ArrowMight
Learning for Life Program 2010

ArrowMight Assessments

How they compare to the International Adult Literacy and Skills Survey (IALSS) and Essential Skills (ES) Levels

ArrowMight Canada LTD.

Contents

Acknowledgements

ArrowMight wishes to acknowledge Leah Fleetwood, Senior Advisor, Office of Literacy and Essential Skills (OLES), Human Resources and Skills Development Canada (HRSDC), for asking us a key question, "How do we know what Essential Skills the students come in with and what Essential Skills they achieve with ArrowMight?" Ms. Fleetwood's simple question led ArrowMight to the complex process of benchmarking each and every question on ALL of our assessments, including the ArrowMight Virtual Home-Based Computer (VHBC) assessments, to the International Adult Literacy and Skills Survey (IALSS) levels as well as to the Essential Skills (ES) levels.

One ArrowMight staff took the lead, and three others assisted. The lead staff has taken the Essential Skills Profiling course through Bow Valley College, and has completed a project for OLES in 2009, Case Studies on Aboriginal Literacy and Essential Skills in Canada. In 2010, she has written a book, A New Vision Guiding Aboriginal Literacy, which highlights best and promising practices in Aboriginal Literacy and Essential Skills. The three ArrowMight staff who assisted have the following relevant experience:

1. One has been involved in the Essential Skills Portfolio as a Developer since its inception in 1997. While providing educational and communication consulting services to the project, he has gained expertise in applying the Essential Skills to educational programming, student assessment and career planning;

2. One developed the VHBC module, including all of its content and assessments. His role was to ensure that the benchmarking process accurately captured the content and process of the VHBC module.

3. One is the head of the Cuban Team, as well as an advisor on the Math and Assessments Teams. Her role was to ensure that the re-wording of the assessments and Marking Criteria to benchmark all of the questions IALSS and ES levels maintained the integrity of the Cuban methodology which forms the basis of ArrowMight Learning for Life.

The process for this document began with a careful review of the IALSS levels, **Learning a Living – First Results of the Adult Literacy and Life Skills Survey http://www.statcan.gc.ca/pub/89-603-x/2005001/pdf/4200878-eng.pdf** (p. 16-18), as well as the Essential Skills Levels in **Readers' Guide to Essential Skills Profiles –** http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/readers_guide_whole.shtml

The lead person cross-referenced each and every question on ALL of the ArrowMight assessments to the IALSS levels and ES levels descriptors, and provided findings to the other three team members. These members also cross-referenced the assessments to the IALSS and ES levels, and offered feedback. For more ease of reference, this document shows only the relevant parts of the applicable IALSS and Essential Skills descriptors.

The end result is that ArrowMight is able to assign an ArrowMight level, an IALSS level and an ES level for students who start the program, and for each and every assessment they complete.

ArrowMight Assessments and IALSS/Essential Skills Levels

Enrolment Exercise		
Activity 1: Students are asked to draw a line. This task is designed with the intent that even if the student has high literacy needs, he/she may be able to complete at least one question. The student will have the opportunity to demonstrate abilities in reading and basic comprehension, thereby instilling confidence through success in completing the task. Please note that it is left up to the student's interpretation as to how to answer this question. It is an opportunity for them to show their creativity or to demonstrate how their thinking has been restricted by conventions passed on through various channels.	**IALSS Level(s):** ✓ Level 1 Document – to enter information from personal knowledge onto a document. ✓ Level 1 Problem Solving – make simple inferences, based on limited information stemming from a familiar context. Tasks in this level are rather concrete with a limited scope of reasoning.	**Essential Skills Level(s):** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Thinking Skills – 1. problem solving – Complexity of identifying the problem – All appropriate information is provided to the solver.
Activity 2: The student is asked to trace three shapes. This task enables the student to demonstrate muscle control/coordination and therefore the potential for penmanship – the writing skills associated with forming letters and/or numbers.	**IALSS Level(s)** ✓ Level 1 Document – to enter information from personal knowledge onto a document. ✓ Level 1 Problem Solving – Tasks in this level are rather concrete with a limited scope of reasoning.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Thinking Skills – 1. problem solving – Complexity of identifying the problem – All appropriate information is provided to the solver.

