Curriculum Framework

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Document History

Version	Date	Notes and changes
1.0	April 2011	Initial version
1.1	October 2011	Minor changes made to Competency E: Manage Learning: • Performance descriptors pertaining to the learner, originally repeated in each level of the competency, have now been listed only once, at the end of the competency introduction in a table with the label "Performance Descriptors for the learner."

Some background information

The Ontario Adult Literacy Curriculum Framework (OALCF) has been developed to include all the features of competency-based programming, including

- competencies
- assessment
- learner transitions to work, further education and training, or independence
- learning materials

The Curriculum Framework is comprised of six competencies that organize learning content and describe learner proficiency, using three levels of performance.

What is the Curriculum Framework within the OALCF?

A curriculum framework sets out the content of learning within a system, using an established set of organizing principles. Within the OALCF, the Curriculum Framework uses competencies, broad generic categories of learners' abilities, to organize the full range of learning addressed in the Literacy and Basic Skills (LBS) Program, Ontario's adult literacy system. The primary purpose of the new Curriculum Framework is to make visible the skills, knowledge, and behaviours that adult learners need to fulfill their responsibilities at work, in the community, and within learning situations.

The Curriculum Framework's competency-based approach helps practitioners and learners clarify connections between literacy development and the real-life tasks learners perform in work, learning, and community contexts. It extends literacy instruction beyond discrete skill building and focuses, instead, on the interaction of skills, knowledge, and behaviours that reflect learners' needs, goals, and interests.

What guided the development of the Curriculum Framework?

The following six principles guided the development of the Curriculum Framework:

1. **Address learner needs first and foremost.** The competency-based model allows for the development of effective, meaningful programming to meet the complex and changing needs of learners. By using context-free competencies, the Curriculum Framework enables learners to work towards their chosen goals and to change goals part way through a learning program, if they wish to do so. The Curriculum Framework also supports the real-life application of skills, knowledge, and behaviours, allowing learners to draw clear connections between what they learn in the classroom and how this learning applies outside the LBS Program.
2. **Make practitioners' jobs easier.** This principle acknowledges the important role that practitioners play in supporting learners as they work towards their goals. The Curriculum Framework is designed to make learning objectives explicit through its use of tasks and to provide clear direction to practitioners as they work with learners to select appropriate content.
3. **Be appropriate for, and accessible to, learners, and practitioners with diverse cultural**

needs. This principle acknowledges that learners in literacy programs have diverse cultural and linguistic needs. Built upon the tasks learners need to be able to do once they complete their literacy programming, the Curriculum Framework considers the cultural and linguistic realities in which tasks will need to be carried out—making room for the type of instruction necessary to help all learners achieve their goals.

4. **Be accountable to the public.** This principle acknowledges the responsibility of LBS delivery agencies to deliver efficient and effective programming. The Curriculum Framework is designed so that members of the public, funders, and other stakeholders can easily understand what the LBS Program delivers.
5. **Be built on a specified, strong, theoretical foundation consistent with andragogy.** This principle acknowledges the importance that adult learning theory plays in literacy programming. The Curriculum Framework is consistent with current theories of adult learning, language development, literacy and numeracy development, and theories of task and text complexity.
6. **Be clear to learners, practitioners, the Ministry of Training, Colleges and Universities (MTCU), and other stakeholders.** This principle acknowledges that language can be used both to include and to exclude. Throughout the development and documentation process, we have tried to use clear language to produce an accessible Curriculum Framework.

The Curriculum Framework draws on existing frameworks and curricula used in Canada, including the

- *Essential Skills Research Project*
- *Manitoba Stages of Learning*
- *Canadian Language Benchmarks*

It has also drawn on curriculum frameworks used in other countries, in particular,

- the *Australian Core Skills Framework*
- England's *Adult Literacy and Numeracy Core Curricula*
- the United States' *Equipped for the Future Standards*

What are the features of the Curriculum Framework?

The Curriculum Framework uses broad competencies to organize learning content and describes learner proficiency using three levels of performance. Tasks and the features that contribute to their complexity are also key features of the Curriculum Framework.

Competencies

Taken together, the six competencies cover the full range of ways in which learners will need to use their abilities once they reach their goals. In this sense, the OALCF competencies extend beyond traditionally narrow concepts of reading, writing, and numeracy. They allow for the integration of thinking and interpersonal skills, as well as the behaviours that help learners apply their skills to manage at work, in the community, and in other educational settings.

Within a competency-based approach, the interaction of skills, knowledge, and behaviours, as well as

learners' understanding of how to use their skills, contributes to learners being able to perform tasks. Competency-based education articulates success in many ways, but always key are the learners' abilities to demonstrate success against the standards set by the Curriculum Framework.

Developing the competencies

To establish the competencies, developers synthesized responses to the question: *What should learners learn in literacy programs?* from the literacy service providers in Ontario. Then, development team members representing the interests of learners in anglophone, Deaf, francophone, and Native programs, in addition to representatives from community-based, school board, and college service providers, each independently identified competencies. Through discussion, the team reached consensus on the set of competencies that would comprise the framework.

Task groups

Task groups organize the content within each competency. They link the broad competencies to program development and make it easier to determine what a learner can or cannot do. When taken together, task groups describe the full range of content within each competency. Task groups present no implied hierarchy, as they can be taught or selected in any order, depending on the learner's goals and needs.

Developing the task groups

To identify task groups, developers gathered and sorted examples of learning activities deemed appropriate and representative of all literacy service providers and all learning contexts within Ontario's adult literacy system.

Tasks

Tasks and the features that contribute to their complexity constitute a significant portion of the Curriculum Framework. Tasks are purposeful activities that bundle skills, knowledge, and behaviours in unique ways; in their successful demonstration, tasks show practitioners and learners how learning can be transferred to activities in work, family, and community contexts.

The Curriculum Framework supports a task-based approach by helping adults draw connections between what they learn in an educational setting and how they can apply their skills, and knowledge, in everyday activities. While the six competencies provide an overall organizational structure, the task-based nature of the Curriculum Framework supports practitioners as they determine how to teach and assess learning.

Developing the tasks

Development team members representing the interests of learners in the four cultural groups and three delivery sectors each independently contributed task ideas to ensure that the full range of literacy provision was reflected in the curriculum framework within the OALCF.

Levels of performance

The Curriculum Framework uses three levels to describe a learner's developing proficiency to perform tasks; these levels are informed by the same factors that drive complexity at Essential Skills (ES) Levels 1, 2, and 3. In general, the two features that drive complexity within the Curriculum Framework are the

- task descriptors, the features of the task itself
- performance descriptors, the qualities of learner performance expected at the end of a given level

To understand the level of performance, these two factors must always be interpreted together. Learners may well demonstrate proficiency at different levels across the different competencies and task groups.

The following table summarizes features of task complexity used in the Curriculum Framework:

Descriptors	Level 1 → Level 2 → Level 3
Task descriptors **describe features of tasks at the end of a given level.**	Tasks are more complex when they • are not well-defined • require more steps • can be completed in more than one way, especially when they do not have a set procedure • contain unfamiliar elements, such as context and vocabulary • involve multiple or complex documents and texts
Performance descriptors **are the expected features of a learner's performance at the end of a given level.**	Learners who perform increasingly complex tasks can • make inferences to determine task requirements • apply their background knowledge and experience to carry out unfamiliar tasks • manage tasks with unfamiliar elements • identify a variety of ways to complete tasks • find, integrate, and analyze information • experiment and problem-solve to achieve desired results

The OALCF Curriculum Framework and the Essential Skills Framework

Like the Essential Skills, the OALCF's Curriculum Framework focuses on the ways in which individuals use their abilities to accomplish tasks outside a learning context. Where skills treated in the Curriculum Framework intersect with ES domains, task descriptors are consistent with ES Levels 1, 2, and 3. In cases where the ES do not have a corresponding complexity scale, either similar task complexity features have been identified to describe tasks along a scale of 1 to 3, or tasks have been deemed appropriate for learners regardless of their level of proficiency.

The Curriculum Framework departs from the ES Framework in that its primary purpose is to support adult

learning. To do so, the Curriculum Framework moves away from using the nine Essential Skills established by the ES Framework and adopts, instead, a system whereby learning is organized and articulated to competencies and task groups.

Although the ES scale describes 5 levels of task complexity, the Curriculum Framework addresses the first 3 Levels of the ES. The decision to include only Levels 1, 2, and 3 was informed by International Adult Literacy Survey (IALS) findings, indicating that adults with Level 3 skills can meet most of the Essential Skills demands of daily life and can transfer their learning more easily from one context to another. For programming purposes, practitioners may choose to carry out tasks that rate beyond Level 3 with their learners. However, the focus of the OALCF Curriculum Framework remains on the 3 Levels indicative of foundational literacy and numeracy needs.

The OALCF Curriculum Framework and LBS Levels

The OALCF Curriculum Framework Levels do not align neatly to the LBS Levels, as LBS Levels organize skills acquisition in a hierarchical manner. In the Curriculum Framework, the skills required to perform a task vary according to task demands.

How is the Curriculum Framework organized?

The Curriculum Framework is organized according to the following six competencies:

- *A. Find and Use Information*
- *B. Communicate Ideas and Information*
- *C. Understand and Use Numbers*
- *D. Use Digital Technology*
- *E. Manage Learning*
- *F. Engage with Others*

Furthermore, the Curriculum Framework pages are organized into six sections, one for each competency. Each competency section starts with a definition of the competency and any associated task groups.

