to get this answer.* | Oral Communication ②<br>Finding Information ①<br>Computer Use ②<br>Document Use ②<br>Reading Text ② |

Glaziers

# 3. Answer Steps

Task 1

Listen to **AUDIO 1**

"They tell me I have a 4-inch Star Break in my windshield and I have been told by another autobody shop that my windshield can be repaired rather than replaced. Please have a look at the windshield and give me your opinion."

a) When you are ready, ***record*** your response to the customer.

b) Play it back and re-record if you would like to change it.

c) When you are satisfied with your response, listen to the glazier talking in **AUDIO 6**.

d) Compare the two audio clips.

e) If you see ways in which yours can be improved, record it again.

Answer

**Answers will vary. Sample Answer AUDIO 6**

**"Since the damage is in the driver's line of vision and larger than a coin, replacement of the windshield is recommended."**

## One way to get this answer...

1. Identify the problem: Customer wants a second opinion on repairing or replacing the windshield. The Glazier may give information that is different from the first shop and the customer may be unsure about what to do.
2. Determine the goal: Provide information so the customer can make a decision.
3. Decide on actions: Examine the damaged windshield and make a recommendation to the customer.
4. Set up solution: find information at www.bestglass.com.
   - Scan the list of questions on the website using the key words ***windshield, repaired*** and ***replaced***.
   - Locate the underlined words: ***Can my windshield be repaired or do I need to replace it?***
   - Decide that underlined words on a Web page are a link to more information and click on this link.

Ontario Skills Passport

## Glaziers

- Locate the words ***Most 'dings' or 'chips' can be repaired if the damage is not in the driver's line of vision and is smaller than the size of a 50 cent piece, including any cracks... If the break is larger or in the drivers line of vision, most insurance companies recommend replacement.***
- Decide that the windshield should be replaced because of the size and location of the break.

5. Solve the problem: Provide this information to the customer.

## Skill Focus

Oral Communication ②

Additional Skills: Finding Information ①, Computer Use ②, Document Use ②, Reading Text ②, Decision Making ①

## Glaziers

### Task 2

Listen to **AUDIO 2**

"How long will it take to replace my windshield?"

a) When you are ready, record your response to the customer.
b) Play it back and re-record if you would like to change it.
c) When you are satisfied with your response, listen to **AUDIO 7**.
d) Compare the two audio clips.
e) If you see ways in which yours can be improved, record it again.

### Answer

**Answers will vary. Sample Answer AUDIO 7**

**"It will take an hour to an hour and a half."**

1. **Identify the problem: Customer wants to know how long the repair will take.**
2. **Determine the goal: Provide information so the customer can make a decision.**
3. **Decide on actions: Search the webpage to find the information the customer needs**
4. **Set up solution: find information at www.bestglass.com.**

### One way to get this answer...

1. Scan the web page using the key words ***long, replace*** and ***windshield***.
2. Locate the underlined words ***How long will it take to replace my windshield***?
3. Decide that the underlined words on a web page are links to more information and click on this link.
4. Locate the words ***Most vehicles, however, require about an hour to an hour and a half to properly install the windshield***.
5. Decide that this vehicle will require one hour to one and a half hours to install the windshield.

### Skill Focus

Oral Communication ①

Additional Skills: Finding Information ①, Computer Use ②, Document Use ②, Reading Text ①

Ontario Skills Passport

## Glaziers

### Task 3

Listen to **AUDIO 3**

"I need my car by noon today. It is 9:00 a.m. now. Is there any way I can have it back and safely drive it by then? Can you explain how this can be done?"

a) When you are ready, record your response to the customer.
b) Play it back and re-record if you would like to change it.
c) When you are satisfied with your response, listen to **AUDIO 8**.
d) Compare the two audio clips.
e) If you see ways in which yours can be improved, record it again.

### Answer

**Answers will vary. Sample Answer AUDIO 8**

**"We can use a chemically cured urethane that dries in 1 hour. Your vehicle should be ready by 11:30 with the hour and a half installation time plus the drying time for the urethane."**

### One way to get this answer...

1. Identify the problem: Customer needs the work completed by 12:00 (noon).
2. Determine the goal: Figure out how the work can be completed by 12:00 (noon).
3. Decide on actions: find more information about time factors.
4. Set up solutions: find information at www.bestglass.com.
   - Scan the website pages using the key words ***safely drive***.
   - Locate the underlined words ***How soon can I drive my car after my glass is replaced***?
   - Decide that the underlined words on a web page will lead to more information and click on this link.
   - Locate the words ***This time frame can range from 3 hours up to 24 hours before your vehicle will meet Federal Motor Vehicle Safety Standards and is considered safe to drive. If you need to drive your vehicle sooner, a chemically cured urethane can be used that will allow a 1 hour drive-away time***.
   - Decide that the drying time can be reduced to 1 hour by using a chemically cured urethane.
   - Set up the formula to calculate the safe driving time:
     - Drop off at 9:00 a.m. + installation time of 1 hour and a half + 1 hour drying time = 9.00 + 1.30 + 1 = 11.30.

Essential Skills Check-up Tools

## Glaziers

- Decide that 11:30 is before 12:00 noon and that the customer can pick up the vehicle by noon.

5. Solve the problem: explain to the customer that the choice of a chemically cured urethane will ensure a safe drive-away time at noon.

### Skill Focus

Oral Communication ②, Finding Information ①

Additional Skills: Computer Use ②, Document Use ②, Reading Text ②, Decision Making ①, Scheduling or Budgeting and Accounting ①

## Glaziers

### Task 4

Listen to **AUDIO 4**

"My Insurance Company recommends OEM glass for windshield replacement. What is OEM glass and why is it important?"

a) When you are ready, record your response to the customer.
b) Play it back and re-record if you would like to change it.
c) When you are satisfied with your response, listen to **AUDIO 9**.
d) Compare the two audio clips.
e) If you see ways in which yours can be improved, record it again.

### Answer

**Answers will vary. Sample Answer AUDIO 9**

**"OEM glass stands for Original Equipment Manufacture. It meets the manufacturer specifications for safety and quality. Only OEM glass can ensure proper fit and finish which reduces the possibility of air or water leaks.**

### One way to get this answer...

1. Scan the Web page using the key words ***OEM glass***.
2. Locate the underlined words: ***What is OEM glass?***
3. Recognize that underlined words on a web page are links to more information and click on this link.
4. Locate ***OEM stands for Original Equipment Manufacture***.
5. Decide that this answers the customer's question: ***What is OEM glass?***
6. Locate the words ***...meets the manufacturer specifications for safety and quality***.
7. Decide that this information, and the information that follows answers the customer's question: ***why is it important?***
8. Inform the customer.

### Skill Focus

Oral Communication ②, Finding Information ①

Additional Skills: Computer Use ②, Document Use ②, Reading Text ②

Essential Skills Check-up Tools

## Glaziers

### Task 5

Listen to **AUDIO 5**

"How do you ensure proper installation?"

a) When you are ready, record your response to the customer.
b) Play it back and re-record if you would like to change it.
c) When you are satisfied with your response, listen to **AUDIO 10**.
d) Compare the two audio clips.
e) If you see ways in which yours can be improved, record it again.

### Answer

**Answers will vary. Sample Answer AUDIO 10**

**"We do a factory recommended full cutout instead of the quicker short-cut method. We clean and prime the windshield before installation and use suction cups or disposable gloves to make sure the adhesive surface of the glass does not become contaminated."**

**One way to get this answer...**

1. Scan the website pages using the key words ***proper installation***.
2. Locate the underlined words ***What should I look for when my windshield is replaced***.
3. Recognize that underlined words on website pages are links to more information.
4. Decide that these words are a response to the customer's question.
5. Click on the link ***What should I look for when my windshield is replaced***.
6. Locate the information beginning with the words, ***make sure that he'll do a factory recommended full cutout instead of the quicker short-cut method...***
7. Decide that this information provides the information the customer has requested.

### Skill Focus

Oral Communication ②, Finding Information ①

Additional Skills: Computer Use ②, Document Use ②, Reading Text ②

Ontario Skills Passport

**NOC 6452 Bartenders**

## Recipe Problem

Bartenders use recipes to mix unfamiliar drinks.
Look at the recipe book pages.

**Task 1** In the California Iced Tea recipe, how much Grand Marnier is needed?

**Task 2** In a Blue Monday drink, what fraction of the drink is 7-Up?

**Task 3** Name three garnishes used for drinks.

**Task 4** Beside each drink title is a symbol or symbols. What do these mean?

## Recipe Problem

**NOC 6452 Bartenders**

### Blue Angel
3/4 oz. brandy
1/4 oz. Parfait Amour
2 oz. lemon juice
3 oz. cream
*Shake ingredients together and pour over ice cubes.*

### Blueberry Tea
1/2 oz. Amaretto
1/2 oz. Grand Marnier
tea on the side
Garnish: orange
*Pour ingredients into a snifter, and serve with a pot of hot tea on the side.*

### Blue Monday
3/4 oz. vodka
1/4 oz. Parfait Amour
3 oz. 7-Up
Garnish: cherry
*Build ingredients over ice cubes.*

### Brave Bull
1/2 oz. tequila
1/2 oz. Tia Maria
Garnish: lemon twist
*Pour ingredients over ice cubes, and garnish.*

### Brown Cow
1 oz. Kahlua
3 oz. cream
Garnish: cherry
*Pour ingredients over ice cubes.*

### Cafe Amaretto
1/2 oz. Amaretto
1/2 oz. Kahlua
coffee to fill
whipped cream
sugar rim
Garnish: cherry
*Sugar rim of snifter. Pour in liqueurs and coffee. Top with whipped cream and a dash of Kahlua.*

### Cafe Diable
1/3 oz. brandy
1/3 oz. Grand Marnier
1/3 oz. Sambuca
coffee to fill
whipped cream
sugar rim
Garnish: cherry
*Sugar rim of snifter. Pour in liqueurs and coffee. Top with whipped cream and a little Grand Marnier.*