Activity 3: The student is asked to circle the words that the Facilitator reads. There are six words and the Facilitator reads three of them at random, but not in the order in which they appear on the page. The purpose of this activity is to determine the student's ability to establish correspondence between what they hear (sound) and its written representation (visual). Physically circling the words again enables the student to demonstrate muscle coordination to the Facilitator. The Facilitator should observe the student's listening skills.	**IALSS Level(s)** ✓ Level 1 – Prose – ...require the respondent to read relatively short text to locate a single piece of information... ✓ Level 1 – Document – Tasks in this level tend to require the respondent…to locate a piece of information based on a literal match…	**Essential Skills Level(s)** ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure.

Activity 4: There are two pictures on the page. The student is asked to write a word identifying the picture beside each one. All reasonable words are accepted. The Facilitator should observe the student's ability to recognize images and to spell the words correctly.	**IALSS Level(s)** ✓ Level 1 Document – ...enter information from personal knowledge onto a document. ✓ Level 1 – Problem Solving – to make simple inferences, based on limited information stemming from a familiar context…rather concrete with a limited scope of reasoning …make simple connections…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* – **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing which uses pre-set formats or writing for which the format is unimportant. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 1Thinking Skills – Decision Making – *Consequence of Error* – Little or no consequence of error. ✓ Level 1 Thinking Skills – Decision Making – *Adequacy of the Information Available* – All information relevant to the decision is known. ✓ Level 1 Thinking Skills – Decision Making – *The extent to which judgement is required to make an appropriate decision* – Limited or no judgement needed to make an appropriate decision.

Activity 5: The student is asked to fill out a simple form which asks for personal information. The Facilitator should observe the student's reading, comprehension and writing skills.	**IALSS Level(s)** ✓ Level 1 Document – enter information from personal knowledge onto a document.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure – one document and one document type. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* – **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Writing – *Length and Purpose of Writing* – Writing that is less than a paragraph. Writing is intended to organize, remind, or inform. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern.
Activity 6: The student is asked to read three short sentences to the Facilitator. The Facilitator should observe the student's reading skills and **NOTE** the sentence(s) that he/she can read **CORRECTLY.**	**IALSS Level(s)** ✓ Level 1 Prose – ...read relatively short text	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Oral Communication – *Range and complexity of communication functions* – Limited oral communication demands in basic work-related social interaction.

Activity 7: The student is asked to read a short note (one paragraph) and to answer two multiple choice questions that have three choices and only one is correct. The Facilitator should observe the student's reading and comprehension skills.	**IALSS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 1 Document – …to locate a piece of information based on a literal match…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short text to locate a single piece of information. Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure… ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e., identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Document Use – *Complexity of Information Use* – Information is used in the form it is found.
Activity 8: The student is asked to provide the answers to eight basic math operations (two each of addition, subtraction, multiplication and division). The Facilitator should observe the student's skills in the four basic math operations.	**IALSS Level(s)** ✓ Level 1 Document – ...enter information from personal knowledge onto a document. ✓ Level 1 Numeracy – show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations such as…performing simple arithmetic operations…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 Numeracy – Numerical Calculation: *Operations Required* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.