Task groups and indicators are two other elements of the Curriculum Framework. Task groups organize the content within the larger competency, when necessary. They provide a way to explore features of tasks and performance for different aspects of competencies. Indicators are rooted in individual task groups and exemplify one level; therefore, practitioners, learners, and stakeholders can get a sense of how complexity increases across a task group by reading the indicators.

The table on the following page summarizes the competencies, task groups, and levels.

Competency	Task Group	Level 1 Indicator	Level 2 Indicator	Level 3 Indicator
A. Find and Use Information	**A1.** Read continuous text	**A1.1** Read brief texts to locate specific details	**A1.2** Read texts to locate and connect ideas and information	**A1.3** Read longer texts to connect, evaluate and integrate ideas and information
	A2. Interpret documents	**A2.1** Interpret very simple documents to locate specific details	**A2.2** Interpret simple documents to locate and connect information	**A2.3** Interpret somewhat complex documents to connect, evaluate and integrate information
	A3. Extract info from films, broadcasts and presentations	Tasks in this task group are not rated for complexity.		
B. Communicate Ideas and Information	**B1.** Interact with others	**B1.1** Participate in brief interactions to exchange information with one other person	**B1.2** Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions	**B1.3** Initiate and maintain lengthier interactions with one or more persons on a range of topics
	B2. Write continuous text	**B2.1** Write brief texts to convey simple ideas and factual information	**B2.2** Write texts to explain and describe information and ideas	**B2.3** Write longer texts to present information, ideas and opinions
	B3. Complete and create documents	**B3.1a** Make straightforward entries to complete very simple documents **B3.1b** Create very simple documents to display and organize a limited amount of information	**B3.2a** Use layout to determine where to make entries in simple documents **B3.2b** Create simple documents to sort, display and organize information	**B3.3a** Decide what, where and how to enter information in somewhat complex documents **B3.3b** Create more complex documents to sort, display and organize information
	B4. Express oneself creatively	Express oneself creatively, such as by writing journal entries, telling a story, and creating art		
C. Understand and Use Numbers	**C1.** Manage money	**C1.1** Compare costs and make simple calculations	**C1.2** Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts	**C1.3** Find, integrate and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets
	C2. Manage time	**C2.1** Measure time and make simple comparisons and calculations	**C2.2** Make low-level inferences to calculate using time	**C2.3** Find, integrate and analyze numerical information to make multi-step calculations using time
	C3. Use measures	**C3.1** Measure and make simple comparisons and calculations	**C3.2** Use measures to make one-step calculations	**C3.3** Use measures to make multi-step calculations; use specialized measuring tools
	C4. Manage data	**C4.1** Make simple comparisons and calculations	**C4.2** Make low-level inferences to organize, make summary calculations and represent data	**C4.3** Find, integrate and analyze data; identify trends in data
D. Use Digital Technology	n/a	**D.1** Perform simple digital tasks according to a set procedure	**D.2** Perform well-defined, multi-step digital tasks	**D.3** Experiment and problem-solve to perform multi-step digital tasks
E. Manage Learning	n/a	**E.1** Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning	**E.2** Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning	**E.3** Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning
F. Engage with Others	n/a	This competency is not rated for complexity.		

Figure 1: OALCF Competencies, Task Groups and Levels

How are the Curriculum Framework pages organized?

Teaching and assessing within the OALCF should consider all aspects of the competencies – the task groups, indicators, and descriptors, as well as the relationship between competencies. Task and performance descriptors are designed to work together and help develop meaningful, contextualized learning opportunities.

The visual on the next page depicts the typical elements of the-Curriculum Framework pages and the purpose of each element.

- **Competencies** represent the full range of skills, knowledge, and behaviours addressed in the LBS Program.
- **Task groups** organize the content within the larger competency, when necessary. Task groups have no implied hierarchy; practitioners can teach or select from task groups in any order, depending on learners' goals and needs. Three of the six competencies have task groups.
- **Indicators** describe achievement at the end of each level and present a snapshot of the programming focus at the level.
- **Descriptors** detail the qualities of tasks and learner performance at a given level. They are intended to work in combination with each other to foster understanding of task complexity at a given level within a given task group. Descriptors are typically unique to a level; however, some qualities may apply to more than one level. **Performance descriptors** are observable characteristics of learner performance, whereas **task descriptors** describe the qualities of tasks. Competencies *E. Manage Learning* and *F. Engage with Others* contain only performance descriptors.
- **Example tasks** illustrate what learners can do at the end of a level. Each example task indicates the goal paths in which learners are likely to be expected to perform similar tasks once they have transitioned. They also clarify how the Framework applies to all learners, regardless of their goals.

A1.1

Competency A:
Find and Use Information

Competencies represent the full range of skills, knowledge, and behaviours addressed in the LBS Program.

Task Group A1:
Read continuous text

Task groups organize the content within the larger competency.

Level 1

At this Level, learners:

Read brief texts to locate specific details

Performance Descriptors

The learner:

Decodes words and makes meaning of sentences in a single text

Reads short texts to locate a single piece of information

Follows the sequence of events in straightforward chronological texts

Follows simple, straightforward instructional texts

Identifies the main idea in brief texts

Requires support to identify sources and to evaluate and integrate information

Task Descriptors

Scope of task is limited

Involves one text

Is up to one paragraph in length

Contains common, familiar vocabulary

Has a familiar context

Addresses concrete, day-to-day topics

Has a highly explicit purpose

Text Types:

instructional,

narratives

Examples:

- Notes
- Simple directions

Indicators describe achievement at the end of each level and present a snapshot of the programming focus at the level.

Descriptors detail the qualities of learner performance and of tasks at a given level. They are intended to foster understanding of task complexity, and are typically unique to a level.

Examples of tasks learners can do at the end of Level 1:

Read brief texts to locate specific details

Tasks	E	A	SS	PS	I
Read instructions on a cleaning product label	●	●			●
Read a brief email confirming the date and time of a meeting	●	●	●	●	●
Read a brief note from a co-worker	●	●			
Follow directions to a local retail outlet	●	●			●
Read a brief blog entry on a familiar top			●	●	●
Read a note in a log book					

Each example task indicates the goal paths in which learners are likely to be expected to perform similar tasks once they have transitioned

Example tasks illustrate what learners can do at the end of a level.

How do you apply the Curriculum Framework?

The Curriculum Framework was designed for use in a variety of settings, including literacy programming delivered in community-based, school board, college, and workplace settings. Although the primary users of the Curriculum Framework are literacy practitioners, other stakeholders can use the Curriculum Framework to better understand the services provided to literacy clients.

The Curriculum Framework supports a range of service delivery functions in Ontario's literacy programs, including information and referral, learner plan development, training, and assessment.

Information and referral

The Curriculum Framework provides practitioners with a common language for describing and discussing learner performance across the six competencies. Informed decisions about referral can be made based on an understanding of what learners can do and what they need to work on. The consistent use of indicators allows learners to move easily among literacy programs. Other stakeholders can use the indicators to help make informed decisions about client referrals to programs in LBS delivery agencies.

Scenario: Facilitating stakeholder referrals

Luke has been looking for a job for the past six months since he left high school without graduating. While registering at an employment service agency for help, Luke reveals that he does not know how to use the computer to complete the online service application form. As Luke fills out the paper-based version, the employment consultant notices that Luke has trouble completing the form and leaves many of the entry fields blank. Having recently reviewed the summary table of OALCF Competencies, Task Groups and Levels (Figure 1 in this document), the consultant recognizes that Luke is unable to perform a Level 2 task in task group *B3. Complete and create documents*. Based on this information, the consultant suggests that Luke go to a literacy program for further assessment that may indicate he needs to further develop skills for seeking employment.

Learner plan development

The Curriculum Framework recognizes that a person may be able to do tasks at different levels across the competencies. An individual's performance across the competencies can be analyzed to gain valuable information about her or his areas of strength and to identify areas of need. This information can then be used to support learner plan development. The indicators can be used in the learner plan to show what a learner needs to be able to do once she or he transitions. The information can also be used to make decisions about the appropriate placement of a learner within a program.

Scenario: Understanding patterns of strengths and needs

Jeremiah was referred to a literacy program by a local employment service agency. He was recently laid off after working in a factory for 15 years. Interested in becoming a welder, Jeremiah wanted to obtain his Secondary School Diploma since he was just a few credits short of achieving it. He could then apply to the welder program at his local community college. His task-based intake assessment yielded the following results:

Task Group or Competency	Level
A1. Read continuous text	2
A2. Interpret documents	2
B1. Interact with others	1
B2. Write continuous text	1
B3. Complete and create documents	2
C1. Manage money	2
C2. Manage time	2
C3. Use measures	1
C4. Manage data	2
D. Use Digital Technology	2
E. Manage Learning	3

The results revealed that Jeremiah needed to focus on improving his abilities in a number of competencies and task groups before he could transition to credit classes. In particular, he needed to focus on task groups *B2. Write continuous text* and *C3. Use measures.*

Training

The Curriculum Framework supports a task-based approach to literacy instruction that helps learners link their literacy learning to the world around them. Completing tasks helps learners understand how they will use skills to respond to real-world demands they will encounter as they transition to their next step. The Curriculum Framework provides a common set of criteria against which practitioners can develop programming that meets the needs of individual learners as they move towards attaining their goals. Practitioners can use example tasks in the Curriculum Framework to determine what tasks might be appropriate for each of the following five learner goal paths:

1. Employment
2. Apprenticeship
3. Secondary School Credit
4. Postsecondary
5. Independence

To use the Curriculum Framework effectively, practitioners will need to be able to identify tasks that are appropriate for the learners with whom they are working. Practitioners must also be able to analyze tasks to understand the skill demands they represent. In their analysis of tasks, practitioners will be looking for two main things:

1. identifying the competency or task group to which the task belongs
2. determining the task's complexity level

To identify the competency or task group to which the task pertains, practitioners need only identify the predominant skill the learner is required to draw on to complete the task. Practitioners can then use the task and performance descriptors within the Curriculum Framework to determine the complexity level for each of the tasks.