### Cafe Noel
1/2 oz. brandy
1/4 oz. brown creme de cacao
1/4 oz. Kahlua
coffee to fill
whipped cream
sugar rim
Garnish: cherry & mint
*Sugar rim of snifter. Pour in liqueurs and coffee. Top with whipped cream and a dash of Kahlua.*

### California Iced Tea
1/4 oz. gin
1/4 oz. vodka
1/4 oz. white rum
1/4 oz. Grand Marnier
2 oz. lemon juice
2 oz. lime juice
1 oz. soda water
Garnish: lemon
*Build ingredients over ice cubes.*

### California Margarita
3/4 oz. tequila
1/4 oz. Grand Marnier
5 oz. lime juice
salt rim
Garnish: lime
*Blend or shake ingredients. Serve with or without ice.*

### Casablanca
1/2 oz. vodka
1/4 oz. Advocaat
1/4 oz. Galliano
2 oz. lemon juice
3 oz. orange juice
Garnish: orange & cherry
*Build ingredients over ice cubes.*

*Courtesy From Mulligan's Bar Guide by Shawn Mulligan. Published by HarperCollinsPublishers Ltd. © 1998, 2000 by Shawn Mulligan. All rights reserved.*

*This document may have been adapted for www.towes.com*
*Content may not be current.*

## Task Writing Checklist

**This checklist summarizes some points to consider when writing tasks.**

**Task phrasing:**

- ☐ Task is authentic. The worker uses the document in this way on the job.
- ☐ Task wording is clear and brief.
- ☐ Task wording is appropriate for the difficulty level of the requested information.
- ☐ Tasks are varied. Use combinations of How, What, Where, Name, etc.

**Task order:**

- ☐ Task starts with an orientation (a getting-to-know this document) task.
- ☐ Tasks are ordered from least difficult to most difficult.
- ☐ Tasks are independent of each other. A correct answer in one task is not required to answer another task.

**Responses:**

- ☐ Requested response is how the worker would complete the task.
- ☐ Requested response modes are varied. (highlight or underline, enter information, enter the answer)
- ☐ Tasks request open-ended responses, NOT yes or no answers.

**Other:**

- ☐ Tasks avoid specifying gender.
- ☐ Tasks are written in the active, not passive, voice.
- ☐ Tasks have names, phone numbers, and addresses that retain authenticity.

# Estimate Detail Form

Company: _____ Estimate #: _____ Estimator: _____ Date: _____

Job: _____ Estimate due: _____ Checked by: _____ Date: _____

Address: _____ Notes: *Wall removal*

Job Description: _____ *New ceramic floor*

CSI Division/Account: _____

| Item or Description | Qty | Unit | Material Unit $ | Material Ext $ | Manhours MH/Unit | Manhours MH Ext | Labor MH$ | Labor Ext $ | Equipment Unit $ | Equipment Ext $ | Subcontract Unit $ | Subcontract Ext $ | Total Cost |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Waste Floor* | | | | | *6* | | *$25 /man hr.* | | | | | | *$150* |
| | | | | | | | | | | | | | |
| *Prep Floor* | | | | | *2* | | *$40* | | | | | | *$80* |
| | | | | | | | | | | | | | |
| *Refinish Wall* | | | | | | | | | | | | | |
| *Drywall* | | | | | *1* | | *$40* | | | | | | *$40* |
| *Paint* | | | | | *2* | | *$40* | | | | | | *$80* |
| | | | | | | | | | | | | | |
| *Tile* | *650sq'* | | | | | | *$3/sq'* | | | | | | *$1,950* |
| | | | | | | | | | | | | | |
| *Grout* | *650sq'* | | | | *2 hours* | | *$40* | | | | | | *$80* |
| | | | | | | | | | | | | | |
| *Sealer* | *650sq'* | | | | *2* | | *$40* | | | | | | *$80* |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Total Direct Costs this sheet | | | Total Material $ | | Total Manhours | | Total Labor $ | | Total Equipment $ | | Total Subcontract $ | | Total $ |

Essential Skills Check-up Tools

# Todd Hallissey Contracting

Estimate for upper bathroom:

To be removed by owner

-drywall and tile around tub

-all existing flooring materials

Remove and dispose by contractor

-one tub

- vanity

-toilet to be reinstalled

To be supplied by owner installed by contractor

-one two-piece shower unit

-shower faucets

-vanity with faucets

-one-piece vinyl flooring

-all paint done by owner

To be supplied and installed by contractor

-All ABS fittings and pipe

-All copper fittings and pipe

-drywall (dense shield)

-drywall compound and taping

-subflooring (1/4" mahogany)

Costs will be for materials and labor $3172.43

Terms 30% down $951.73 70% upon completion $2220.70

Time needed for job – we will require two full weekends,

Starting at 8:00 am finishing at 6:00 pm both Saturdays and Sundays

Start date to be determined between owner and contractor at a later date

Thank you

Todd Hallissey

519-555-0100

# Task-Based Activity Development

Developing Task-based, Authentic Learning Activities for OALCF Paths
Part D

Webinar Series

February 2014

Facilitated by:
Anne Ramsay & Jane Tuer
Partnership of:
QUILL & PRLN

## Webinar Agenda*

**Part A:**
- Tasks & task sets
- Tasks vs. Skill building
- Theoretical basis
- Introduction to complexity

**1st Webinar**
**Parts A & B**

**Part B:**
- Characteristics of a good document
- Level the task not the document
- How to find documents for specific paths

**2nd Webinar**
**Part C**

**Part C:**
- Complexity scale
- Task Checklist

**Part D:**
- Complexity in-depth
- Review
- Final Assignment

**3rd Webinar**
**Review & Samples**

Ramsay/Tuer et al 2014

*Adapted from 'Developing Work-Related Learning Materials'. SkillPlan BC 2007 Essential Skills Workshop", Jane Tuer and Through the Worker's Eyes, 2009

# Goals & Outcomes

**Goal:**

- Train 100 practitioners across Ontario
- Create 100 Tasks sets for inclusion on the Portal

http://taskbasedactivitiesforlbs.ca/

**Outcomes:**

By the end of the webinar series, practitioners will have:

- Enhanced ability to recognize and acquire good quality authentic documents
- Increased capacity to create task sets
- Enhanced understanding of how tasks are different from skill building activities
- Increased ability to create high-quality, task-based learning activities
- Increased understanding of how to dissect tasks into OALCF competencies
- Increased capability to understand and assign complexity levels to their tasks