Activity 9: The student is given a choice of two topics that he/she could experience or hope to experience, and to write at least 3 sentences about it. The Facilitator should observe the student's skills in expressing themselves when trying to convey an idea through writing.	**IALSS Level(s)** ✓ Level 1 Prose – …read relatively short text… ✓ Level 1 Document – enter information from personal knowledge onto a document.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – read relatively short texts. Follow simple written directions. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. ✓ Level 2 Writing – *Length and Purpose of the Writing* – writing brief text that is a paragraph or longer… ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing which uses pre-set formats… ✓ Level 2 Writing – *Style and Structure* – Writing with a more formal style for an audience other than co-workers. The writing sets a tone which is appropriate for the occasion, e.g., friendly, respectful, authoritative, etc. Standard spelling and grammar (syntax) expected. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern.
Activity 10: The student is asked to perform eight basic math operations involving two digits with two each of addition, subtraction, multiplication and division. The Facilitator should observe the student's skills in math calculations involving the four basic operations with more than one digit.	**IALSS Level(s)** ✓ Level 1 Prose – read relatively short text… ✓ Level 1 Numeracy – show an understanding of basic numerical ideas by completing simple tasks – tasks consist of simple, one-step operations such as…performing simple arithmetic operations…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. ✓ Level 1 Numeracy – *Operations Required (actual math operations used)* Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.

Activity 11: Students are given a statement that is used quite frequently in everyday conversation. They are asked to explain it and give an example. They are expected to write more than three sentences. The Facilitator should observe the student's comprehension, spelling and writing skills.	**IALSS Level(s)** ✓ Level 1 Prose – ...read relatively short text… ✓ Level 1 Document – enter information from personal knowledge onto a document. Little, if any, distracting information is present. ✓ Level 1 Problem Solving – ...make simple inferences, based on limited information stemming from a familiar context – limited scope of reasoning…make simple connections…draw direct consequences, based on the information given and on his/her previous knowledge about a familiar context	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 2 Reading Text – Make low-level inferences. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. Writing is intended to organize, remind or inform. ✓ Level 2 Writing – *Length and Purpose of the Writing* – Writing brief text that is a paragraph or longer… ✓ Level 3 Writing – *Length and Purpose of the Writing* – Either longer or shorter pieces of writing intended to…express opinions or give directions. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences, usually co-workers. ✓ Level 2 Writing – *Style and Structure* – Writing with a more formal style for an audience other than co-workers. The writing sets a tone which is appropriate for the occasion, e.g., friendly, respectful, authoritative, etc. Standard spelling and grammar (syntax) expected. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 2 Writing – *Content of the Writing* – Content of writing is routine, with little variation from one instance to the next. ✓ Thinking Skills – critical thinking – has not yet been levelled by HRSDC

Activity 12: The student is asked to solve a two-part Math word money problem and to show their calculations. One part involves calculating the discounted price of the first of two items and the amount of discount is given. The other involves calculating the total amount of the bill and the amount of the second of two items is given. The Facilitator should observe the student's abilities to identify the necessary data; be able to write the word problem in proper mathematical form; show their calculations; and, write a concluding statement.	**IALSS Level(s)** ✓ Level 1 Prose – ...read relatively short text to locate a single piece of information which is identical or synonymous with the information given in the question or directive. ✓ Level 2 Prose – ...integrate two or more pieces of information ✓ Level 2 Numeracy – Tasks in this level are fairly simple and relate to identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. Tasks tend to include one-step and two-step processes and estimations involving whole numbers…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – …read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using…numbers…to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required ✓ Level 1 Writing – *Length and Purpose of Writing* – Writing that is less than a paragraph. ✓ Level 2 Numeracy – *Operations Required* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operations. Few steps of calculation are required. ✓ Level 1 Numeracy – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided.

Notes on the Mid-Module and Final Assessments

***Please note that the codes explained in this document are for the following categories: Excellent, Very Good and Satisfactory. In order to obtain a 'Satisfactory' designation, the student must get over half of the answers correct.**

A designation of 'Needs Work' would mean that the student is encouraged to review certain lessons/teaching points, do complementary exercises or extra practice, and try another assessment when he/she is ready.