Using *Supplemental Tasks for Practitioners*

Practitioners will also need to identify the context of the task when they are either selecting or creating tasks for programming purposes. A learner's cultural and linguistic background and chosen goal path affect the purpose and content of the task. Accessible from the "Understanding the Curriculum Framework" page of the OALCF website is the document *Supplemental Tasks for Practitioners* (http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Supplemental_Tasks_Mar_11.pdf) providing additional tasks organized by competency, culture, language, and Level. Brief notes called Cultural Considerations provide practitioners with guidance when they develop tasks for learners from various cultural and linguistic backgrounds.

Using *Integrated Tasks by Goal Path*

Although the competencies are explored separately in the Curriculum Framework, they are intended to work together to inform programming. This is evident in the description of the competencies and task groups where links to other task groups are identified. In this way, the Curriculum Framework supports the use of integrated tasks in literacy programming. Accessible from the "Purpose of the OALCF" page of the OALCF website is the document *Integrated Tasks by Goal Path* (http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_integrated_tasks_Mar_11.pdf) reflecting real-life activities in which learners engage. These tasks typically involve a number of competencies and task groups. When used with multilevel learner groups, integrated tasks provide opportunities to adjust activity demands to individual learner's abilities, using task and performance descriptors. For example, a practitioner might choose to develop lessons that revolve around purchasing a new computer for the classroom. The lessons could include instruction and practice regarding

- conducting Internet research on different computer models (*D. Use Digital Technology*)
- comparing costs (*C1. Manage money*)
- reading user reviews (*A1. Read continuous text*)

The practitioner could have learners

- document their research in table form (*B3. Complete and create documents*)
- write a report that outlines their recommended purchase (*B2. Write continuous text*)

The Curriculum Framework can be used to develop learning activities related to learner goals at the appropriate Level. For example, learners with a goal of independence might express interest in improving their ability to select healthy foods to eat. The lessons could include

- interpreting the *Canada Food Guide* to understand nutritional requirements (*A2. Interpret documents*)
- reading informational brochures about the link between poor diet and chronic illness (*A1. Read continuous text*)
- comparing fat and sodium counts of different products on nutritional labels (*C3. Use measures*)
- producing a shopping list with healthy food choices (*B3. Complete and create documents*)

Selecting learning materials

Practitioners can also use the Curriculum Framework as a guide in selecting learning materials. Learning materials selected to support a learner program should be relevant to the learner's goals and interests, and be level appropriate. To ensure that a level is appropriate, the materials should be examined using the Curriculum Framework while keeping in mind what a learner will be asked to do with the materials.

Assessment

The Curriculum Framework can be used to assess learners as they develop proficiency in the LBS Program. Practitioners or assessors can use the Curriculum Framework to describe a learner's level of performance at any given point in time, be it at intake assessment, ongoing assessment, or exit assessment.

Scenario: Noting learner progress over time

At intake, Julia was concerned about being able to write better and to understand and fill in forms. Her initial assessment indicated that she was able to manage Level 1 tasks in these areas. Therefore, Julia's literacy program focused primarily on building her skills through a variety of in-class and online learning opportunities. When Julia exited the program after six months, her exit assessment indicated that she had improved significantly both in writing and in her ability to understand and complete forms. As a result of participating in online learning, she also improved significantly in her ability to complete digital technology tasks.

A Find and Use Information

A. Find and Use Information comprises tasks that involve the different ways learners find and use information in the world. Learners need to be able to find, select, and evaluate sources of information as well as read and interpret individual sources of information. Information sources may be written in sentences and paragraphs, displayed as documents, or produced as films, broadcasts, or presentations.

The competency *A. Find and Use Information* is organized into the following three task groups:

- A1. Read continuous text
- A2. Interpret documents
- A3. Extract information from films, broadcasts and presentations

A1. Read continuous text

The tasks in this group focus on reading sentences and paragraphs in texts. *A1. Read continuous text* captures tasks that are completed to carry out a function, such as reading brochures to learn about community services, as well as tasks that are ends in themselves, such as reading poetry for pleasure.

Continuous text is generated for a variety of purposes. Categorized by their various purposes, the task group includes instructional, descriptive, narrative, informational, and persuasive texts. Typical examples of reading continuous text include reading notes, emails, instructions, letters, notices, brochures, stories, and reports.

Continuous text can be found in documents and on computer screens. Tasks requiring readers to extract sentences and paragraphs from documents such as labels and forms should be examined for their document use requirements within task group *A2. Interpret documents*. Tasks requiring the use of computers should also be examined under competency *D. Use Digital Technology*.

Indicator Overview: ***Read continuous text***

Level 1	Read brief texts to locate specific details
Level 2	Read texts to locate and connect ideas and information
Level 3	Read longer texts to connect, evaluate, and integrate ideas and information

A2. Interpret documents

Documents refer to material that is organized as non-continuous text and in which information is displayed using graphic elements. Documents make use of different formats and structures, and can include lists, tables, forms, diagrams, and maps.

Typical examples of interpreting documents include interpreting signs and labels, finding destinations on maps, referring to timetables or schedules, and reading graphs.

Documents can be

- Matrix documents organized by using a list structure, such as tables
- Graphic documents that provide a visual summary of quantitative information, such as circle graphs, bar charts, and line graphs
- Locative documents that show the location in space of persons, places, or things, such as maps, or that depict characteristics of different geographic regions, such as a population's characteristics
- Entry documents that require the reader to provide information
- Combination documents, each with two or more displays that must be interpreted together. For example, learners must read and understand map and graph legends to use maps and graphs.[1]

Many documents, such as websites and some forms, include continuous text. If documents include a sentence or more of text, they should also be examined for their reading requirements within task group *A1. Read continuous text*. Documents may be in either print or electronic form. Tasks requiring the use of electronic documents should also be examined under competency *D. Use Digital Technology*. Documents requiring the reader to produce words, phrases, sentences, or paragraphs should be examined for their writing requirements within task groups *B2. Write continuous text* and *B3.Complete and create documents*.

Indicator Overview: ***Interpret documents***

Level 1	Interpret very simple documents to locate specific details
Level 2	Interpret simple documents to locate and connect information
Level 3	Interpret somewhat complex documents to connect, evaluate, and integrate information

A3. Extract information from films, broadcasts and presentations

Non-print information sources are included in this task group. Typical examples of tasks in this group include watching podcasts, listening to lectures, and observing demonstrations.

The tasks in this group are not rated for complexity and are appropriate for learners at all levels.

[1] Murray, T.S., Clermont, Y., Binkley, M. (2005). *International Adult Literacy Survey. Measuring Adult Literacy and Life Skills: New Frameworks for Assessment.* Statistics Canada Catalogue 89-552-MIE, no.13.

A1.1

Competency A:
Find and Use Information

Task Group A1:
Read continuous text

Level 1

At this level, learners:

Read brief texts to locate specific details

Performance Descriptors

The learner:

Decodes words and makes meaning of sentences in a single text

Reads short texts to locate a single piece of information

Follows the sequence of events in straightforward chronological texts

Follows simple, straightforward instructional texts

Identifies the main idea in brief texts

Requires support to identify sources and to evaluate and integrate information

Task Descriptors

Scope of task is limited

Involves one text

Is up to one paragraph in length

Contains common, familiar vocabulary

Has a familiar context

Addresses concrete, day-to-day topics

Has a highly explicit purpose

Text Types:

instructional, descriptive, narrative, and brief informational texts

Examples:

- Notes
- Simple directions
- Instructions
- Brief emails
- Simple narratives

Examples of tasks learners can do at the end of Level 1:

Read brief texts to locate specific details

Tasks	E	A	SS	PS	I
Read instructions on a cleaning product label	●	●			●
Read a brief email confirming the date and time of a meeting	●	●	●	●	●
Read a brief note from a co-worker	●	●			
Follow directions to a local retail outlet	●	●			●
Read a brief blog entry on a familiar topic			●	●	●
Read a note in a log book	●	●			

A1.2

Competency A:
Find and Use Information

Task Group A1:
Read continuous text

Level 2

At this level, learners:

Read texts to locate and connect ideas and information

Performance Descriptors

The learner:

Makes connections between sentences and between paragraphs in a single text

Scans text to locate information

Locates multiple pieces of information in simple texts

Reads more complex texts to locate a single piece of information

Makes low-level inferences

Follows the main events of descriptive, narrative, and informational texts

Obtains information from detailed reading

Begins to identify sources and evaluate information

Task Descriptors

Scope of task is clearly defined

Involves one text

Is one paragraph or longer

May include unfamiliar elements (e.g. vocabulary, context, topic)