Ramsay/Tuer et al 2014

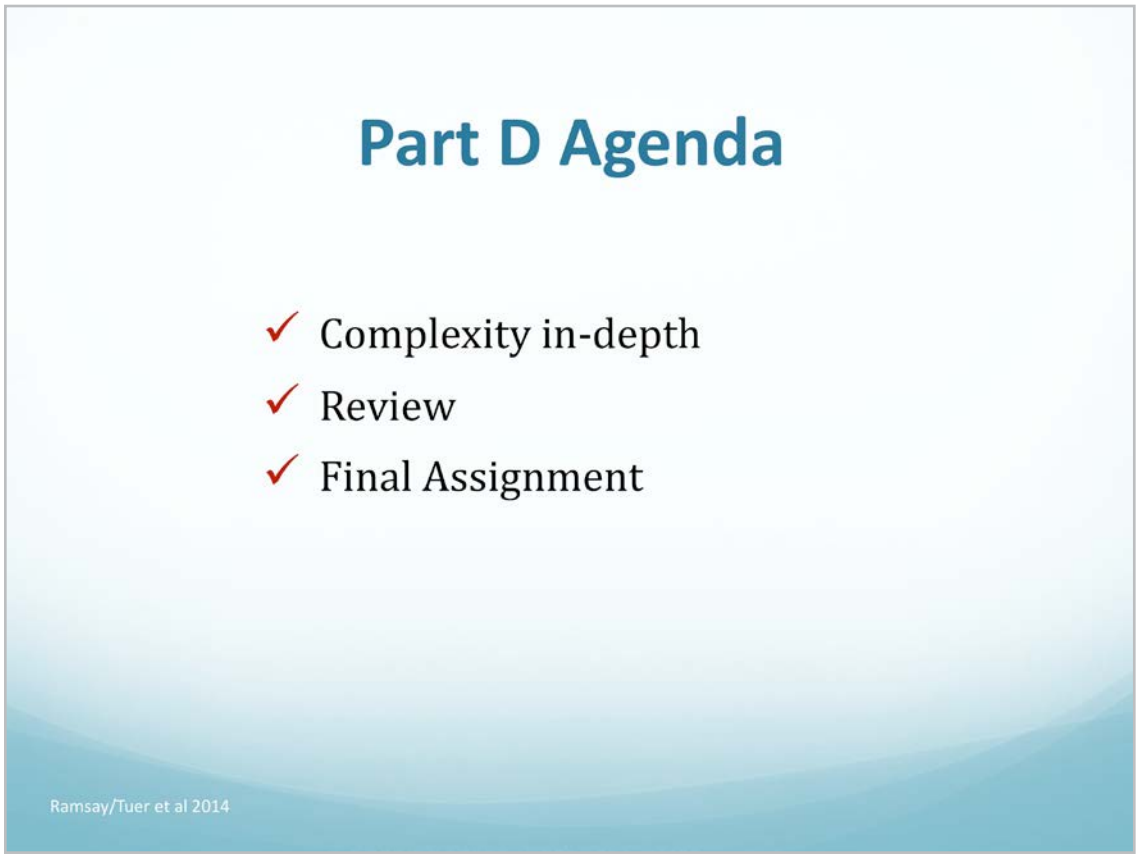
# Part C: Reminder Quiz

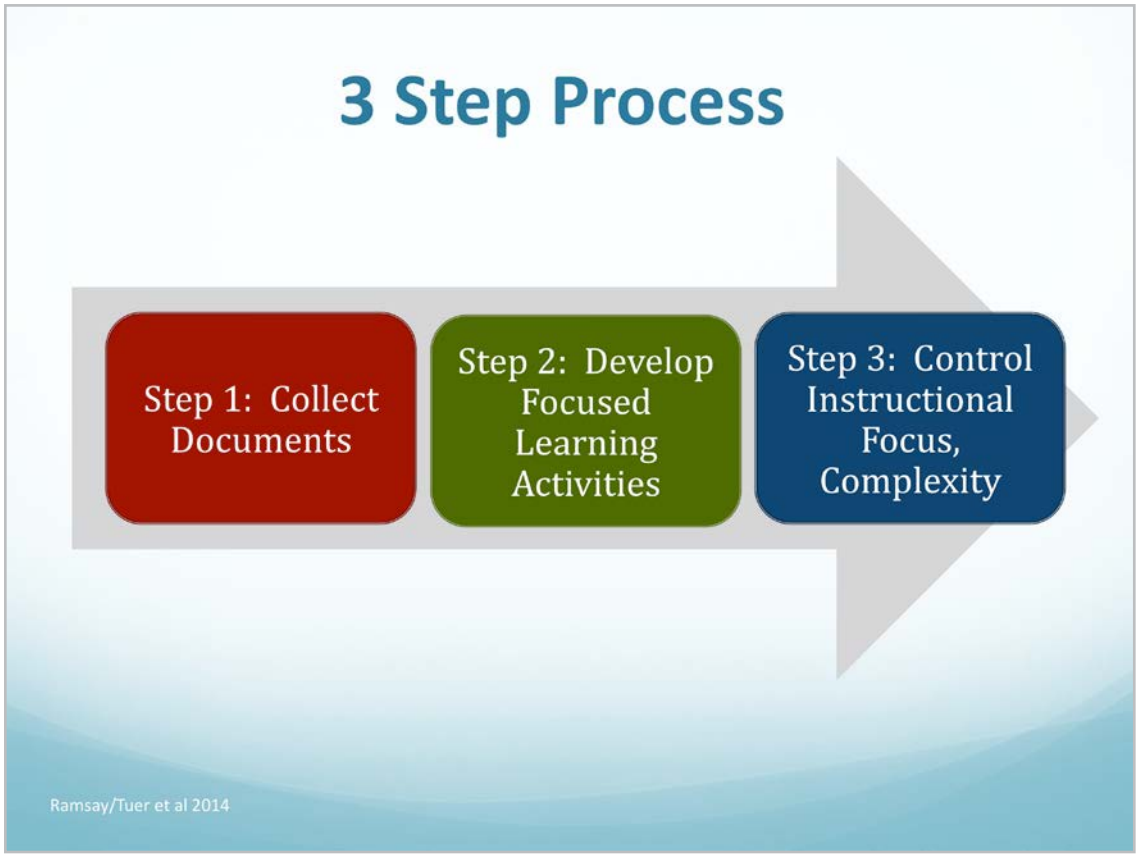
1. Narrate, Summarize and Compare & Contrast are what level of processing?
    a. Moderate
    b. Difficult
    c. Easy

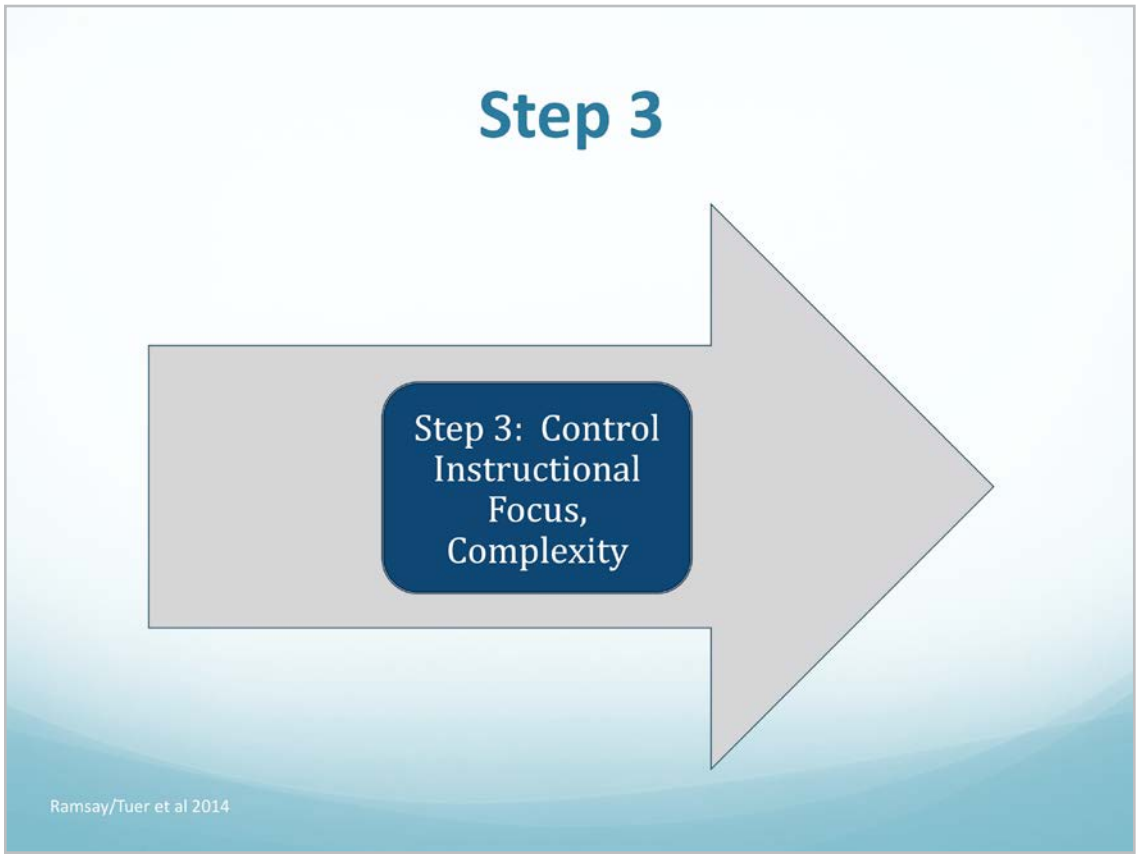
2. TOM stands for:
    a. Type of meaning
    b. Type of method
    c. Type of match

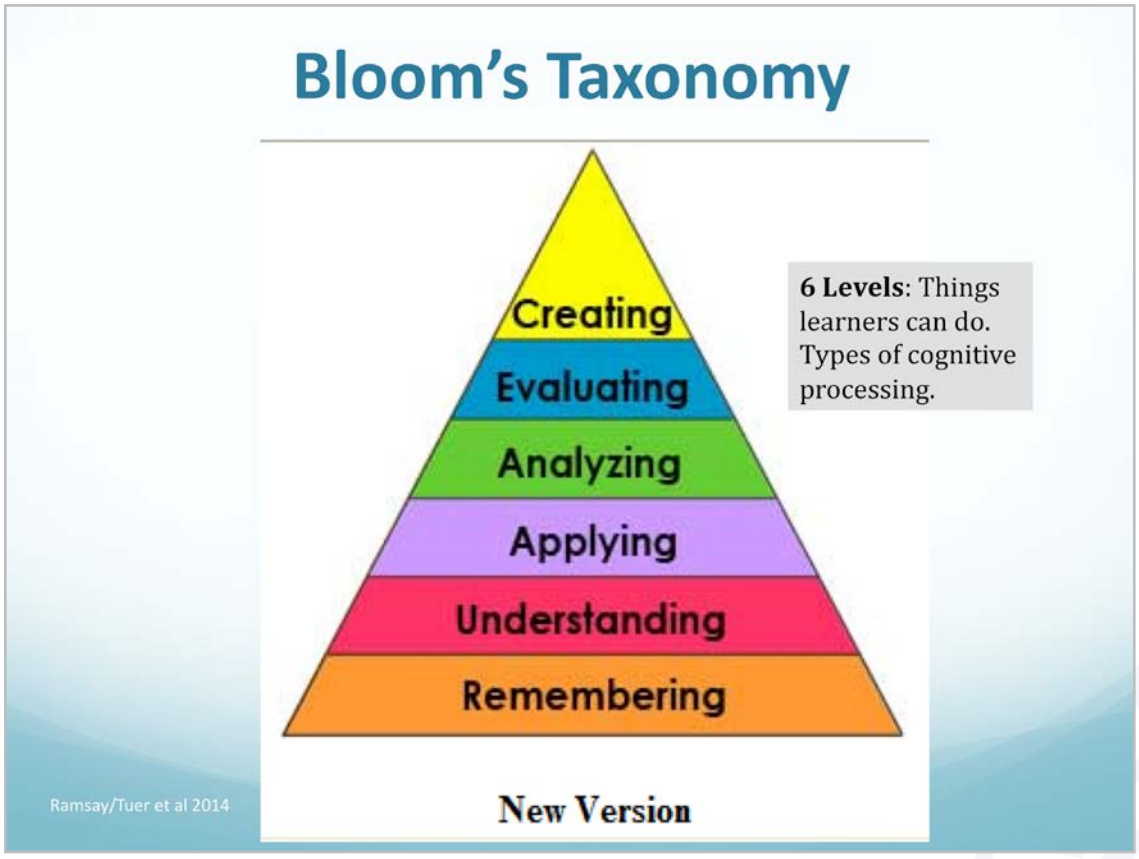
3. A low level task asks learners to compare information from two or more areas of a document. True or False

Ramsay/Tuer et al 2014


Part D Agenda
✓ Complexity in-depth
✓ Review
✓ Final Assignment
Ramsay/Tuer et al 2014


3 Step Process
Step 1: Collect Documents
Step 2: Develop Focused Learning Activities
Step 3: Control Instructional Focus, Complexity
Ramsay/Tuer et al 2014


Step 3
Step 3: Control Instructional Focus, Complexity
Ramsay/Tuer et al 2014


Bloom's Taxonomy
Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
6 Levels: Things learners can do. Types of cognitive processing.
New Version
Ramsay/Tuer et al 2014

