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: **Date Completed:**
Successful Completion: Yes___   No___
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:	Task Group(s):
A: Find and Use Information [sample only, list each]	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]

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	practitioner with support from Completes task	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

When you have finished adding the Performance Descriptors to the task, delete this table.

Level Indicators	Performance Descriptors
A1.1: Read brief texts to locate specific details	A1.1 -reads short texts to locate a single piece of information -decodes words and makes meaning of sentences in a single text -follows the sequence of events in straightforward chronological texts -follow simple, straightforward instructional texts -identifies the main idea in brief texts -requires support to identify sources and to evaluate and integrate information
A1.2: Read texts to locate and connect ideas and information	A1.2 -scans text to locate information -locates multiple pieces of information in simple texts -makes low-level inferences -makes connections between sentences and between paragraphs in a single text -reads more complex texts to locate a single piece of information -follows the main events of descriptive, narrative and informational texts -obtains information from detailed reading -begins to identify sources and evaluate information
A1.3: Read longer texts to connect, evaluate and integrate ideas and information	A1.3 -integrates several pieces of information from texts -manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks -identifies the purpose and relevance of texts -skims to get the gist of longer texts -begins to recognize bias and points of view in texts -infers meaning which is not explicit in texts -compares or contrasts information between two or more texts -uses organizational features, such as headings, to locate information -follows the main events of descriptive, narrative, informational and persuasive texts -obtains information from detailed reading -makes meaning of short, creative texts (e.g. poems, short stories) -identifies sources, evaluates and integrates information

A2.1: Interpret very simple documents to locate specific details	A2.1	-scans to locate specific details -interprets brief text and common symbols -locates specific details in simple documents, such as labels and signs -identifies how lists are organized (e.g. sequential, chronological, alphabetical) -requires support to identify sources and to evaluate and integrate information
A2.2: Interpret simple documents to locate and connect information	A2.2	-performs limited searches using one or two search criteria -extracts information from tables and forms -locates information in simple graphs and maps -uses layout to locate information -makes connections between parts of documents -makes low-level inferences -begins to identify sources and evaluate information
A2.3: Interpret somewhat complex documents to connect, evaluate and integrate information	A2.3	-performs complex searches using multiple search criteria -manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks -integrates several pieces of information from documents -compares or contrasts information between two or more documents -uses layout to locate information -identifies the purpose and relevance of documents -begins to recognize bias in displays, such as graphs -makes inferences and draws conclusions from information displays -identifies sources, evaluates and integrates information
A3: *The tasks in this task group are not rated for complexity*	A3	-*the tasks in this task group are not rated for complexity*
B1.1: Participate in brief interactions to exchange information with one other person	B1.1	-conveys information on familiar topics -shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others -chooses appropriate language in exchanges with clearly defined purposes -participates in short, simple exchanges -gives short, straightforward instructions or directions -speaks or signs clearly in a focused and organized way -repeats or questions to confirm understanding

	-uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)

B1.2: Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions	B1.2 -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
	    -uses strategies to maintain communication, such as encouraging responses from others and asking questions
	    -speaks or signs clearly in a focused and organized way
	    -rephrases to confirm or increase understanding
	    -uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures

B1.3: Initiate and maintain lengthier interactions with one or more persons on a range of topics	B1.3 - shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences
	    -manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
	    -participates in lengthier exchanges to problem solve and explore issues
	    -varies speed, tone and emphasis to increase effectiveness of exchanges
	    -uses strategies to maintain communication, such as encouraging responses from others and asking questions
	    -speaks or signs clearly in a focused and organized way
	    -chooses appropriate strategies to check and 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	B2.1 -writes simple texts to request, remind or inform
	    -conveys simple ideas and factual information
	    -demonstrates a limited understanding of sequence
	    -uses sentence structure, upper and lower case and basic punctuation
	    -uses highly familiar vocabulary