The Facilitator never teaches; rather, the Facilitator discusses with the student how the student thinks he/she is doing, then guides the student to the particular lessons where the teaching points are that need to be strengthened – or assigns complementary pages as appropriate. These pages are available for the Facilitator to download from the ArrowMight Learning Management System (LMS).

There are three sets for each of the mid-module and final assessments. This allows the Facilitator to give a different set to a student who needs to do an assessment a second time. It also allows the Facilitator to give two separate sets to each of the students where there are two in a home taking the course, AND a completely new set should one of those students need to take an assessment a second time.

Please note that this document explains the range of length of text(s) stated in each assessment type.

Each question in both the English and Math Assessments is a stand-alone question – that is, the student(s) do not have to refer to another text, except in having access to the ArrowMight Guide Sheets. In particular, the Math questions are representative of situations that the students could realistically encounter in their lives.

The IALSS and Essential Skills levels assigned to each question in ALL of the assessments are based on the actual Marking Criteria and activities of the student. It is, therefore, conceivable that a student could demonstrate a higher IALSS or Essential Skills level than is shown in this document.

Module One – Mid-Module Exercise

Oral Exercise

Questions 1, 2, 3 and 4. The first four questions are oral and are geared towards eliciting information on how the student is enjoying the program, what lesson they have just completed, what lesson(s) they have enjoyed the most (along with an explanation) and how the program is helping them. Multiple codes have been developed to assess: demonstration of understanding; clarity and completeness of answers; and, supporting answers with reasons and evidence.	**IALSS Level(s)** n.a.	**Essential Skills Level(s)** ✓ Level 1 Oral Communication – *Range and complexity of communication functions* – Limited oral communication demands in basic work-related social interaction. Includes responding to daily inquiries… ✓ Level 1 Oral Communication – *Range and complexity of information* – Narrow range of subject matter, familiar topic, one main issue. Language is factual, literal, concrete; narrow range of content and context-specific or technical vocabulary. Information content is simple; limited number of details. ✓ Level 1 Oral Communication – *Range and complexity of communication context* – Highly predictable context. Interacting with one person at a time, face to face, on a familiar matter. If communicating on the phone, the exchange follows a routine scenario. Role of the speaker is singular and clearly defined. Common situation, familiar setting and process, established format and style to provide and obtain information. Physical context may be used to support verbal communication visually (e.g., by pointing, demonstrating). Exchange is brief (10 min or less).

English

Question 5. Students are asked to read two short simple sentences. Multiple codes have been developed to assess: recognition of words; and, ability to read the sentence(s) correctly.	**IALLS Level(s)** n.a.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Oral Communication – *Range and complexity of communication functions* – Limited oral communication demands in basic work-related social interaction. Includes responding to daily inquiries… ✓ Level 1 Oral Communication – *Range and complexity of communication context* – Highly predictable context. Interacting with one person at a time, face to face, on a familiar matter…Role of the speaker is singular and clearly defined. Common situation, familiar setting and process, established format and style to provide and obtain information.
Question 6. Students are asked to write the letters above the lines that the numbers below the line indicate. (Students may consult the Guide Table which shows the correspondences.) Multiple codes have been developed to assess: use of the Guide Table (or not); and, ability to complete the two sentences correctly	**IALSS Level(s)** ✓ Level 1 Document – Tasks in this level tend to require the respondent either to locate a piece of information based on a literal match…Little, if any, distracting information is present.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* – Limited search using key words, numbers, icons or other visual characteristics… ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern.

Math

Question 7. Students are asked to fill in the missing numbers in a sequence of numbers. Multiple codes have been developed to assess: demonstration of understanding of number sequences; and, the number of correct responses	**IALSS Level(s)** ✓ Level 1 Document – …enter information from personal knowledge onto a document. Little, if any, distracting information is present. ✓ Level 1 Numeracy – …completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple one-step operations such as counting…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics… ✓ Level 1 Numeracy – *Operations Required* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.
Question 8. Students are asked to write three one-digit numbers in word form. Multiple codes have been developed to allow for spelling the numbers correctly.	**IALSS Level(s)** ✓ Level 1 Document – Tasks in this level tend to require the respondent…to enter information from personal knowledge onto a document. ✓ Level 1 Numeracy – Tasks in this level require the respondent to show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple one-step operations such as counting…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern.