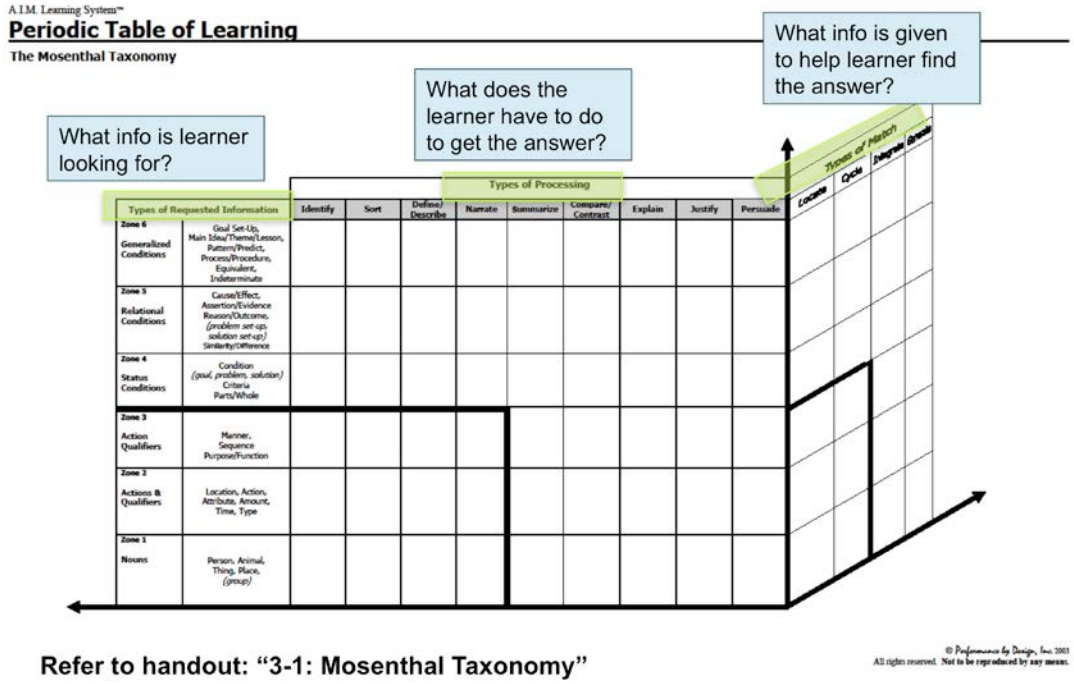
# Background for Controlling Complexity

- Peter Mosenthal and Michael D. Hardt – Mosenthal Taxonomy
- Locate, Cycle, Integrate, Generate (LCIG)
- SkillPlan in B.C. – Controlling Complexity

*Refer to Practitioner Guide pg 15-19

Ramsay/Tuer et al 2014

# Mosenthal Taxonomy - Periodic Table of Learning




Refer to handout: "3-1: Mosenthal Taxonomy"

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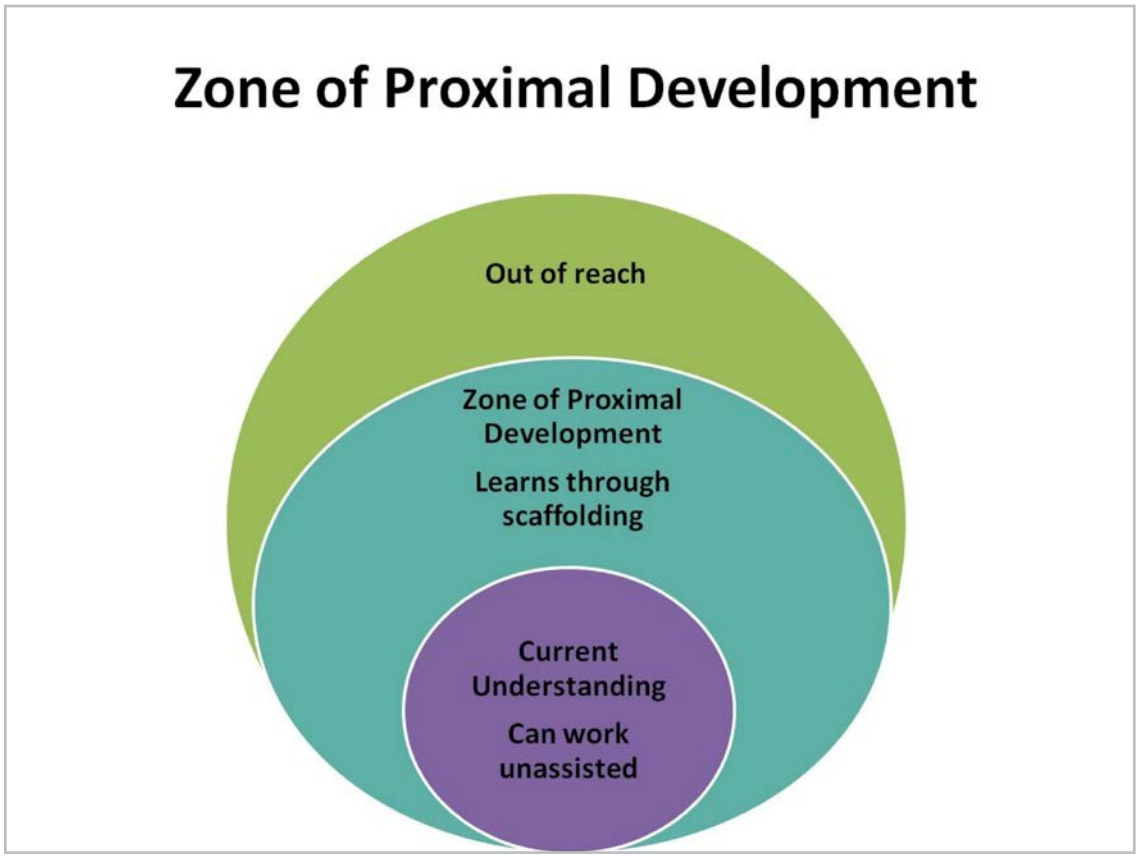
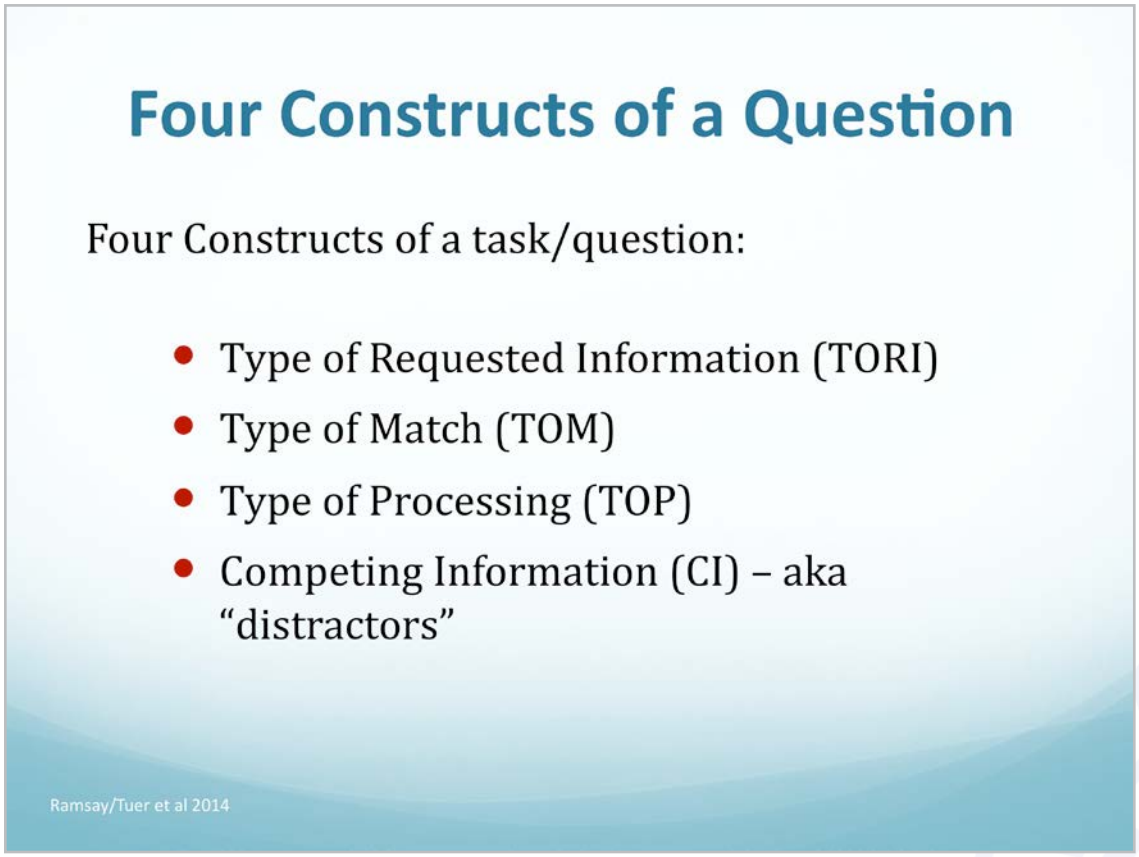
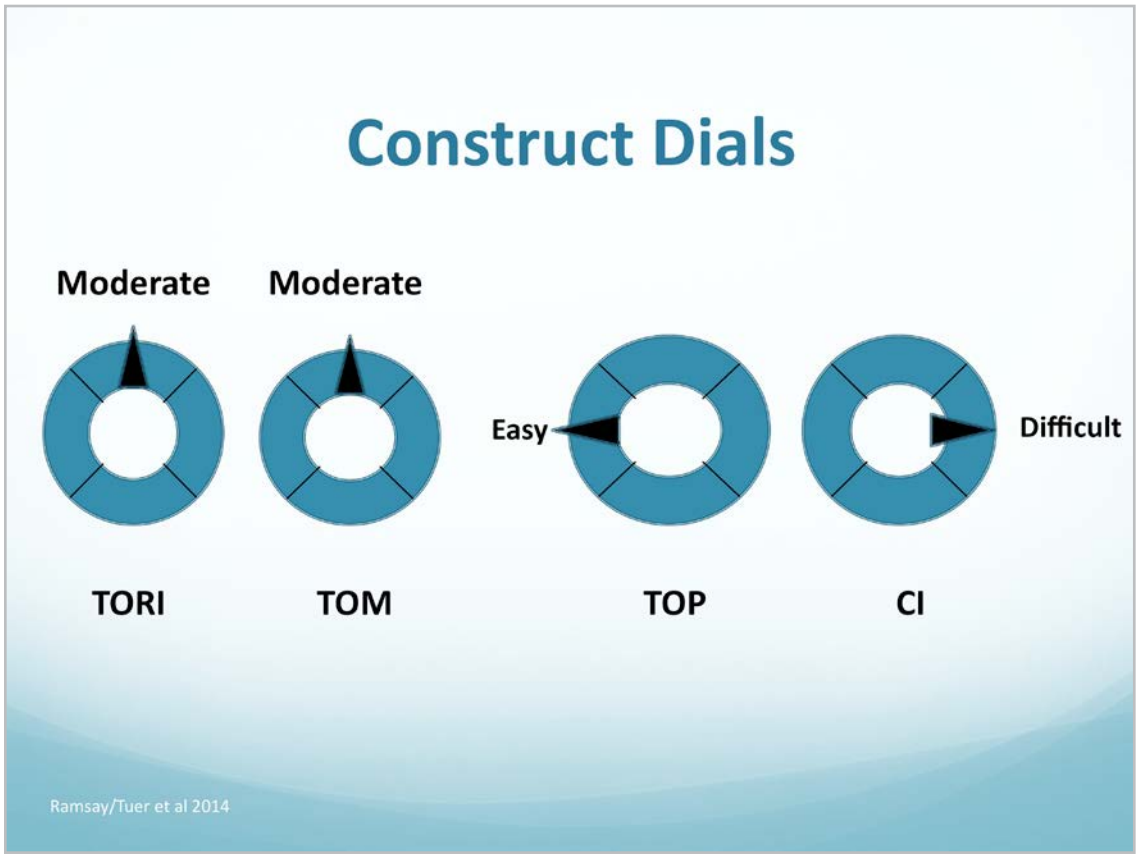