B2.2: Write texts to explain and describe information and ideas	B2.2 -writes texts to explain and describe
	    -conveys intended meaning on familiar topics for a limited range of purposes and audiences
	    -begins to sequence writing with some attention to organizing principles (e.g. time, importance)
	    -connects ideas using paragraph structure
	    -uses limited range of vocabulary and punctuation appropriate

	to the task
	-begins to select words and tone appropriate to the task
	-begins to organize writing to communicate effectively
B2.3: Write longer texts to present information, ideas and opinions	B2.3 -writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade
	-manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
	-selects and uses vocabulary, tone and structure appropriate to the task
	-organizes and sequences writing to communicate effectively
	-uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details
B3.1a: Make straightforward entries to complete very simple documents	B3.1a -makes a direct match between what is requested and what is entered
	-makes entries using familiar vocabulary
B3.1b: Create very simple documents to display and organize a limited amount of information	B3.1b -follows conventions to display information in lists, labels, simple forms, signs (e.g. images support the message, text is legible)
	-organizes lists to suit purpose (e.g. chronologically, alphabetically, numerically, sequentially)
	-includes titles where required
	-uses labels and headings to organize content
	-presents text and numbers below one or more headings in lists
B3.2a: Use layout to determine where to make entries in simple documents	B3.2a -uses layout to determine where to make entries
	-begins to make some inferences to decide what information is needed, where and how to enter the information
	-makes entries using a limited range of vocabulary
	-follows instructions on documents
B3.2b: Create simple documents to sort, display and organize information	B3.2b -follows conventions to display information in simple documents (e.g. use of font, colour, shading, bulleted lists)
	-sorts entries into categories
	-displays one or two categories of information organized according to content to be presented
	-identifies parts of documents using titles, row and column headings and labels
B3.3a: Decide what, where and how to enter information in somewhat complex documents	B3.3a -uses layout to determine where to make entries
	-makes inferences to decide what, where and how to enter information

B3.3b: Create more complex documents to sort, display and organize information	B3.3b -follows conventions to display information in more complex documents (e.g. use of abbreviations, symbols)
	    -sorts entries into categories and subcategories
	    -displays many categories of information
	    -organizes information in a variety of ways
	    -identifies parts of documents using titles, row and column headings, sub-headings and labels

B4: Express oneself creatively, such as by writing journal entries, telling a story and creating art	B4 -the tasks in this task group are not rated for complexity

C1.1: Compare costs and make simple calculations	C1.1 -adds, subtracts, multiplies and divides whole numbers and decimals
	    -recognizes values in number and word format
	    -understands numerical order
	    -begins to interpret integers, such as in a negative bank balance
	    -identifies and performs required operation
	    -follows apparent steps to reach solutions
	    -interprets and represents costs using monetary symbols and decimals
	    -rounds to the nearest dollar
	    -uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

C1.2: Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts	C1.2 -calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
	    -calculates percentages
	    -interprets and applies rates (e.g. $/kg, $/1)
	    -chooses and performs required operation(s); may make inferences to identify required operation(s)
	    -selects appropriate steps to reach solutions
	    -represents costs and rates using monetary symbols, decimals and percentages
	    -makes simple estimates
	    -interprets, represents and converts amounts using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g. ½, ¼)
	    -uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

C1.3: Find, integrate and analyze	C1.3 -calculates using numbers expressed as whole numbers,

numerical information to make multi-step calculations to compare cost options and prepare budgets	fractions, decimals, percentages and integers
	    -manages unfamiliar elements (e.g. context, content) to complete the task
	    -chooses and performs required operations; makes inferences to identify operations
	    -selects appropriate steps to reach solutions from among options
	    -identifies a variety of ways to complete the task
	    -finds, integrates and analyzes numerical information
	    -organizes and displays numerical information (e.g. tables, graphs)
	    -makes estimates
	    -uses strategies to check accuracy

C2.1: Measure time and make simple calculations	C2.1 -adds, subtracts, multiplies and divides whole numbers and decimals
	    -recognizes values in number and word format
	    -understands chronological order
	    -understands and uses common date formats
	    -reads time on analog and digital clocks
	    -identifies and performs required operation
	    -represents dates and times using standard conventions
	    -measures time using common instruments, such as clocks, timers and stopwatches
	    -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)
	    -follows apparent steps to reach solutions
	    -rounds to nearest minute or hour
	    -uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

C2.2: Make low-level inferences to calculate using time	C2.2 -calculates using numbers expressed as whole numbers, fractions, decimals and percentages
	    -interprets and applies rates (e.g. $/hr, km/hr, cooking time/pound)
	    -converts between units of time (e.g. millennia, centuries, decades, years, months, weeks, days, hours, minutes, seconds)
	    -makes simple estimates
	    -interprets, represents and converts time using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g. ½, ¼)
	    -chooses and performs required operation(s); may make inferences to identify required operation(s)