Module One – Final Exercise – English

Students are asked to read a two to three paragraph text. The average length in all of the three sets is 150 words.

Questions 1-3. Students are asked to answer three questions based on the ideas in the text. One question asks the students to find information to support a given statement; that is, they are required to do a personal interpretation of the statement. The other two ask the students to describe or mention specific things from the text.

Multiple codes have been developed to allow for: ability to answer the questions without demonstrating difficulty; ability to answer in complete and accurate sentences; and, ability to use proper capitalization, punctuation and spelling.

IALSS Level(s)

- ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive.
- ✓ Level 2 Prose – …integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Essential Skills Level(s)

- ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions.
- ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information.
- ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph.
- ✓ Level 1 Document Use – *Complexity of Finding/Entering Information*
  Information Search – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information.
  Information entry – Entering few pieces of information.
  Thinking Process – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious.
- ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. Writing is intended to organize, remind, or inform.
- ✓ Level 2 Writing – *Length and Purpose of the Writing* – Writing brief text that is a paragraph or longer intended to serve a variety of purposes.
- ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing which uses pre-set formats or writing for which the format is unimportant.
- ✓ Level 2 Writing – *Style and Structure* – Writing with a more formal style for an audience other than co-workers. The writing sets a tone which is appropriate for the occasion, e.g., friendly, respectful, authoritative, etc. Standard spelling and grammar (syntax) expected.
- ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern.
- ✓ Level 2 Writing – *Content of the Writing* – Content of writing is routine, with little variation from one instance to the next.

Question 4. The student is asked to choose one of two topics given and to write two paragraphs about it. Multiple codes have been developed to allow for: organization of a paragraph through producing two paragraphs which contain topic/supporting/concluding sentences; ability to write correct and clear sentences; ability to use capitals, commas and spelling.	**IALSS Level(s)** n.a.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing is intended to organize, remind, or inform. ✓ Level 2 Writing – *Length and Purpose of the Writing* – Writing brief text that is a paragraph or longer intended to serve a variety of purposes. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing which uses pre-set formats or writing for which the format is unimportant. ✓ Level 2 Writing – *Style and Structure* – Writing with a more formal style for an audience other than co-workers. The writing sets a tone which is appropriate for the occasion, e.g., friendly, respectful, authoritative, etc. Standard spelling and grammar (syntax) expected.

Module One – Final Exercise – Math

Question 1. Students are asked to complete four calculations – one each of addition, subtraction, multiplication (one digit by one digit) and division (one digit by one digit). Multiple codes have been developed to allow for each of the four operations, evaluating understanding of the operation, understanding of regrouping, correct format/alignment of the answer, as well as accuracy in calculation and showing how the remainder was calculated in the division question.	**IALLS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations such as …performing simple arithmetic operations…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 – Numeracy – *Operations Required (actual math operations used)* – Only the simplest operations are required and the operations to be used are clearly specified.

Question 2. Students are asked to solve two word problems. Each requires the student to identify the correct mathematical operation and to perform it. Multiple codes have been developed for identifying necessary data, formulating the word problem in mathematical form, completion of all required mathematical operations, showing all calculations, and writing the concluding statement. (It is important to note that the student is assessed only for demonstrating understanding of the mathematical concepts/steps; that is, he/she is not penalized for an error in grammar, punctuation or spelling in the concluding statement.)	**IALLS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations such as…performing simple arithmetic operations...	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 1 Writing – Writing that is less than a paragraph. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Numeracy – *Operations Required* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task. ✓ Level 1 Numeracy – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided.