Zone of Proximal Development
Out of reach
Zone of Proximal Development
Learns through scaffolding
Current Understanding
Can work unassisted


Four Constructs of a Question
Four Constructs of a task/question:
Type of Requested Information (TORI)
Type of Match (TOM)
Type of Processing (TOP)
Competing Information (CI) – aka "distractors"
Ramsay/Tuer et al 2014




## 4-Step Strategy™

| 4 Constructs of Question Structure | 4-Step Strategy™ |
|---|---|
| | 1. **Read it.** Read or listen to the question |
| Type of Requested Information (TORI) | 2. **Snap it.** Snap the question into the Given and Requested parts |
| Type of Match (TOM) | 3. **Match it.** Use the Given information from the question to "Match it" in the document |
| Competing Information (CI) | |
| Type of Processing (TOP) | 4. **Answer it.** Answer the question |

# Types of Requested Information (TORI)

**Read It**

*When is the start date for the contract?*

**Snap It**

- Given: There is a start date for the contract
- Requested: When is that start date?

***Think of TORI as "snap the question!"***

Ramsay/Tuer et al 2014

# Let's Snap the Question!

Identify the "given" and "requested information" in the following questions.

1. How many parts must be packed into one box?
2. Name three conditions under which someone can become a member?
3. Which courses are offered in the winter term but not in the spring term?
4. Where can volatile liquids be stored on the premises?
5. Who is to be contacted if a customer wants to place an order for computer supplies?
6. Why did the main character return to his home town?

Ramsay/Tuer et al 2014

## Question Words and TORI

| | Question Words | Types of Requested Information (TORI) | Average Correct Response* |
|---|---|---|---|
| Challenging | What | All types | ? |
| | Why | Reason | 51 |
| | Which | Criteria | 63 |
| | How | Manner – not process | 74 |
| | When | Time | 81 |
| | How much | Amount | 86 |
| Easy | Where | Place/location | 92 |
| | Who | Person | 97 |

Ramsay/Tuer et al 2014

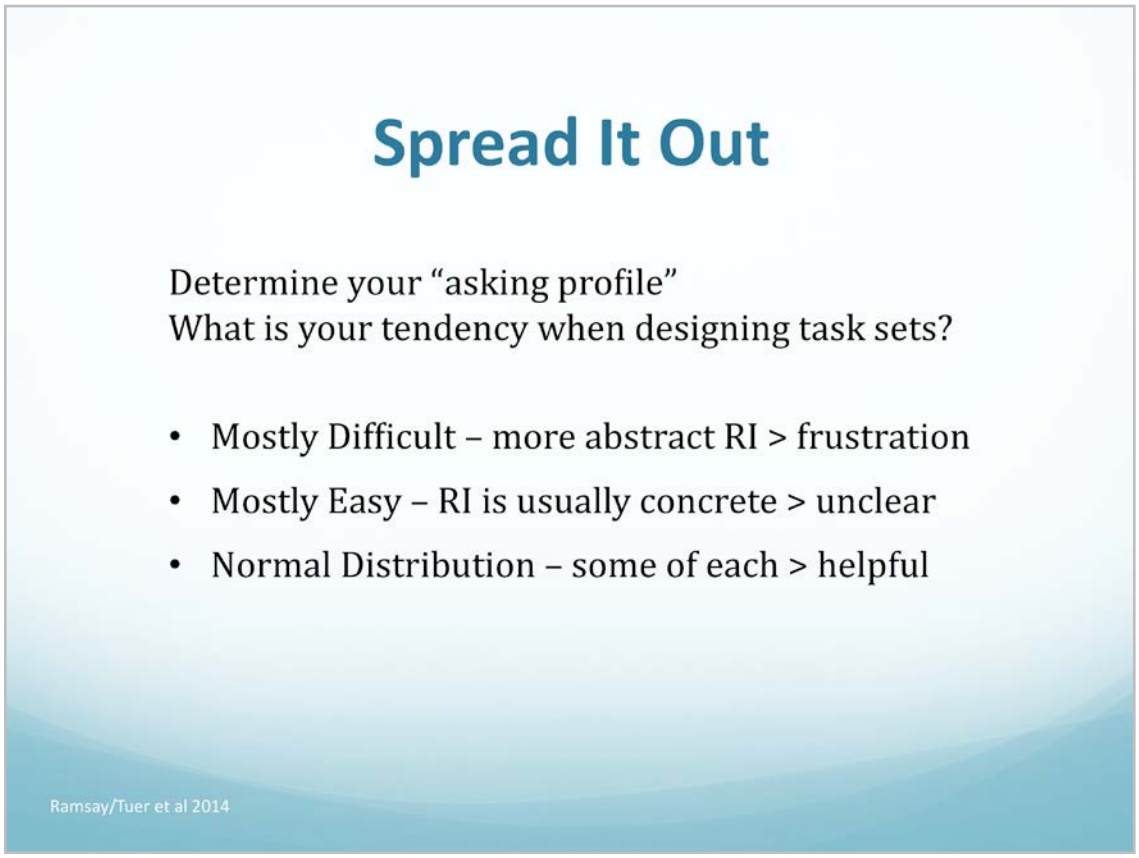
*Percentages from National Assessment of Education Process 92-94, 98

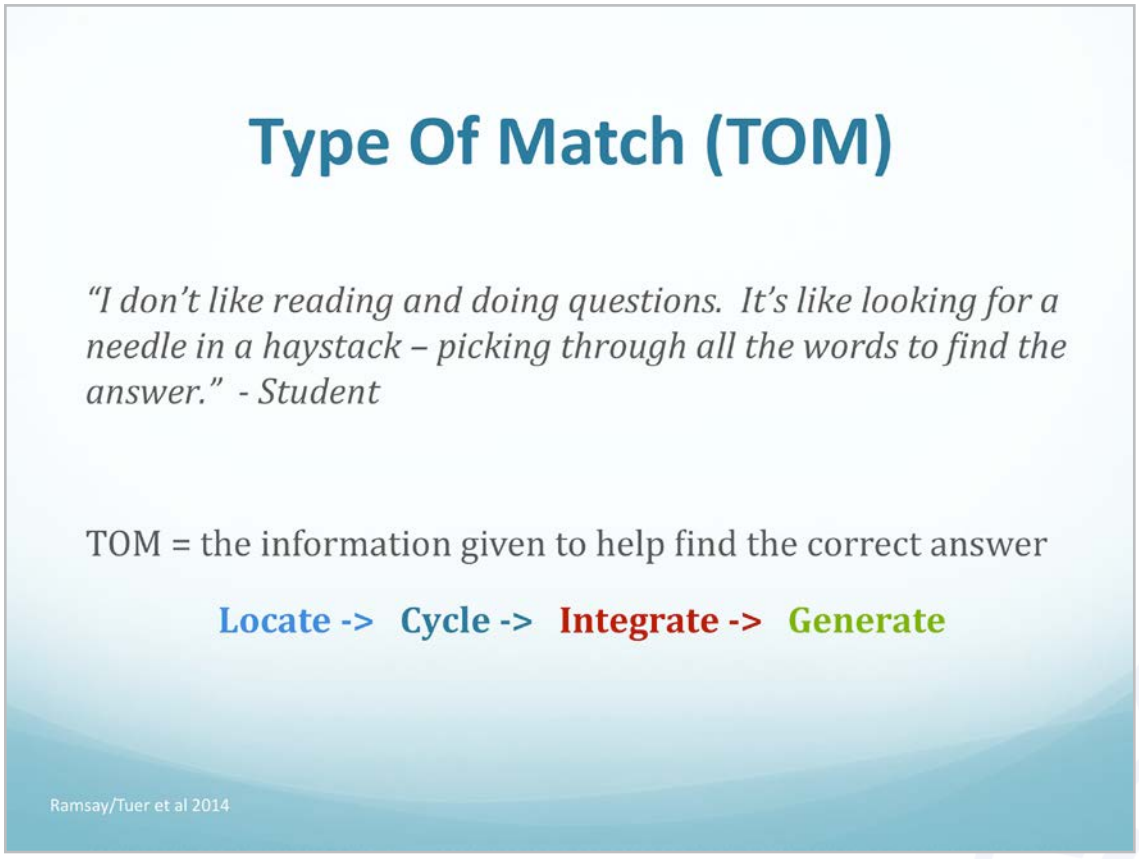
## Complexity Level: Rate These Tasks

Based on what we just discussed, please rate the level of complexity: easy, moderate or difficult. Multiple choice "Poll" on the Webinar.