	-selects appropriate steps to reach solutions -understands and converts time between 12- and 24-hour clocks -converts time between time zones -uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)
C2.3: Find, integrate and analyze numerical information to make multi-step calculations using time	C2.3　-calculates using numbers expressed as whole numbers, fractions, decimals and percentages -manages unfamiliar elements (e.g. context, content) to complete tasks -makes estimates -chooses and performs required operations; makes inferences to identify required operations -selects appropriate steps to reach solutions from amongst options -identifies a variety of ways to complete tasks -finds, integrates and analyzes numerical information -organizes and displays numerical information (e.g. Gantt chart, schedules) -uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)
C3.1: Measure and make simple comparisons and calculations	C3.1　-adds and subtracts whole number measurements -recognizes values in number and word format -recognizes simple, common shapes (e.g. circle, square, rectangle, triangle) -measures distance, length, width, height, weight, liquid volume, angles and temperature -uses common measuring tools, such as rulers, scales and thermometers -understands numerical order -makes simple estimates -begins to interpret integers (e.g. temperature, elevation) -chooses appropriate units (e.g. metres, inches) and non-standard units (e.g. paces, cupfuls, scoops) -identifies and performs required operation -interprets and represents measures using whole numbers, decimals and simple, common fractions (e.g. ½, ¼) -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 -rounds to the nearest whole unit (e.g. kilos) -uses strategies to check accuracy (e.g. estimating, using a

	calculator, repeating a calculation, using the reverse operation)
C3.2: Use measures to make one-step calculations	C3.2 -calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers -calculated angles in simple common shapes -makes estimates -understands and uses ratio and proportion -interprets and represents area and volume using symbols and abbreviations (e.g. m3) -interprets and applies rates (e.g. km/hr) and ratios (e.g. map scales) -converts units of measurement within the same system and between systems -understands and uses formulas for finding the perimeter, area and volume of simple, common shapes -chooses and performs required operation(s); may make inferences to identify required operation(s) -selects appropriate steps to solutions -interprets, represents and converts measures using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g. ½, ¼) - uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)
C3.3: Use measures to make multi-step calculations; use specialized measuring tools	C3.3 -calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers -calculates the radius, diameter and circumference of circles -understands and uses properties of angles and triangles to solve problems -understands and uses formulas for finding the perimeter, area and volume of non-rectangular, composite shapes -manages unfamiliar elements (e.g. context, content) to complete tasks -makes estimates involving many factors where precision is required -interprets and represents measurements taken with specialized tools (e.g. calipers, multimeters) -chooses and performs required operations; makes inferences to identify required operations -selects appropriate steps to solutions from among options -identifies a variety of ways to complete tasks -interprets, represents and converts measures using whole numbers, decimals, percentages, ratios and fractions -organizes and displays numerical information (e.g. graphs,

	tables) -uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)
C4.1: Make simple comparisons and calculations	C4.1 -adds, subtracts, multiplies and divides whole numbers and decimals -recognizes values in number and word format -identifies and compares quantities of items -understands numerical order -identifies and performs required operation -begins to interpret integers -makes simple estimates -interprets and represents values using whole numbers, decimals, percentages and simple, common fractions (e.g. ½, ¼) -follows apparent steps to reach solutions -interprets simple, common probabilities, such as the chance of precipitation from a weather forecast -recognizes simple patterns -uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)
C4.2: Make low-level inferences to organize, make summary calculations and represent data	C4.2 -calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers -understands and uses ratio and proportion -makes estimates -finds ranges for data sets -calculates averages (mean) and percentages -identifies medians and modes -collects, organizes and represents data using simple tables and graphs -interprets rates (e.g. crime rates) and ratios (e.g. shots-on-net to goals) -chooses and performs required operation(s); may make inferences to identify required operation(s) -selects appropriate steps to solutions -recognizes patterns and begins to identify trends in data (e.g. population, crime, demographic, inventory, injury) - uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)
C4.3: Find, integrate and analyze data; identify trends in data	C4.3 -calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers -manages unfamiliar elements (e.g. context, content) to complete tasks -makes estimates involving many factors where precision is