Module 2 – Mid-Module Exercise

Oral Exercise

Questions 1, 2 and 3. The first three questions are oral designed to elicit information about what lesson the student is on, which lesson(s) he/she enjoyed the most as well as why, and what the student thinks of the ArrowMight program along with an explanation.

Marking Criteria and codes have been developed to assess the students' listening skills, their ability to respond by demonstrating understanding with clear and complete answers. In addition, the marking criteria consider the students' ability to support their answers with reasons and/or specific examples.

IALSS Level(s)

n.a.

Essential Skills Level(s)

- ✓ Level 1 Oral Communication – *Range and complexity of communication functions* – Limited oral communication demands in basic work-related social interaction.
- ✓ Level 1 Oral Communication – *Range and complexity of the information* – Narrow range of subject matter, familiar topic one main issue.
- ✓ Level 2 Oral Communication – *Range and complexity of the information* – Information content is moderately complex and detailed; deals mostly with facts but may also deal with emotions and opinions.
- ✓ Level 1 Oral Communication – *Range and complexity of communication context* – Interacting with one person at a time, face to face, on a familiar matter. Role of the speaker is singular and clearly defined. Common situation, familiar setting and process, established format and style to provide and obtain information. Exchange is brief (10 min. or less).
- ✓ Level 1 Oral Communication – *Risk levels in failing communication intent* – Low resulting in: Unsuccessful interaction where any particular failure is of minor significance; Temporary confusion of the listener; or, Discomfort or embarrassment of the speaker.
- ✓ Not levelled yet by HRSDC – Thinking Skills – Critical Thinking– Under Development

English

Students are provided a text of 3-5 short paragraphs. The average length of text in all three of the sets is 175 words. The students are asked to answer comprehension questions as follows:

Question 4. Students are given three ideas that may or may not be expressed in the text and are asked to mark each True or False. Multiple codes have been developed to evaluate the number of correct answers.	**IALLS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 2 Prose – …tasks require the respondent to integrate two or more pieces of information... ✓ Level 3 Prose – …make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. ✓ Level 1 Document – …either to locate a piece of information based on a literal match… ✓ Level 2 Document – …cycle through information in a document…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – Read more complex tests to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Locating one or more pieces of information using: one or two search criteria…**or** consecutive searches with the same one or two search criteria… **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident.

Question 5. Students are asked to write a short text explaining a question related to the text. Multiple codes have been developed to evaluate the student's understanding of the question, his/her ability to grasp all the necessary information, to provide two reasons given in the text, the legibility of the student's writing, as well as his/her ability to summarize and effectively express the ideas in the text, and the use of complete and correct sentences, capitalization, spelling and punctuation.	**IALSS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 2 Prose – Some tasks in this level require respondents to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present or low-level inferences may be required. Other tasks require the respondent to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information…Make low-level inferences. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. Writing is intended to organize…or inform. ✓ Level 2 Writing – *Length and Purpose of the Writing* – Writing brief text that is a paragraph or longer intended to serve a variety of purposes. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences…Writing which uses pre-set formats… ✓ Level 2 Writing – *Style and Structure* – The writing sets a tone which is appropriate for the occasion…Standard spelling and grammar (syntax) expected. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 2 Writing – *Content of the Writing* – Content of writing is routine, with little variation from one instance to the next. ✓ Thinking Skills – Critical Thinking – not yet leveled by HRSDC – Under Development

Question 6. Students are asked to describe/support a statement as it relates to the text. Multiple codes have been developed to assess the student's understanding of the question, the legibility of the student's writing and his/her ability to demonstrate personal reflection and a clear point of view supported by personal experience or other evidence. The criteria also take into account clear and complete sentences, capitalization, spelling and punctuation.	**IALSS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 2 Prose – …low-level inferences may be required. Other tasks require the respondent to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.	**Essential Skills Level(s)** ✓ Level 1 Prose – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Prose – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Writing – *Length and Purpose of Writing* – Writing that is less than a paragraph. ✓ Level 2 Writing – *Length and Purpose of Writing* – Writing brief text that is a paragraph or longer intended to serve a variety of purposes. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences… ✓ Level 2 Writing – *Style and Structure* – The writing sets a tone which is appropriate for the occasion…Standard spelling and grammar (syntax) expected. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Thinking Skills – Critical Thinking – not yet levelled by HRSDC – Under Development