1. What criteria must be met to be considered for a promotion?
2. What kind of fuel does this engine use?
3. Under what conditions is it safe to enter the tank?
4. What is the process for making the gel mixture?
5. What is the main idea of the office notice?
6. Who is responsible for site safety?

Ramsay/Tuer et al 2014


Spread It Out
Determine your "asking profile"
What is your tendency when designing task sets?
• Mostly Difficult – more abstract RI > frustration
• Mostly Easy – RI is usually concrete > unclear
• Normal Distribution – some of each > helpful
Ramsay/Tuer et al 2014


Type Of Match (TOM)
"I don't like reading and doing questions. It's like looking for a needle in a haystack – picking through all the words to find the answer." - Student
TOM = the information given to help find the correct answer
Locate -> Cycle -> Integrate -> Generate
Ramsay/Tuer et al 2014

# Type of Match (TOM): levels of difficulty

| Types of Match | | | |
|---|---|---|---|
| **Easy** | | **Moderate** | **Difficult** |
| **Locate**<br>Matching given information to exact or similar information in the document | **Cycle**<br>Making two or more Locate matches within or between parts of a document to find two or more pieces of Requested information | **Integrate**<br>Using two or more pieces of information located from a Cycle of a document to construct the Requested information of the task | **Generate**<br>Using one or more pieces of information from a Locate, Cycle or Integrate with specific background knowledge that is not contained in the document to create the Requested information of the task. |

Ramsay/Tuer et al 2014

Pages 159 – 164 Match It, from SkillPlan's *Controlling Complexity* (Appendices 3-3)

# Type of Processing (TOP)

- This construct contributes to task difficulty
- It asks:

  *"What do I do with the Requested Information I found or created in order to complete the task?"*

- Potato Salad Theory

Ramsay/Tuer et al 2014

# TOP – Levels of Difficulty

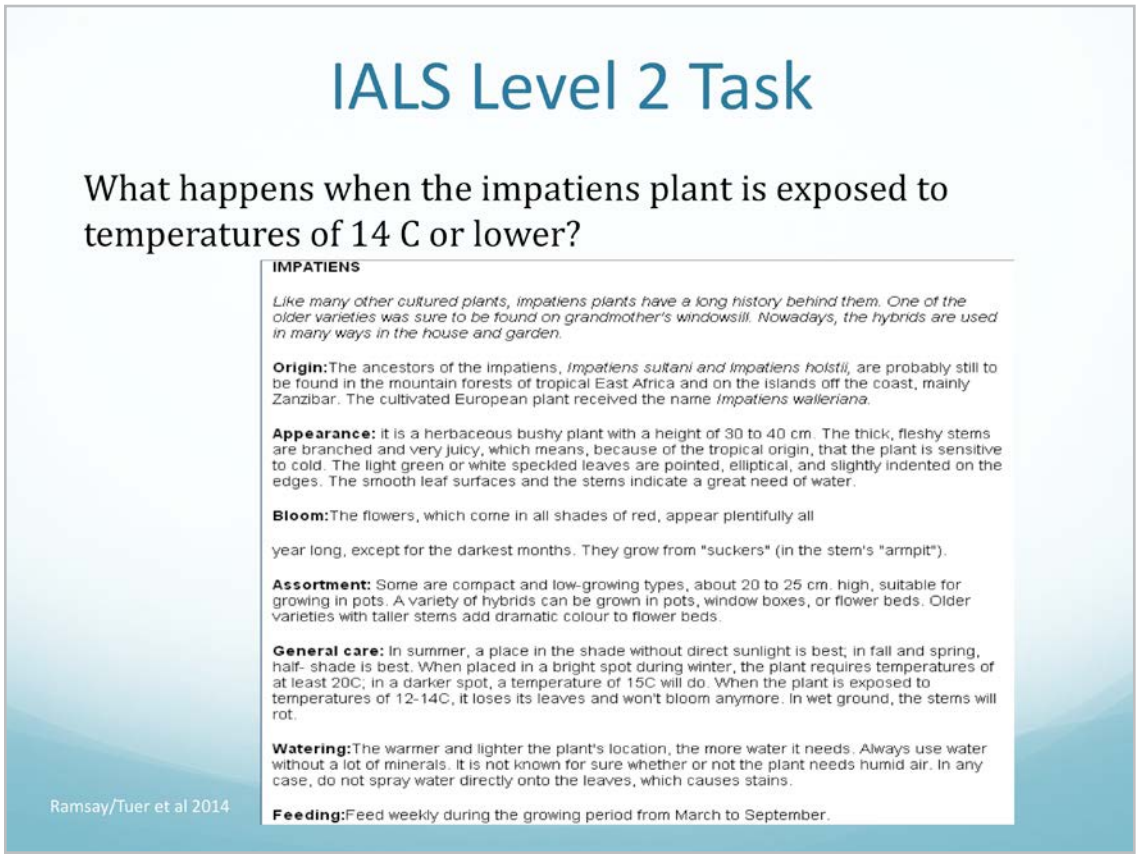
| Types of Processing | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Easy** | | | **Moderate** | | | **Difficult** | | |
| Identify | Sort | Define & Describe | Narrate | Summarize | Compare & Contrast | Explain | Justify | Persuade |

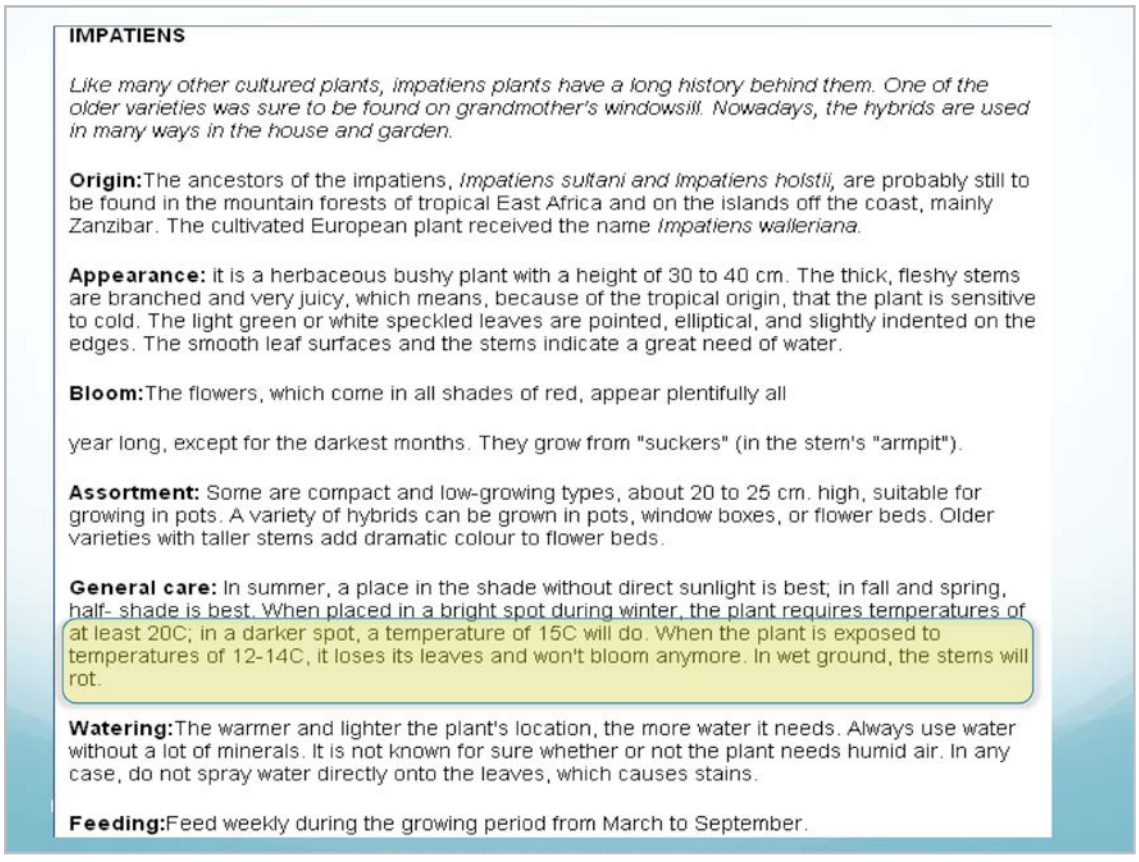
**Simple** → **Complex**

Ramsay/Tuer et al 2014

# Competing Information (CI)

| Dial of Difficulty of Levels | Types of CI (Distractors) | |
|---|---|---|
| Difficult | One exact or similar piece of Competing Information inside the answer zone | Given and Requested information appear in the same paragraph after the answer zone |
| | Two or more exact or similar pieces of Competing Information inside the answer zone | |
| Moderate | One or more exact or similar pieces of Competing Information in the paragraph(s) before the answer zone | |
| Easy | Answer is at the beginning of the answer zone | |
| | No Competing Information | |


IALS Level 2 Task
What happens when the impatiens plant is exposed to temperatures of 14 C or lower?
IMPATIENS
Like many other cultured plants, impatiens plants have a long history behind them. One of the older varieties was sure to be found on grandmother's windowsill. Nowadays, the hybrids are used in many ways in the house and garden.
Origin:The ancestors of the impatiens, Impatiens sultani and Impatiens holstii, are probably still to be found in the mountain forests of tropical East Africa and on the islands off the coast, mainly Zanzibar. The cultivated European plant received the name Impatiens walleriana.
Appearance: it is a herbaceous bushy plant with a height of 30 to 40 cm. The thick, fleshy stems are branched and very juicy, which means, because of the tropical origin, that the plant is sensitive to cold. The light green or white speckled leaves are pointed, elliptical, and slightly indented on the edges. The smooth leaf surfaces and the stems indicate a great need of water.
Bloom:The flowers, which come in all shades of red, appear plentifully all
year long, except for the darkest months. They grow from "suckers" (in the stem's "armpit").
Assortment: Some are compact and low-growing types, about 20 to 25 cm. high, suitable for growing in pots. A variety of hybrids can be grown in pots, window boxes, or flower beds. Older varieties with taller stems add dramatic colour to flower beds.
General care: In summer, a place in the shade without direct sunlight is best; in fall and spring, half- shade is best. When placed in a bright spot during winter, the plant requires temperatures of at least 20C; in a darker spot, a temperature of 15C will do. When the plant is exposed to temperatures of 12-14C, it loses its leaves and won't bloom anymore. In wet ground, the stems will rot.
Watering:The warmer and lighter the plant's location, the more water it needs. Always use water without a lot of minerals. It is not known for sure whether or not the plant needs humid air. In any case, do not spray water directly onto the leaves, which causes stains.
Feeding:Feed weekly during the growing period from March to September.
Ramsay/Tuer et al 2014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Assortment: Some are compact and low-growing types, about 20 to 25 cm. high, suitable for growing in pots. A variety of hybrids can be grown in pots, window boxes, or flower beds. Older varieties with taller stems add dramatic colour to flower beds.
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Feeding:Feed weekly during the growing period from March to September.