	required
	-begins to recognize bias in data and in displays, such as graphs
	-calculates and interprets summary measures (e.g. mean, median, mode)
	-calculates percentage change
	-applies statistics (e.g. population change, growth rates)
	-chooses and performs required operations; makes inferences to identify required operations
	-selects appropriate steps to solutions from among options
	-interprets, represents and converts values using whole numbers, decimals, percentages, ratios and fractions
	-identifies a variety of ways to complete tasks
	-finds integrates and analyzes data
	-organizes and represents numerical information (e.g. tables, graphs)
	-makes predictions using data; identifies trends
	-uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)
D.1: Perform simple digital tasks according to a set procedure	D.1 -follows simple prompts -follows apparent steps to complete tasks -interprets brief text and icons -locates specific functions and information -requires support to identify sources and to evaluate and integrate information -begins to perform simples searches (e.g. internet, software help menu)
D.2: Perform well-defined, multi-step digital tasks	D.2 -selects and follows appropriate steps to complete tasks -locates and recognizes functions and commands -makes low-level inferences to interpret icons and text -begins to identify sources and evaluate information -performs simple searches using keywords (e.g. internet, software help menu)
D.3: Experiment and problem-solve to perform multi-step digital tasks	D.3 -experiments and problem-solves to achieve the desired results -manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks -makes inferences to interpret icons and text -selects appropriate software when required by the task -identifies sources, evaluates and integrates information -customizes software interfaces (e.g. toolbar, homepage settings)

	-performs advanced searches (e.g. refines search terms, uses advanced search features, cross-refers between websites)

E.1: Set short-term goals, begin to use limited learning strategies and begin to monitor own learning	E.1 -sets short-term goals
	          -identifies steps required to achieve goals
	          -begins to monitor progress towards achieving goals
	          -begins to identify barriers to achieving goals
	          -begins to use a limited number of learning strategies (e.g. follows instructions, takes literal notes, highlights or underlines key information, uses a calendar or agenda)
	          -begins to identify ways to remember information and reinforce learning (e.g. reviewing notes)
	          -creates "to do" lists to keep organized
	          -begins to monitor own learning
	          -identifies preferred learning style
	          -identifies one source of information (e.g. text, document, classmate, co-worker) to complete tasks
	          -uses feedback to improve performance

E.2: Set realistic, short- and long-term goals, use a limited number of learning strategies and monitor own learning	E.2 -sets realistic short-and long-term goals
	          -identifies steps required to achieve goals
	          -monitors progress towards achieving goals
	          -identifies barriers to achieving goals
	          -begins to adjust goals, activities and timelines to address obstacles to achieving goals
	          -uses a limited number of learning strategies (e.g. takes notes, organizes learning materials)
	          -sequences activities in multi-step tasks
	          -monitors own learning
	          -begins to adapt to instructional approaches and learning materials that do not reflect preferred learning style
	          -begins to identify how skills and strategies can transfer to different contexts
	          -identifies multiple sources of information to complete tasks
	          -evaluates own performance using established criteria and tools (e.g. checklist, rubrics)
	          -begins to identify ways to improve performance

E.3: Set realistic short- and long-term goals, use a variety of learning strategies and monitor and evaluate own learning	E.3 -sets realistic short- and long-term goals
	          -prioritizes goals and establishes realistic timelines for achieving goals
	          -monitors progress towards achieving goals
	          -identifies barriers to achieving goals
	          -adjusts goals, activities and timelines to address obstacles to achieving goals

	-uses a variety of learning strategies (e.g. takes and summarizes notes from multiple sources, sets a study schedule) -identifies ways to clarify, check understanding and reinforce learning -develops plans to complete longer-term tasks (e.g. essays projects) -monitors and evaluates own learning -adapts to instructional approaches and learning materials that do not reflect preferred learning style -identifies how skills and strategies can transfer to different contexts -evaluates the quality and comprehensiveness of multiple resources to complete tasks -identifies ways to improve performance
F: Engage with Others	F -understands one's role; seeks clarification as required -recognizes roles of others -acknowledges/identifies responsibilities -accepts one's share of responsibilities -acknowledges and accepts others' perspectives -adapts behaviour to the demands of the situation -shows an awareness of group dynamics -meets group expectations (e.g. is prepared to participate, meets deadlines) -demonstrates tolerance and flexibility -demonstrates a willingness to help others -makes contributions that take into account one's strengths and limitations -recognizes areas of agreement and disagreement -identifies options for resolving disagreements -contributes to finding a mutually agreeable resolution -takes actions to resolve the conflict