Math

Question 7. Students are asked to solve 5 (five) mathematical operations:

a) Addition of decimal numbers: Multiple codes have been developed to evaluate the student's understanding of addition, regrouping, correct placement of the decimal and the answer.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operation… performing simple arithmetic operations…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Numeracy – *Operations Required* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.

b) Subtraction of thousands: Multiple codes have been developed to evaluate the student's understanding of subtraction, regrouping and the answer.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operation… performing simple arithmetic operations …	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Numeracy – *Operations Required* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.
c) Multiplication by three-digit numbers (vertical format): Multiple codes have been developed to evaluate the student's understanding of multiplication, placement of zeroes as place holders and the answer.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operation… performing simple arithmetic operations…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Numeracy – *Operations Required* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.

d) Multiplication by 10, 100 or 1 000 (horizontal format): Multiple codes have been developed to evaluate the student's understanding of multiplication, placement of the correct number of zeroes and the answer.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operation… performing simple arithmetic operations …	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Numeracy – *Operations Required* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.
e) Division by three-digit numbers with zeros in both the divisor and the dividend. Multiple codes have been developed to evaluate the student's understanding of division, cancelling the appropriate number of zeros, writing the remainder in the quotient, and the answer.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operation… performing simple arithmetic operations…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Numeracy – *Operations Required* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.

Question 8. Student is asked to solve a two-part word problem involving dollar values and to write a concluding statement. Multiple codes have been developed to evaluate the student's understanding of the word problem by identifying the necessary data, correctly formulating the required problem in mathematical form, completing the required mathematical operations correctly, demonstrating the calculations and writing the concluding statement.	**IALSS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 2 Prose – …integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive. ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations such as …performing simple arithmetic operations... ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. Tasks tend to include one-step or two-step processes…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Writing – *Length and Purpose of Writing* – Writing that is less than a paragraph. ✓ Level 2 Writing – *Length and Purpose of Writing* – Writing brief text that is a paragraph or longer intended to serve a variety of purposes. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences… ✓ Level 2 Writing – Style and Structure – The writing sets a tone which is appropriate for the occasion… ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 1 Numeracy – *Operations Required* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task. ✓ Level 2 Numeracy – *Operations Required* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. Few steps of calculations are required. ✓ Level 1 Numeracy – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided.

Module Two – Final Exercise – English

Students are asked to read 3-4 paragraph texts. The average length of text in all three of the sets is 190 words. Students are asked to answer comprehension questions as follows:

Question 1. Students are asked to put a tick in the boxes beside the words and ideas that relate to the text There are seven choices, four of which are correct.

Multiple codes have been developed to evaluate the student's comprehension of the text through the number of correct responses selected.

IALSS Level(s)

- ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive.
- ✓ Level 2 Prose – … locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present or low-level inferences may be required.
- ✓ Level 1 Document – Tasks in this level tend to require the respondent either to locate a piece of information based on a literal match…
- ✓ Level 2 Document – Tasks in this level are more varied than those in Level 1. Some require the respondents to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the respondent to cycle through information in a document or to integrate information from various parts of a document.