## Document > Tasks > OALCF

- ✓ Review the document
- ✓ Determine the relevant pathway
- ✓ Begin drafting tasks (3 – 7 questions)
- ✓ Review each task for OALCF competencies & complexity levels
- ✓ Check for scaffolding – working from easy to more difficult
- ✓ Try it Out! – ask a colleague
- ✓ Revise as needed

Ramsay/Tuer et al 2014

## Summary

- ✓ Controlling complexity helps to scaffold & support learning
- ✓ Four Constructs of a Task:
  - Type of Match (TOM)
  - Type of Requested Information (TORI)
  - Type of Processing (TOP)
  - Competing Information (CI)/Distractors
- ✓ Authentic documents -> Authentic tasks sets

Ramsay/Tuer et al 2014

# More Information

For more detailed information, purchase the resources: ***Developing Work-related Learning Materials*** (English & French) and ***Controlling Complexity*** (English) from SkillPlan BC

Website: www.skillplan.ca

Publications link:

http://skillplan.ca/tools-and-publications

Ramsay/Tuer et al 2014

# Thank You!!!

Questions?

anne@projectread.ca

jane@projectread.ca

Ramsay/Tuer et al 2014

# Mosenthal Taxonomy - Periodic Table of Learning

A.I.M. Learning System™

## Periodic Table of Learning

**The Mosenthal Taxonomy**

What info is learner looking for?

What does the learner have to do to get the answer?

What info is given to help learner find the answer?

| Types of Requested Information | | Types of Processing: Identify | Sort | Define/ Describe | Narrate | Summarize | Compare/ Contrast | Explain | Justify | Persuade |
|---|---|---|---|---|---|---|---|---|---|---|
| Zone 6 Generalized Conditions | Goal Set-Up, Main Idea/Theme/Lesson, Pattern/Predict, Process/Procedure, Equivalent, Indeterminate | | | | | | | | | |
| Zone 5 Relational Conditions | Cause/Effect, Assertion/Evidence Reason/Outcome, *(problem set-up, solution set-up)* Similarity/Difference | | | | | | | | | |
| Zone 4 Status Conditions | Condition *(goal, problem, solution)* Criteria Parts/Whole | | | | | | | | | |
| Zone 3 Action Qualifiers | Manner, Sequence Purpose/Function | | | | | | | | | |
| Zone 2 Actions & Qualifiers | Location, Action, Attribute, Amount, Time, Type | | | | | | | | | |
| Zone 1 Nouns | Person, Animal, Thing, Place, *(group)* | | | | | | | | | |

Types of Match: Locate, Cycle, Integrate, Create

**Refer to handout: "Mosenthal Taxonomy"**

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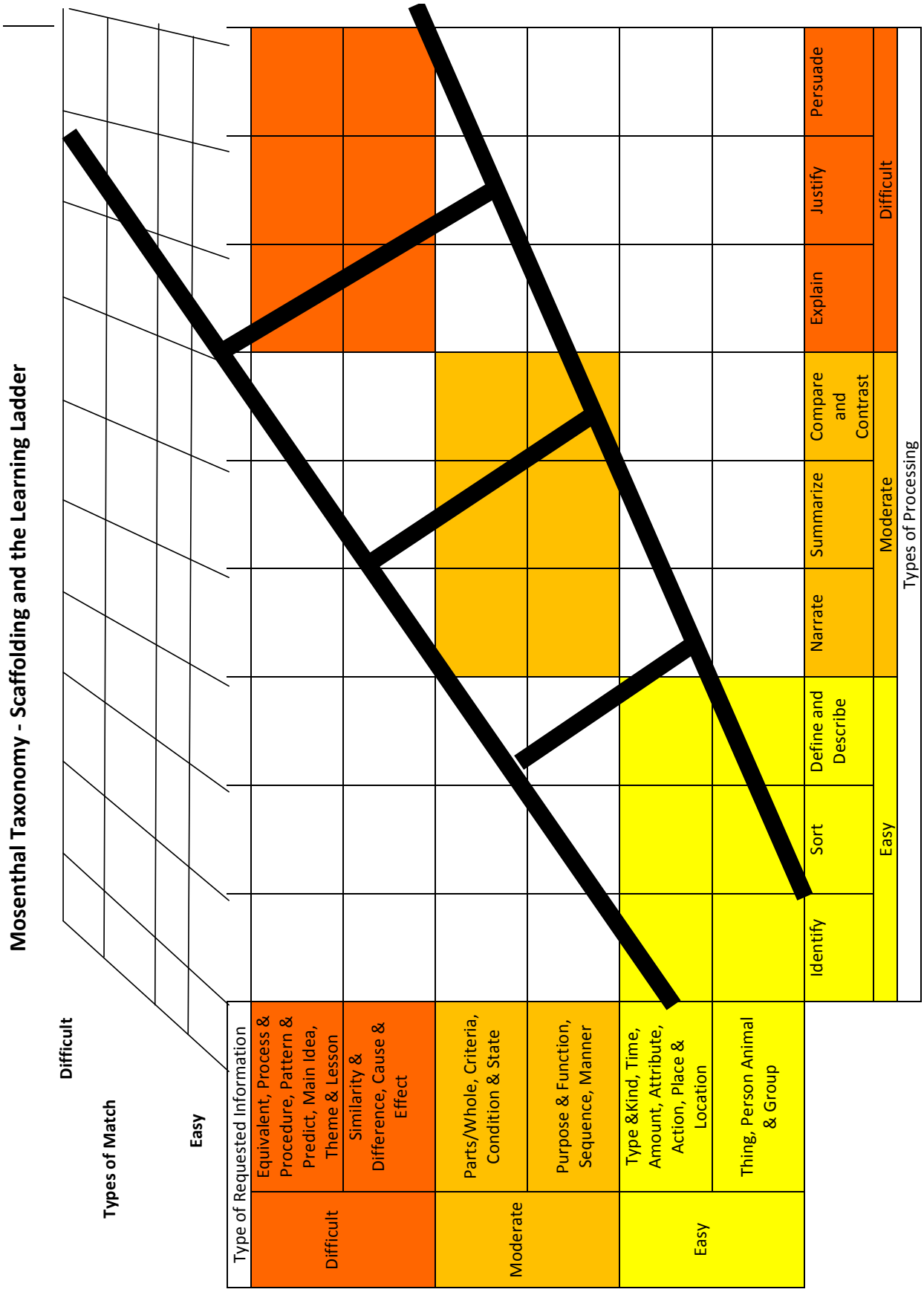
## 3-2: Mosenthal Taxonomy - Scaffolding and the Learning Ladder



Adapted by Jane Tuer, Project READ Literacy Network, 2011

## Type of Match Handout

## Range of Inferences

Infererence = act or process of drawing a conclusion or idea based on known facts or evidence.

"Examine the joints annually or more frequently in heavy operating conditions"

| Word(s) in the document | Word(s) in the question (Given information) | Level of Match between information in document and Given Information | Level of inference required |
|---|---|---|---|
| Examine | inspection | Meaning match (different word, similar meaning, but verb vs. noun) | **Higher** |
| | How often should an **inspection** of the joints take place? | | |
| Examine | inspects, inspected, inspecting | Mean match (different word, same meaning, different endings) | Some |
| | How often should the joints be **inspected**? | | |
| Examine | inspect | Meaning match (different word, same meaning) | Some |
| | How often should the worker **inspect** the joints? | | |
| Examine | check (verb)/check (noun) | Meaning match (different word, same meaning) | Some |
| | How often does a worker need to **check** the joints? | | |
| Examine | thoroughly look over | Meaning match (different word, same meaning) | Some |
| | How often should the worker **thoroughly look over** the joints? | | |
| Examine | examination | Close match (same root word, but verb vs. noun) | Low |
| | How often should an **examination** of the joints take place? | | |
| Examine | examines, examined, examining | Very close match (same root word, different endings) | Minimal |
| | How often is **examining** the joints recommended? | | |
| Examine | examine | Exact match (same word, except for capitalization of the first letter) | **None** |
| | How often should the worker **examine** the joints? | | |

Adapted from: Controlling Complexity, SkillPlan BC, 2011

## Handout 6:
## Match It

### *Match it*

*Match it* means taking the Given and Requested information and matching it to words or phrases that are the same or mean the same thing. You might find these matches in a textbook, a manual, a page of information, or a story. The word "document" will be used to mean any of these from now on.

### How do I *Match it?*

Step 1: **Read it.** Read the question. Make sure you understand it.