Text types:

instructional, descriptive, narrative, and informational texts

Examples:

- Letters
- Emails
- Notices

Examples of tasks learners can do at the end of Level 2:

Read texts to locate and connect ideas and information

Tasks	E	A	SS	PS	I
Follow instructions in a recipe	●	●			●
Read a brief letter from a landlord about scheduled maintenance and repairs	●	●			●
Read a flyer from a municipality about the recycling program					●
Read a brochure to learn about a new product or piece of equipment	●	●			
Read an email outlining project expectations	●	●	●	●	●

A1.3

Competency A:
Find and Use Information

Task Group A1:
Read continuous text

Level 3

At this level, learners:

Read longer texts to connect, evaluate, and integrate ideas and information

Performance Descriptors

The learner:

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

Task Descriptors

Scope of task may not be clearly defined

May involve more than one text

Is typically longer than one paragraph

May include unfamiliar elements (e.g. vocabulary, context, topic)

May contain specialized vocabulary

Text types:

instructional, descriptive, narrative, informational, and persuasive texts

Examples:

- Newspaper articles
- Textbook entries
- Newsletter articles
- Short creative texts

Examples of tasks learners can do at the end of Level 3:

Read longer texts to connect, evaluate, and integrate ideas and information

Tasks	E	A	SS	PS	I
Read a chapter in a textbook to learn about a topic		●	●	●	
Identify the theme in a short story			●	●	
Read a trade magazine article to learn about industry trends	●	●			
Read a newspaper article to learn about a current political situation			●	●	●
Read a brochure from a utility company describing rebate programs					●
Compare consumer reviews from a variety of web sites to choose a new computer	●				●
Read an information package from a charity to decide whether to make a donation	●				●

A2.1

Competency A:
Find and Use Information

Task Group A2:
Interpret documents

Level 1

At this level, learners:

Interpret very simple documents to locate specific details

Performance Descriptors

The learner:

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

Task Descriptors

Scope of task is limited

Involves one document

Contains brief text, symbols, or both

Uses a very simple format

Contains common, familiar vocabulary

Has a familiar context

Addresses concrete, day-to-day topics

Has a highly explicit purpose

Documents at this level may contain up to one paragraph of text

Examples:

- Signs
- Labels
- Lists
- Coupons
- Simple forms

Examples of tasks learners can do at the end of Level 1:

Interpret very simple documents to locate specific details

Tasks	E	A	SS	PS	I
Find the expiry date on a coupon					●
Read a parking sign to identify restrictions	●	●			●
Interpret a WHMIS symbol on a product label	●	●			
Read a clothing label to identify washing instructions	●				●
Verify contact information on a simple personal information form	●	●	●	●	●
Identify books required from a reading list		●	●	●	

A2.2

Competency A:
Find and Use Information

Task Group A2:
Interpret documents

Level 2

At this level, learners:

Interpret simple documents to locate and connect information

Performance Descriptors

The learner:

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

Task Descriptors

Scope of task is clearly defined

Involves one document

Uses a simple format

Displays a limited amount of information

Is typically up to one page in length

May include unfamiliar elements (e.g. vocabulary, context, topic)

Documents at this level may contain a paragraph or more of text

Examples:

- Forms
- Tables
- Simple graphs
- Street maps
- Simple flow charts
- Floor plans

Examples of tasks learners can do at the end of Level 2:

Interpret simple documents to locate and connect information

Tasks	E	A	SS	PS	I
Locate fire exits on a floor plan	●	●	●	●	●
Find times and locations of classrooms on a timetable		●	●	●	
Review information on a job application form	●	●			●
Refer to a table of contents to find the page number of a troubleshooting section	●	●			●
Interpret survey results displayed in a circle graph	●	●	●	●	●

A2.3

Competency A:
Find and Use Information

Task Group A2:
Interpret documents

Level 3

At this level, learners:

Interpret somewhat complex documents to connect, evaluate, and integrate information

Performance Descriptors

The learner:

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

Task Descriptors

Scope of task may not be clearly defined

May involve more than one document

Uses a somewhat complex format

Displays many categories of information

Contains sub-headings or subparts

Can vary in length

May include unfamiliar elements (e.g. vocabulary, context, topic)

May contain specialized vocabulary

Documents at this level may contain a paragraph or more of text

Examples:

- Forms
- Tables
- Timelines
- Graphs
- Maps
- Flow charts

Examples of tasks learners can do at the end of Level 3:

Interpret somewhat complex documents to connect, evaluate, and integrate information

Tasks	E	A	SS	PS	I
Follow a flow chart to learn steps in a process	●	●	●	●	
Verify accuracy of income and deductions on an income tax form					●
Compare a bus route map and a city map to locate the nearest bus stop					●
Interpret a line graph to compare production rates between facilities over time	●				
Interpret a project plan to determine whether adjustments to schedules or activities need to be made	●	●	●	●	
Browse classified listings online and in newspapers to search for used furniture					●

A3

Competency A:
Find and Use Information

Task Group A3:
Extract information from films, broadcasts and presentations

The tasks in this task group are not rated for complexity

Examples of tasks learners can do at the end of this task group:					
Tasks	**E**	**A**	**SS**	**PS**	**I**
Watch a safety video to learn about the potential hazards in a workplace		●			●
Observe a demonstration to learn about the uses of a new product	●				●
Listen to a podcast to learn about recent events	●		●	●	●
Watch an ASL vlog to learn about a health-related topic					●
Attend a presentation to learn about a post-secondary program		●	●		●
Watch a webinar to learn about a topic	●	●	●	●	●
Attend a public panel discussion on a controversial topic to learn about the different perspectives					●

B Communicate Ideas and Information

B. Communicate Ideas and Information comprises tasks that involve the different ways in which learners communicate. Learners need to be able to express themselves and to share ideas and information. This competency explores both verbal and written modes of communication. It also explores signed modes of communication, such as American Sign Language.

The competency *B. Communicate Ideas and Information* is organized into the following four task groups:

- B1. Interact with others
- B2. Write continuous text
- B3. Complete and create documents
- B4. Express oneself creatively

B1. Interact with others

The tasks in this group examine the ways in which adults come together to exchange information, share opinions, and explain and discuss ideas. These tasks are distinct from those within competency *F. Engage with Others*, which are primarily about achieving shared goals and outcomes.

Typical examples of interacting with others include discussing opinions, presenting information, and explaining how to carry out tasks.

Indicator Overview: ***Interact with others***

Level 1	Participate in brief interactions to exchange information with one other person
Level 2	Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions
Level 3	Initiate and maintain lengthier interactions with one or more persons on a range of topics

B2. Write continuous text

The tasks in this group focus on writing sentences and paragraphs, and involve producing both paper-based and computer-generated text. Tasks include those that are primarily functional, such as writing notes to convey information, and those aimed at expressing ideas, such as writing essays. Categorized by their various purposes, writing tasks within this group focus on, but are not limited to, generating instructional, descriptive, narrative, informational, and persuasive texts. Typical examples of writing continuous text include writing notes, emails, letters, reports, and essays.

Writing continuous text can also include entering sentences and paragraphs into documents. Tasks that involve producing text in fillable forms should be examined for their document use requirements within task group *B3. Complete and create documents.* Writing that is intended as self-expression, such as writing poetry and making journal entries, is captured within task group *B4. Express oneself creatively*.

Indicator Overview: ***Write continuous text***

Level 1	Write brief texts to convey simple ideas and factual information
Level 2	Write texts to explain and describe information and ideas
Level 3	Write longer texts to present information, ideas, and opinions

B3. Complete and create documents

Documents refer to material that is organized as non-continuous text and in which information is displayed using graphic elements. Documents make use of different formats and structures, and can include lists, tables, forms, diagrams, and maps.

Documents can be

- Matrix documents organized by using list structure, such as tables
- Graphic documents that provide a visual summary of quantitative information, such as circle graphs, bar charts, and line graphs
- Locative documents that show the location in space of persons, places, or things, such as maps, or that depict characteristics of different geographic regions, such as a population's characteristics
- Entry documents that require the reader to provide information
- Combination documents, each with two or more displays that must be interpreted together. For example, learners must read and understand map and graph legends to use maps and graphs.[2]

Typical examples of completing a document include filling out a form and entering information into a table. Examples of creating a document include generating a list and drawing a map or diagram.

Completing documents can entail producing continuous text. Tasks that involve writing sentences and paragraphs should be examined for their writing requirements within task group *B2. Write continuous text*.

Some document creation tasks have significant numeracy requirements; creating graphs and scale drawings are two such examples. In addition to appearing alongside other drawings in this task group, creating scale drawings can be found in *C3. Use measures.* The demands associated with creating graphs are captured in task group *C4. Manage data*.

[2] Murray, T.S., Clermont, Y., Binkley, M. (2005). *International Adult Literacy Survey. Measuring Adult Literacy and Life Skills: New Frameworks for Assessment.* Statistics Canada Catalogue 89-552-MIE, no.13.

Indicator Overview: ***Complete and create documents***

Level 1	Make straightforward entries to complete very simple documents Create very simple documents to display and organize a limited amount of information
Level 2	Use layout to determine where to make entries in simple documents Create simple documents to sort, display, and organize information
Level 3	Decide what, where, and how to enter information in somewhat complex documents Create more complex documents to sort, display, and organize information

B4. Express oneself creatively

This task group encompasses both print and non-print communication that is intended primarily as a means of self-expression. Typical examples include maintaining personal blogs and journals, creating collages that depict personal goals, and relating stories and poems.

The tasks in this group are not rated for complexity, since personal and creative expression is appropriate for learners at all Levels.

B1.1

Competency B:
Communicate Ideas and Information

Task Group B1:
Interact with others

Level 1

At this level, learners:

Participate in brief interactions to exchange information with one other person

Performance Descriptors

The learner:

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)

Task Descriptors

Scope of task is limited

Involves one other person

Is brief

Addresses a familiar audience

Contains concrete and familiar content

Has a highly explicit purpose

Is informal

Interaction Types:

- Exchange information
- Give instructions
- Provide directions
- State preferences

Examples of tasks learners can do at the end of Level 1:

Participate in brief interactions to exchange information with one other person

Tasks	E	A	SS	PS	I
Ask for directions to a supplier	●	●			
Make an appointment	●	●	●	●	●
Relate a personal experience during a conversation					●
Explain how to use a photocopier	●				
Describe a routine task	●	●	●	●	●
State a food preference when ordering in a restaurant					●

B1.2

Competency B:
Communicate Ideas and Information

Task Group B1:
Interact with others

Level 2

At this level, learners:

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

Performance Descriptors

The learner:

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)

Task Descriptors

Scope of task is clearly defined

Involves one or more persons

Can vary in length

Addresses a familiar or unfamiliar audience

May include unfamiliar elements (e.g. vocabulary, context, topic)

Has a clear, well-defined purpose

Is informal

Interaction Types:

- Share ideas and information
- Exchange opinions
- Explain and discuss ideas

Examples of tasks learners can do at the end of Level 2:

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

Tasks	E	A	SS	PS	I
Make a suggestion to improve the learning environment, and provide a rationale			●	●	
Brainstorm to generate solutions to a problem	●	●	●	●	●
Discuss various approaches to a project and express opinions	●	●	●	●	
Share an opinion about the outcomes of a recent election			●	●	●
Explain safety procedures to a co-worker, and answer questions	●	●			

B1.3

Competency B:
Communicate Ideas and Information

Task Group B1:
Interact with others

Level 3

At this level, learners:

Initiate and maintain lengthier interactions with one or more persons on a range of topics

Performance Descriptors

The learner:

Shows an awareness of factors that affect interactions, such as differences in opinion 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)

Task Descriptors

Scope of task may not be clearly defined

Involves one or more persons

Is longer in duration

Addresses a familiar or unfamiliar audience

May include unfamiliar elements (e.g. vocabulary, context, topic)

May require specialized vocabulary

Requires varied communication approaches

Interaction Types:

- Share ideas and information
- Exchange opinions
- Explain and discuss concepts
- Give presentations
- Participate in interviews

Examples of tasks learners can do at the end of Level 3:

Initiate and maintain lengthier interactions with one or more persons on a range of topics

Tasks	E	A	SS	PS	I
Participate in a job interview		●			●
Present project results to peers	●		●	●	
Negotiate with a service provider to obtain a discount	●				●
Discuss and support opinions in extended exchanges with peers during an online course	●	●	●	●	
Explore concepts in an extended discussion about politics, comparing and contrasting ideas	●	●	●	●	●

B2.1

Competency B:
Communicate Ideas and Information

Task Group B2:
Write continuous text

Level 1

At this level, learners:

Write brief texts to convey simple ideas and factual information

Performance Descriptors

The learner:

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

Task Descriptors

Scope of task is limited

Addresses concrete, day-to-day topics

Addresses a small, familiar audience

Is informal

Is up to a paragraph in length

Has a familiar context

Has a highly explicit purpose

Text types:

instructional, descriptive, narrative, and brief informational texts

Examples:

- Notes
- Brief emails
- Directions
- Instructions
- Text messages

Examples of tasks learners can do at the end of Level 1:

Write brief texts to convey simple ideas and factual information

Tasks	E	A	SS	PS	I
Write a reminder note about upcoming plans	●	●	●	●	●
Write a thank you note	●				●
Write a brief email to request information	●	●	●	●	●
Write a telephone message	●	●			●
Write instructions to describe a simple procedure	●	●	●	●	●
Send a text message with directions to a destination	●	●			●

B2.2

Competency B:
Communicate Ideas and Information

Task Group B2:
Write continuous text

Level 2

At this level, learners:

Write texts to explain and describe information and ideas

Performance Descriptors

The learner:

Writes texts to explain or 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 a 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

Task Descriptors

Scope of task is clearly defined

Content of writing is routine

Addresses a familiar or unfamiliar audience

Requires a degree of formality, such as appropriate tone

Is one paragraph or longer

Requires organization to support the message (e.g. sentence order, paragraphs)

May include unfamiliar elements (e.g. vocabulary, context, topic)

Text types:

instructional, descriptive, narrative, and informational texts

Examples:

- Emails
- Brief letters
- Notices

Examples of tasks learners can do at the end of Level 2:

Write texts to explain and describe information and ideas

Tasks	E	A	SS	PS	I
Write a notice to advertise an event	●				●
Write an email to explain steps involved in a project	●	●	●	●	●
Write a letter to request a refund for a product	●				●
Write an email explaining why an extension is needed on an assignment	●	●	●	●	

B2.3

Competency B:
Communicate Ideas and Information

Task Group B2:
Write continuous text

Level 3

At this level, learners:

Write longer texts to present information, ideas, and opinions

Performance Descriptors

The learner:

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

Task Descriptors

Scope of task may not be clearly defined

Content of writing may be non-routine

Addresses a familiar and unfamiliar audience

Uses conventions of formality, such as tone, appropriate to the occasion, intent, and content

Is up to a few pages long

Requires organization to support the message (e.g. paragraphs, headings, sub-headings)

May include unfamiliar elements (e.g. vocabulary, context, topic)

May contain specialized vocabulary

Text types:

instructional, descriptive, narrative, informational, and persuasive texts

Examples:

- Letters
- Reports
- Essays

Examples of tasks learners can do at the end of Level 3:

Write longer texts to present information, ideas, and opinions

Tasks	E	A	SS	PS	I
Write a letter to a public official outlining concerns about neighbourhood safety	●				●
Write a summary to express an opinion on a topic	●		●	●	
Write an incident report describing the events leading up to an accident	●	●			
Write a research essay			●	●	
Write a letter to a post-secondary institution to request accommodations in the classroom					●

B3.1

Competency B:
Communicate Ideas and Information

Task Group B3:
Complete and create documents

Level 1

At this level, learners:

Make straightforward entries to complete very simple documents

Create very simple documents to display and organize a limited amount of information

Performance Descriptors

To complete documents, the learner:

Makes a direct match between what is requested and what is entered

Makes entries using familiar vocabulary

To create documents, the learner:

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

Task Descriptors

Scope of task is limited

Involves one document up to a page in length

Has a very simple format

Requires few entries

Contains clearly labeled entry fields

Entries require common, familiar vocabulary

Has a familiar context

Addresses concrete, day-to-day topics

Has a highly explicit purpose

Documents at this level may require entering up to one paragraph of text

Examples:

- Lists
- Labels
- Simple forms
- Cheques
- Signs

Examples of tasks learners can do at the end of Level 1:

Make straightforward entries to complete very simple documents

Create very simple documents to display and organize a limited amount of information

Tasks	E	A	SS	PS	I
Complete a simple personal information form	●	●	●	●	●
Record an appointment in an agenda or calendar	●	●	●	●	●
Write a cheque	●				●
Create a sign to inform visitors that an elevator is out of order	●	●			
Write a “to do” list	●	●	●	●	●

B3.2

Competency B:
Communicate Ideas and Information

Task Group B3:
Complete and create documents

Level 2

At this level, learners:

Use layout to determine where to make entries in simple documents
Create simple documents to sort, display, and organize information

Performance Descriptors

The learner:

May draw on additional simple sources, such as a list

To complete documents, the learner:

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

To create documents, the learner:

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

Task Descriptors

Scope of task is clearly defined

Involves one document up to two pages in length

Has a simple format

Requires multiple entries

May contain entry fields that are not clearly labeled

May include unfamiliar elements (e.g. vocabulary, context, topic)

Documents at this level may require entering a paragraph or more of text

Examples:

- Forms
- Tables
- Hand-drawn maps
- Floor plans

Examples of tasks learners can do at the end of Level 2:

Use layout to determine where to make entries in simple documents

Create simple documents to sort, display, and organize information

Tasks	E	A	SS	PS	I
Complete a job application form	●	●			●
Book a hotel room online	●				●
Complete a customer satisfaction survey	●	●	●	●	●
Draw a floor plan to figure out where to place furniture or equipment	●	●			●
Create a table to compare products, supplies, or services	●	●			●

B3.3

Competency B:
Communicate Ideas and Information

Task Group B3:
Complete and create documents

Level 3

At this level, learners:

Decide what, where, and how to enter information in somewhat complex documents

Create more complex documents to sort, display, and organize information

Performance Descriptors

The learner:

Draws from multiple sources as required (e.g. other documents and texts)

Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete the task

To complete documents, the learner:

Uses layout to determine where to make entries

Makes inferences to decide what, where, and how to enter information

To create documents, the learner:

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

Task Descriptors

Scope of task may not be clearly defined

May involve more than one document; documents can vary in length

Uses a somewhat complex format

Requires multiple entries

Contains entry fields that are not clearly labeled

Contains sub-headings or subparts

May include unfamiliar elements (e.g. vocabulary, context, topic)

May contain specialized vocabulary

Documents at this level may require entering a paragraph or more of text

Examples:

- Forms
- Tables
- Timelines
- Flow charts

Examples of tasks learners can do at the end of Level 3:

Decide what, where, and how to enter information in somewhat complex documents

Create more complex documents to sort, display, and organize information

Tasks	E	A	SS	PS	I
Complete an Employment Insurance application form		●			●
Fill out a student loan application		●		●	●
Complete or create a budget template with sub-categories for expenses and income	●	●	●	●	●
Create a flow chart to identify the steps for achieving a goal			●	●	
Create a multi-phase product or production schedule	●				
Create a reference list of resources used to write an essay			●	●	
Create a scale drawing for a front yard landscaping project	●	●			●

B4

Competency B:
Communicate Ideas and Information

Task Group B4:
Express oneself creatively

At this level, learners:

Express oneself creatively, such as by writing journal entries, telling a story, and creating art

The tasks in this task group are not rated for complexity

Examples of tasks learners can do at the end of this task group:					
Tasks	**E**	**A**	**SS**	**PS**	**I**
Create a collage (e.g. vision board)					●
Write a poem to express oneself					●
Tell or sign a story			●		●
Keep a journal or blog to record experiences, feelings, and thoughts			●		●
Make a card for a friend, a relative, an instructor, or a guest presenter			●	●	●
Select photos to post on a personal social networking page			●	●	●

C Understand and Use Numbers

C. Understand and Use Numbers comprises tasks that involve working with numbers in a wide variety of contexts.

The competency *C. Understand and Use Numbers* is organized into the following four task groups:

- C1. Manage money
- C2. Manage time
- C3. Use measures
- C4. Manage data

C1. Manage money

The task group *C1. Manage money* encompasses the numeracy skills required for making financial transactions. Typical examples of managing money include comparing prices, calculating costs, and preparing budgets.

There are no examples of Level 1 estimation tasks in *C1. Manage money.* Estimates related to money require calculations, background knowledge, or both, increasing task complexity beyond the scope of Level 1.

Indicator Overview: ***Manage money***

Level 1	Compare costs and make simple calculations
Level 2	Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts
Level 3	Find, integrate, and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets

C2. Manage time

The task group *C2. Manage time* encompasses the numeracy skills related to tracking and calculating numbers representing time. Time management is captured both in this task group and in competency *E. Manage Learning*. Typical examples of managing time include reading digital and analog clocks, comparing and measuring time intervals, and preparing schedules.

There are no examples of Level 1 estimation tasks in *C2. Manage time.* Estimates related to time require calculations, background knowledge, or both, which increases task complexity beyond the scope of Level 1.

Indicator Overview: ***Manage time***

Level 1	Measure time and make simple comparisons and calculations
Level 2	Make low-level inferences to calculate using time
Level 3	Find, integrate, and analyze numerical information to make multi-step calculations using time

C3. Use measures

This task group explores the ways in which measurement is performed and used. At the lower end of the scale, using measures includes taking and comparing measurements with common tools, such as measuring tapes and thermometers. At the upper end, this task group comprises tasks that include calculating and converting measurements, and using basic geometry. Typical examples of using measures include measuring dimensions of objects, calculating area and volume, and using measures to create scale drawings.

Indicator Overview: ***Use measures***

Level 1	Measure and make simple comparisons and calculations
Level 2	Use measures to make one-step calculations
Level 3	Use measures to make multi-step calculations; use specialized measuring tools

C4. Manage data

The task group *C4. Manage data* addresses the ways in which adults use numbers to understand and explain the world around them. Managing data involves comparing, calculating, and displaying numerical data, including creating graphs to display numerical information. Typical examples of managing data include counting and comparing numbers of items, calculating summary measures, such as averages, and graphing these measures over time, and using statistics and data patterns to make predictions.

Indicator Overview: ***Manage data***

Level 1	Make simple comparisons and calculations
Level 2	Make low-level inferences to organize, make summary calculations and represent data
Level 3	Find, integrate, and analyze data; identify trends in data

Connecting this competency to other competencies and their task groups

Many numeracy tasks require the use of documents. Examples include verifying costs itemized on receipts, interpreting statistics in continuous texts, making calculations to complete invoices, and entering measurements and data into tables. Tasks that require learners to extract and interpret numbers in texts with sentences and paragraphs should be examined for their reading requirements under the task group

A1. Read continuous text. Tasks that require referring to documents should be examined for their document use requirements under the task group *A2. Interpret documents*. Tasks requiring the learner to complete or create documents should be examined for their document use requirements within *B3. Complete and create documents*.

C1.1

Competency C:
Understand and Use Numbers

Task Group C1:
Manage money

Level 1

At this level, learners:

Compare costs and make simple calculations

Performance Descriptors

The learner:

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

Interprets and represents costs using monetary symbols and decimals

Follows apparent steps to reach solutions

Rounds to the nearest dollar

Uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

Task Descriptors

Scope of task is limited

Has a concrete and familiar context

May require one operation; operation is apparent

May require the same operation to be performed more than once

Requires up to a few steps to complete

Has a set procedure

May involve one simple document (e.g. grocery store flyer, list)

Uses whole numbers and/or decimals

Has a highly explicit purpose

Examples of tasks learners can do at the end of Level 1:

Compare costs and make simple calculations

Tasks	E	A	SS	PS	I
Calculate the retail price of a coat, less a store coupon					●
Compare the cost of buying two or more products at two grocery stores	●	●			●
Keep a running total of travel expenses over the course of a month	●	●			●
Calculate change from a purchase	●	●			●
Calculate how many notebooks can be purchased for $20			●	●	

C1.2

Competency C:
Understand and Use Numbers

Task Group C1:
Manage money

Level 2

At this level, learners:

Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts

Performance Descriptors

The learner:

Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers

Calculates percentages

Interprets and applies rates (e.g. $/kg, $/l)

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)

Task Descriptors

Scope of task is clearly defined

May include unfamiliar elements (e.g. context, content)

Requires the use of rates, or requires two or more operations, where operations are easily inferred

Requires up to a few steps to complete

May be completed in more than one way

May involve one document, such as a table

May require converting between whole numbers, fractions, decimals, ratios, and percentages

Examples of tasks learners can do at the end of Level 2:

Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts

Tasks	E	A	SS	PS	I
Calculate the cost of each pair of shoes during a "buy one, get one at ½ off" sale					●
Calculate cost savings on a purchase during a "15% off" sale	●	●			●
Prepare an invoice calculating unit costs, subtotal, taxes, and total	●	●			
Calculate one's share of a restaurant bill including tip					●
Calculate the unit price of each item sold in a package	●				●
Estimate the cost of a roast using the price per kilo	●	●			●

C1.3

Competency C:
Understand and Use Numbers

Task Group C1:
Manage money

Level 3

At this level, learners:

Find, integrate, and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets

Performance Descriptors

The learner:

Calculates using numbers expressed as whole numbers, 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 analyses numerical information

Organizes and displays numerical information (e.g. tables, graphs)

Makes estimates

Uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

Task Descriptors

Scope of task may not be clearly defined

May include unfamiliar elements (e.g. context, content)

Requires two or more operations; operations must be inferred

Requires multiple steps to complete

Has many options to complete; does not have a set procedure

May involve documents such as utility bills

May involve working within differing cost structures

May require converting between whole numbers, fractions, decimals, ratios, and percentages

Examples of tasks learners can do at the end of Level 3:

Find, integrate, and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets

Tasks	E	A	SS	PS	I
Prepare and monitor a household budget					●
Compare costs and services from several providers to select a cell phone plan	●				●
Calculate and compare the annual costs of owning a car, carpooling, and using public transportation					●

C2.1

Competency C:
Understand and Use Numbers

Task Group C2:
Manage time

Level 1

At this level, learners:

Measure time and make simple comparisons and calculations

Performance Descriptors

The learner:

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)

Task Descriptors

Scope of task is limited

Has a concrete and familiar context

May require one operation; operation is apparent

May require the same operation to be performed more than once

Requires up to a few steps to complete

Has a set procedure

May involve one simple document (e.g. product label, appointment card)

Has a highly explicit purpose

Uses whole numbers and/or simple common fractions or decimals

Examples of tasks learners can do at the end of Level 1:

Measure time and make simple comparisons and calculations

Tasks	E	A	SS	PS	I
Use a stopwatch to time an event	●				●
Use “best before” dates to select fresh foods	●	●			●
Calculate the number of hours a class is offered in a week		●	●	●	●
Calculate travel time from departure and arrival times	●	●			●
Compare finish times for a marathon					●

C2.2

Competency C:
Understand and Use Numbers

Task Group C2:
Manage time

Level 2

At this level, learners:

Make low-level inferences to calculate using time

Performance Descriptors

The learner:

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)

Task Descriptors

Scope of task is clearly defined

May include unfamiliar elements (e.g. context, content)