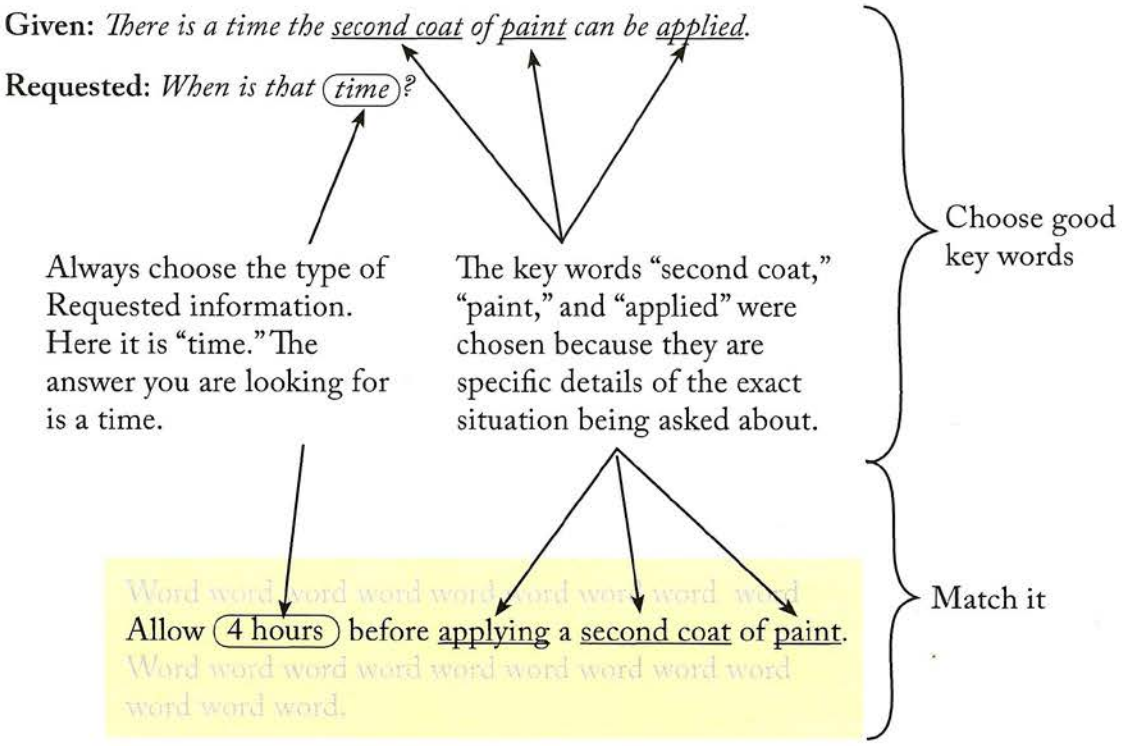
**Question** *When can the second coat of paint be applied?*

Step 2: **Snap it.** Snap the question into the Given and Requested information.

**Given:** *There is a time the second coat of paint can be applied.*

**Requested:** *When is that time?*

Step 3: **Match it.** Choose good key words from the Given and Requested information to use for finding matches in the document. Then scan the document to *Match it*.






Continued...

**Handout 6**: Continued

The next examples focus only on choosing good key words, an important part of the *Match it* step. The goal is to choose enough key words to find the Requested information, but not so many that it is hard to remember them all. Key words from the Given are underlined, and the key word from the Requested is circled.

*Example 1*

Step 1: **Read it.** *Where is the first aid station on the site?*
Step 2: **Snap it.**

**Given:** *There is a location for the first aid station on the site.*

**Requested:** *Where is that location?*

Step 3: **Match it.** Choose good key words from the Given and Requested information, then *Match it.*

**Given:** *There is a location for the first aid station on the site.*

**Requested:** *Where is that (location)?*

*Example 2*

Step 1: **Read it.** *What is the function of the pull cords?*
Step 2: **Snap it.**

**Given:** *There is a function for the pull cords.*

**Requested:** *What is that function?*

Step 3: **Match it.** Choose good key words from the Given and Requested information, then *Match it.*

**Given:** *There is a function for the pull cords.*

**Requested:** *What is that (function)?*

*Example 3*

Step 1: **Read it.** *What are the similarities between the two styling products?*
Step 2: **Snap it.**

**Given:** *There are similarities between the two styling products.*

**Requested:** *What are those similarities?*

Step 3: **Match it.** Choose good key words from the Given and Requested information, then *Match it.*

**Given:** *There are similarities between the two styling products.*

**Requested:** *What are those (similarities)?*

## Handout 7:
## Match It *Locate*

There are four different types of matches: Locate, Cycle, Integrate, and Generate. Locate is the easiest of the four. This handout explains what a Locate type of match means and what it looks like.

### What Locate match means

A Locate match is when the key words from the Given and Requested information almost exactly match the words in the document. You can think of a Locate match as a "Right there!" match.

### What Locate match looks like

Study the example to see what a Locate match looks like.

### Example

Step 1: **Read it.**

*How often should permanent assemblies be inspected?*

Step 2: **Snap it.**

Given: *There are times that permanent assemblies should be inspected.*

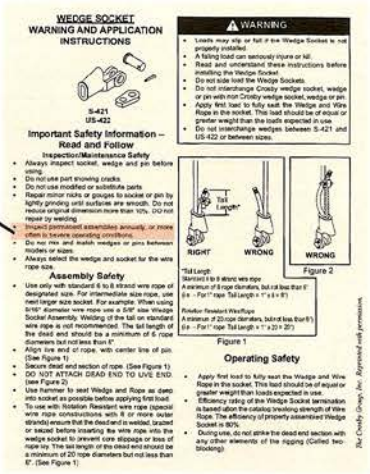
Requested: *When are those times?*

Step 3: **Match it.**

Given: *There are times that permanent assemblies should be inspected.*

Requested: *When are those times?*

- Inspect permanent assemblies annually, or more often in severe operating conditions.




(Answer: annually, or more often in severe operating conditions)

## Handout 8:
## Match It *Cycle*

There are four different types of matches: Locate, Cycle, Integrate, and Generate. Cycle is the second easiest of the four. This handout explains what a Cycle type of match means and what it looks like.

### What Cycle match means

A Cycle match is a Locate match that is repeated. You Cycle or repeat your search when you have to find more than one of the same kind of information. You can think of a Cycle match as a "Right there repeater!" match.

### What Cycle match looks like

Study the example to see what a Cycle match looks like.

### Example

Step 1: **Read it.**

*What types of wire rope do these instructions apply to?*

Step 2: **Snap it.**

Given: *There are types of wire rope these instructions apply to.*

Requested: *What are the types?*

Step 3: **Match it.**

Given: *There are types of wire rope these instructions apply to.*

Requested: *What are the types?*

match 1

match 2

match 3

match 4

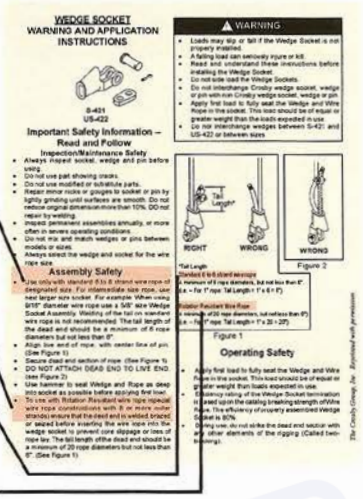
**Assembly Safety**

- Use only with standard 6 to 8 strand wire rope of designated size. For intermediate size rope, use

- To use with Rotation Resistant wire rope (special wire rope constructions with 8 or more outer strands) ensure that the dead end is welded, brazed

Standard 6 to 8 strand wire rope

Rotation Resistant Wire Rope




Decide that match 1 and match 3 are the same: standard 6 to 8 strand wire rope.
Decide that match 2 and match 4 are the same: Rotation Resistant wire rope.

(Answer: standard 6 to 8 strand wire rope and Rotation Resistant wire rope)

## Handout 9:
## Match It *Integrate*

There are four different types of matches: Locate, Cycle, Integrate, and Generate. Integrate is the third of the four and it is moderately difficult. This handout explains what an Integrate type of match means and what it looks like.

### What Integrate match means

An Integrate match is a Cycle match plus something more. First you Cycle to find two or more pieces of information, and then you have to combine these pieces of information. You can think of an Integrate match as a "smash and stash" match. You "smash" the document apart to find the pieces you need, and you then "stash" the pieces together in a special way.

### What Integrate match looks like

Study the example to see what an Integrate match looks like.

**Example**

Step 1: **Read it.**

*What is the similarity between the tail length of a standard 6 to 8 strand wire rope and a Rotation Resistant wire rope?*

Step 2: **Snap it.**

Given: *There is a similarity between the tail length of a standard 6 to 8 strand wire rope and a Rotation Resistant wire rope.*

Requested: *What is the similarity?*

Step 3: **Match it.**

Given: *There is a similarity between the tail length of a standard 6 to 8 strand wire rope and a Rotation Resistant wire rope.*

Requested: *What is the similarity?*

- Use only with standard 6 to 8 strand wire rope of designated size. For intermediate size rope, use next larger size socket. For example: When using 9/16" diameter wire rope use a 5/8" size Wedge Socket Assembly. Welding of the tail on standard wire rope is not recommended. The tail length of the dead end should be a minimum of 6 rope diameters but not less than 6".
- To use with Rotation Resistant wire rope (special wire rope constructions with 8 or more outer strands) ensure that the dead end is welded, brazed or seized before inserting the wire rope into the wedge socket to prevent core slippage or loss of rope lay. The tail length of the dead end should be a minimum of 20 rope diameters but not less than 6". (See Figure 1)

Continued…

**Handout 9**: Continued

| Tail lengths of wire ropes | |
|---|---|
| **standard 6 to 8 strand** | **Rotation Resistant** |
| minimum of 6 rope diameters but not less than 6" | minimum of 20 rope diameters but not less than 6" |

You have "smashed" the document apart and found two matching pieces of information. Now "stash" them together in a special way. The question asks for similarities, so stash them together to compare what is similar between the two items.

(Answer: The similarity between the tail length of Standard 6 to 8 strand wire rope and a Rotation Resistant rope is that both tail lengths must not be less than 6".)

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