Requires the use of rates, or requires two or more operations, where operations are easily inferred

Requires up to a few steps to complete

May be completed in more than one way

May involve one document (e.g. table, schedule)

May require converting between whole numbers, decimals, fractions, ratios, and percentages

Examples of tasks learners can do at the end of Level 2:

Make low-level inferences to calculate using time

Tasks	E	A	SS	PS	I
Calculate the cooking time for a chicken using a rate	●	●			●
Plan one's day by estimating how long activities will take and sequence them accordingly	●	●	●	●	●
Calculate the number of hours worked in a week, taking into account breaks	●	●			
Convert fractions of hours to decimals to complete a timesheet	●	●			
Convert minutes logged on the Internet to hours and minutes	●	●	●	●	●
Convert a departure time from the 24-hour to 12-hour clock	●				●

C2.3

Competency C:
Understand and Use Numbers

Task Group C2:
Manage time

Level 3

At this level, learners:

Find, integrate, and analyze numerical information to make multi-step calculations using time

Performance Descriptors

The learner:

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)

Task Descriptors

Scope of task may not be clearly defined

May include unfamiliar elements (e.g. context, content)

Requires two or more operations; operations must be inferred

Requires multiple steps to complete

Has many options to complete; does not have a set procedure

May involve documents (e.g. tables, schedules)

May require converting between whole numbers, decimals, fractions, ratios, and percentages

Examples of tasks learners can do at the end of Level 3:

Find, integrate, and analyze numerical information to make multi-step calculations using time

Tasks	E	A	SS	PS	I
Create a weekly work schedule for several employees	●				
Adjust a project schedule to accommodate delays	●	●	●	●	
Identify and schedule activities					●

C3.1

Competency C:
Understand and Use Numbers

Task Group C3:
Use measures

Level 1

At this level, learners:

Measure and make simple comparisons and calculations

Performance Descriptors

The learner:

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 of measurement (e.g. centimetres, metres, kilometres)

Uses common standard 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 ", centimetres 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)

Task Descriptors

Scope of task is limited

Has a concrete and familiar context

May require adding or subtracting measurements; operation is apparent

May require the same operation to be performed more than once

Requires up to a few steps to complete

Has a set procedure

Uses common units of measurement within the same system

May involve one simple document, such as an office supply flyer

Has a highly explicit purpose

Uses whole numbers and/or simple common fractions or decimals

Examples of tasks learners can do at the end of Level 1:

Measure and make simple comparisons and calculations

Tasks	E	A	SS	PS	I
Use a store flyer to select a desk that is big enough to fit a computer and printer	●				●
Check the temperature on an outdoor thermometer	●	●			●
Compare grams of sodium in two types of soup	●				●
Check a child's height against the minimum measure for an amusement park ride					●
Work out personal weight gain or loss over a period of time					●
Estimate whether a jacket is the correct size					●
Compare distances in a ski jumping event	●				●
Measure a piece of furniture to see if it will fit through a doorway	●				●

C3.2

Competency C:
Understand and Use Numbers

Task Group C3:
Use measures

Level 2

At this level, learners:

Use measures to make one-step calculations

Performance Descriptors

The learner:

Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers

Calculates 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, km/l) and ratios (e.g. map scales)

Converts units of measurement within the same system and between systems

Understands and uses formulas for finding the perimeter, area, and volume of simple, common shapes

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)

Task Descriptors

Scope of task is clearly defined

May include unfamiliar elements (e.g. context, content)

Requires the use of rates or common formulas

Requires one-step calculations, which may be repeated; operations are easily inferred

May be completed in more than one way

May involve one document, such as a simple conversion table

May require converting between whole numbers, decimals, fractions, ratios, and percentages

Examples of tasks learners can do at the end of Level 2:

Use measures to make one-step calculations

Tasks	E	A	SS	PS	I
Adjust quantities to double or half a recipe	●				●
Using a floor plan, calculate and compare the square footage of two hotel rooms	●				●
Use a map scale to calculate the distance between two points	●	●	●	●	●
Convert kilobytes to megabytes to determine the remaining capacity of an electronic device	●		●	●	●
Dilute a cleaning product using a ratio	●	●			●
Estimate whether there is enough flour and sugar on hand to carry out a recipe	●	●			●

C3.3

Competency C:
Understand and Use Numbers

Task Group C3:
Use measures

Level 3

At this level, learners:

Use measures to make multi-step calculations; use specialized measuring tools

Performance Descriptors

The learner:

Calculates using numbers expressed as whole numbers, fractions, decimals, percentages, and integers

Calculates the radius, diameter, and circumference of circles

Understands and uses properties of angles and triangles to solve problems

Understands 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. callipers, 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)

Task Descriptors

Scope of task may not be clearly defined

May include unfamiliar elements (e.g. context, content)

Requires multi-step calculations where one step builds on the previous step

Requires the use of rates or common formulas or both

May require converting measurements to make calculations

May involve documents (e.g. rate tables, scale drawings)

May require converting between whole numbers, decimals, fractions, ratios, and percentages

May require converting between measurement systems or between units in one system

Examples of tasks learners can do at the end of Level 3:

Use measures to make multi-step calculations; use specialized measuring tools

Tasks	E	A	SS	PS	I
Calculate paint quantity given room dimensions and paint coverage rates	●	●			●
Calculate the number of cans of tomatoes (in ml) needed when doubling a recipe calling for ounces	●				●
Calculate the area of a room that includes a bay window	●	●			●
Estimate the volume of sand required to prepare the foundation for a curved walkway	●	●			●
Create a scale drawing for a shed	●	●			●
Calculate the area of an irregularly shaped room to determine whether furniture and equipment will fit	●	●	●	●	●

C4.1

Competency C:
Understand and Use Numbers

Task Group C4:
Manage data

Level 1

At this level, learners:

Make simple comparisons and calculations

Performance Descriptors

The learner:

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)

Task Descriptors

Scope of task is limited

Has a concrete and familiar context

May require one operation; operation is apparent

May require the same operation to be performed more than once

Requires up to a few steps to complete

Has a set procedure

May involve one simple document (e.g. list, label)

Has a highly explicit purpose

Uses whole numbers and/or simple common fractions or decimals

Examples of tasks learners can do at the end of Level 1:

Make simple comparisons and calculations

Tasks	E	A	SS	PS	I
Count the number of boxes in a shipment to verify that the correct number was received	●				
Compare two boxes of granola bars to find out which box contains more bars	●				●
Calculate the number of cars required to take a class of children to a sporting event	●				●
Estimate the number of packages of paper to purchase for a semester		●	●	●	

C4.2

Competency C:
Understand and Use Numbers

Task Group C4:
Manage data

Level 2

At this level, learners:

Make low-level inferences to organize, make summary calculations, and represent data

Performance Descriptors

The learner:

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)

Interprets, represents, and converts values 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 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)

Task Descriptors

Scope of task is clearly defined

May include unfamiliar elements (e.g. context, content)

Requires the use of rates, or requires two or more operations, where operations are easily inferred

Requires up to a few steps to complete

May be completed in more than one way

May involve one document (e.g. simple table, simple bar graph)

May require calculating percentages

May require converting between whole numbers, decimals, fractions, ratios, and percentages

Examples of tasks learners can do at the end of Level 2:

Make low-level inferences to organize, make summary calculations, and represent data

Tasks	E	A	SS	PS	I
Calculate the average age of students in class			●	●	
Identify peak production periods by interpreting a line graph	●				
Collect data and create a bar graph to represent classmates' food preferences			●	●	
Compare employment rates among graduates from different college programs		●	●	●	●
Interpret a pie graph to identify election results	●		●	●	●
Estimate how much stock to order based on last year's sales	●				

C4.3

Competency C:
Understand and Use Numbers

Task Group C4:
Manage data

Level 3

At this level, learners:

Find, integrate, and analyze data; identify trends in data

Performance Descriptors

The learner:

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 percent 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 analyses 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)

Task Descriptors

Scope of task may not be clearly defined

May include unfamiliar elements (e.g. context, content)

May require two or more operations; operations must be inferred

Requires multiple steps to complete

Has many options to complete; does not have a set procedure

May require calculating rates

May involve documents (e.g. tables, graphs)

May require converting between whole numbers, decimals, percentages, ratios, and fractions

Examples of tasks learners can do at the end of Level 3:

Find, integrate, and analyze data; identify trends in data

Tasks	E	A	SS	PS	I
Collect and interpret income data across several occupations to establish an employment goal		●	●	●	●
Monitor a child's growth over time using weight and height percentiles	●				●
Predict which sports team will win the championship using team and player statistics					●
Calculate the percent change in a population over a given time period	●		●	●	
Estimate expected household internet data usage for the next year, taking into account previous patterns of use and changing family needs					●

D Use Digital Technology

D. Use Digital Technology explores tasks that require meaningful interactions with the digital component of a device. Digital technology tasks require users to make one or more choices in the course of their completion. This includes tasks where users must make or change settings, and use digital interfaces to create and adapt products. Typical examples of using digital technology include using cell phones to send text messages, using personal computers to produce documents, and navigating the Internet to find information.

Some technology-related activities fall outside the scope of this competency, either because they rate below or above the levels described, or because they do not represent meaningful interactions with the digital interface. For example, activities limited to turning on or off a device, or to responding to a single visual or auditory cue, are not considered digital technology tasks. Tasks limited to interpreting a reading on a digital device are captured within *C3. Use measures.*

Many technology tasks also require reading, navigating visual displays, and producing text. Tasks that involve interpreting documents should also be examined for their document use requirements under task groups *A2. Interpret documents* and *B3. Complete and create documents*. Tasks that require writing sentences or paragraphs should also be examined for their writing requirements within task group *B2. Write continuous text*.

The competency *D. Use Digital Technology* is not organized by task groups. The factors that drive complexity are consistent across tasks; the full range and dimensions of tasks are captured by the competency as a whole.

Indicator Overview

Level 1	Perform simple digital tasks according to a set procedure
Level 2	Perform well-defined, multi-step digital tasks
Level 3	Experiment and problem-solve to perform multi-step digital tasks

D.1

Competency D:
Use Digital Technology

Level 1

At this level, learners:

Perform simple digital tasks according to a set procedure

Performance Descriptors	Task Descriptors
The learner:	Scope of task is limited
Follows simple prompts	Contains common, familiar vocabulary
Follows apparent steps to complete tasks	Has a familiar context
Interprets brief text and icons	Requires up to a few steps to complete
Locates specific functions and information	Requires the use of a limited range of features and options
Requires support to identify sources and to evaluate and integrate information	Has a set procedure
Begins to perform simple searches (e.g. Internet, software help menu)	Has a highly explicit purpose
	Uses a very simple format
	Contains brief text, icons, or both
	Text and icons required to complete tasks are apparent
	Contains little or no distracting information
	Interface offers very few options

Examples of tasks learners can do at the end of Level 1:

Perform simple digital tasks according to a set procedure

Tasks	E	A	SS	PS	I
Use a debit or credit machine to make a purchase	●	●			●
Set or disarm an alarm system	●				●
Log in to a user account on a computer	●	●	●	●	●
Change the temperature setting on a digital thermostat					●
Delete photos from a digital camera	●	●	●	●	●
Use basic word processing software, such as Notepad, to write a note	●	●	●	●	●

D.2

Competency D:
Use Digital Technology

Level 2

At this level, learners:

Perform well-defined, multi-step digital tasks

Performance Descriptors	Task Descriptors
The learner:	Scope of task is clearly defined
Selects and follows appropriate steps to complete tasks	May include unfamiliar elements (e.g. vocabulary, context, topic)
Locates and recognizes functions and commands	Requires multiple steps to complete
Makes low-level inferences to interpret icons and text	Requires the use of a limited range of features and options
Begins to identify sources and evaluate information	May be completed in more than one way; each way has a set procedure
Performs simple searches using keywords (e.g. Internet, software help menu)	Uses a simple format
	Contains text, icons, or both
	Text and icons required to complete tasks are easy to interpret
	May contain distracting information
	Interface offers a variety of options through menus

Examples of tasks learners can do at the end of Level 2:

Perform well-defined, multi-step digital tasks

Tasks	E	A	SS	PS	I
Send a text message	●	●	●	●	●
Create and save a simple Excel spreadsheet	●	●	●	●	●
Establish a wireless connection	●	●	●	●	●
Use online banking to check a bank balance or pay a bill	●				●
Program a street navigation GPS unit to find directions to a destination	●				●
Access a social networking website and post a message	●				●
Send and receive an email	●	●	●	●	●
Conduct a keyword search to find a website	●	●	●	●	●
Purchase a bus ticket online	●				●
Organize digital files into folders	●	●	●	●	●
Conduct a computer search to locate a recently used document	●	●	●	●	●
Create a new user account on a computer	●	●	●	●	●
Download and watch a podcast	●	●	●	●	●
Complete an online questionnaire	●	●	●	●	●

D.3

Competency D:
Use Digital Technology

Level 3

At this level, learners:

Experiment and problem-solve to perform multi-step digital tasks

Performance Descriptors	Task Descriptors
The learner:	Scope of task may not be clearly defined
Experiments and problem- solves to achieve the desired results	May include unfamiliar elements (e.g. vocabulary, context, topic)
Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks	Requires multiple steps to complete
Makes inferences to interpret icons and text	Requires the use of a wide range of features and options
Selects appropriate software when required by the task	Has many options to complete; may not have a set procedure
Identifies sources, evaluates and integrates information	Uses a somewhat complex format
Customizes software interfaces (e.g. toolbar, homepage settings)	May contain extended text, icons, or both
Performs advanced searches (e.g. refines search terms, uses advanced search features, cross-refers between websites)	Text and icons required to complete tasks may require interpretation
	May contain distracting information
	May contain specialized vocabulary
	Interface offers a variety of options through menus

Examples of tasks learners can do at the end of Level 3:

Experiment and problem-solve to perform multi-step digital tasks

Tasks	E	A	SS	PS	I
Create a report using a variety of formatting options, such as inserting a table, graph, and contents list	●		●	●	●
Use a handheld GPS unit to record points along a route (e.g. use menus, etc.)	●				●
Find and install a freeware version of software	●	●	●	●	●
Upload a file and post it on a wiki page	●	●	●	●	●
Locate and browse several websites to explore career options	●	●	●	●	●
Program a universal remote to use with a television, DVD player, and digital tuner					●
Re-establish an inoperative Internet connection	●	●	●	●	●
Take an online course that requires participants to upload assignments and use collaborative tools, such as discussion boards	●	●	●	●	●

E Manage Learning

E. Manage Learning captures the elements that contribute to successful learning. This competency is about helping learners develop the abilities necessary to manage not only in literacy programming, but also in other learning situations, both formal and informal. *E. Manage Learning* comprises goal setting, planning, learning strategies, self-reflection, and evaluation—as each relates to the learning process.

Learners manage learning while taking continuing education courses, learning skills for new jobs, learning to use new equipment, and learning to play musical instruments.

Although the competency *E. Manage Learning* is not organized by task groups, it is composed of performance descriptors, observable characteristics of learner performance. Some performance descriptors are organized by Levels, while others apply to tasks across Levels.

The performance descriptors organized by Levels describe three different aspects of learner performance. Performance descriptors in *E. Manage Learning* support a variety of tasks described in other competencies. The performance descriptors that apply across Levels can be used to identify the abilities learners have and those they need to develop to make successful transitions. Learners can use the list of performance descriptors to self-assess.

Indicator Overview

Level 1	Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning
Level 2	Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning
Level 3	Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning

The following performance descriptors apply across all three levels of this competency. They have been provided because they are indicators of learners' readiness to make successful transitions.

Performance Descriptors for the learner:
Demonstrates positive attitude to learning
Accepts positive feedback and constructive criticism
Recognizes and expresses when one does not know something
Accepts new learning challenges
Willing to work independently
Takes responsibility for learning
Takes initiative
Takes risks in learning situations
Manages time (e.g. makes realistic estimates about time, meets deadlines, completes activities and tasks in a logical order)
Attends class regularly and punctually
Checks accuracy of work

E.1

Competency E:
Manage Learning

Level 1

At this level, learners:

Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning

Performance Descriptors

Please see page 80 for a list of the performance descriptors for the learner that apply to all levels

Goal Setting: the learner:

Sets short-term goals

Identifies steps required to achieve goals

Begins to monitor progress towards achieving goals

Begins to identify barriers to achieving goals

Learning Strategies: the learner:

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

Monitoring Learning: the learner:

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

Competency E:
Manage Learning

Level 2

At this level, learners:

Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning

Performance Descriptors

Please see page 80 for a list of the performance descriptors for the learner that apply to all levels

Goal Setting: the learner:

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

Learning Strategies: the learner:

Uses a limited number of learning strategies (e.g. takes notes, organizes learning materials)

Identifies ways to remember information and reinforce learning

Sequences activities in multi-step tasks

Monitoring Learning: the learner:

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

Competency E:
Manage Learning

Level 3

At this level, learners:

Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning

Performance Descriptors

Please see page 80 for a list of the performance descriptors for the learner that apply to all levels

Goal Setting: the learner:

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

Learning Strategies: the learner:

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)

Monitoring Learning: the learner:

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. Engage with Others rests upon a series of interactions and collaborations between individuals extended over an indeterminate period of time. These interactions call upon communication skills as well as soft skills, such as interpersonal skills, to establish and maintain associations or relationships, with the ultimate goal of achieving a shared outcome. This competency differs from *B1. Interact with others* which focuses on single exchanges.

Opportunities are provided for learners to become aware of how to competently manage situations that involve others. Learners engage with each other in the process of carrying out tasks, such as planning events, working together to design products, and working on group assignments.

Although the competency *F. Engage with Others* is not organized by task groups or Levels, it is composed of performance descriptors, observable characteristics of learner performance. Performance descriptors of this competency also apply to tasks across learning levels throughout the Curriculum Framework. The tasks in this competency are not rated for complexity.

Practitioners can use performance descriptors to identify the abilities learners have and the abilities they need to develop for successful transitions. Learners can use performance descriptors to self-assess.

F

Competency F:
Engage With Others

The following performance descriptors are not organized by levels; however, descriptors have been provided because they are indicators of learners' readiness to make successful transitions.

Performance Descriptors

Collaboration: the learner:

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

Conflict Resolution: the learner:

Recognizes areas of agreement and disagreement

Identifies options for resolving disagreements

Contributes to finding a mutually agreeable resolution

Takes actions to resolve the conflict