Essential Skills Level(s)

- ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions.
- ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences.
- ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g. simple signs, labels, lists – one document and one document type.
- ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information…
- ✓ Level 1 Document Use – *Complexity of Finding/Entering Information*
  Information Search – Limited search using key words…to locate information.
  Information entry – Entering few pieces of information.
  Thinking Process – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious.
- ✓ Level 1 Thinking Skills – Problem Solving – *Complexity of the problem* – Limited number of factors.
- ✓ Level 1 Thinking Skills – Decision Making – *Consequence of Error* – Little or no consequence of error.
- ✓ Level 2 Thinking Skills – Decision Making – *Consequence of Error* – Errors have some minor consequence, e.g., some loss of money or time, but can be rectified with some minor work plan, inconvenience or cost.
- ✓ Level 1 Thinking Skills – *Adequacy of the information available* – All information relevant to the decision is known.
- ✓ Level 2 Thinking Skills – *Adequacy of the information available* – Most information relevant to the decision is known. Information about significant elements relevant to the decision is uncertain.
- ✓ Level 3 Thinking Skills – *Adequacy of the information available* – Information about significant elements relevant to the decision is uncertain.
- ✓ Critical Thinking – Not leveled by HRSDC – Under Development

Question 2. Students are asked to complete a statement by using information from the text. Multiple codes have been developed to evaluate the student's comprehension through his/her ability to grasp the necessary information from the text to answer the question., as well as his/her grasp of mechanics through his/her ability to answer the question using complete and correct sentences, as well as correct capitalization, spelling and punctuation.	**IALSS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 2 Prose – Some tasks in this level require respondents to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present or low-level inferences may be required. Other tasks require the respondent to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive. ✓ Level 1 Document – Tasks in this level tend to require the respondent either to locate a piece of information based on a literal match… ✓ Level 2 Document – Tasks in this level are more varied than those in Level 1. Some require the respondents to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the respondent to cycle through information in a document or to integrate information from various parts of a document.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g. simple signs, labels, lists – one document and one document type. ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information… ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. Writing is intended to organize, remind, or inform. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences. ✓ Level 2 Writing – *Style and Structure* – Standard spelling and grammar (syntax) expected. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Thinking Skills – Critical Thinking – Not yet levelled by HRSDC – Under Development

Question 3. Students are asked to answer a question, through describing or supporting the concept expressed in the question and using information from the text. Multiple codes have been developed to evaluate the student's comprehension through his/her ability to grasp the necessary information from the text to answer the question, as well as his/her grasp of mechanics through his/her ability to answer the question using complete and correct sentences, as well as correct capitalization, spelling and punctuation.	**IALSS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 2 Prose – … locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present or low-level inferences may be required. Other tasks require the respondent to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive. ✓ Level 1 Document – …to locate a piece of information based on a literal match… ✓ Level 2 Document – Tasks in this level are more varied than those in Level 1. Some require the respondents to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the respondent to cycle through information in a document or to integrate information from various parts of a document.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g. simple signs, labels, lists – one document and one document type. ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information… ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words… **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. Writing is intended to organize… ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences. ✓ Level 2 Writing – *Style and Structure* – Standard spelling and grammar (syntax) expected. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Not yet levelled by HRSDC –Thinking Skills – Critical Thinking – Under Development

Question 4. Students are given two topics that realistically relate to their lives, and asked to write three paragraphs about one. Multiple codes have been developed that take into account the originality and creativity of the ideas expressed, clarity of purpose, staying on topic, logic and observations/evidence to support opinion, clarity and unity through ideas related to the topic and to each other, as well as paragraphs having opening/topic sentences and supporting sentences, grammar, punctuation, capitalization and spelling.	**IALSS Level(s)** n.a.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 2 Writing – *Length and Purpose of the Writing* – Writing brief text that is a paragraph or longer intended to serve a variety of purposes. ✓ Level 3 Writing – *Length and Purpose of the Writing* – Either longer or shorter pieces of writing intended to inform, explain…express opinions... ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences. ✓ Level 2 Writing – *Style and Structure* – Standard spelling and grammar (syntax) expected. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Not yet levelled by HRSDC – Thinking Skills – Critical Thinking — Under Development

Module Two – Final Exercise – Math

Question 1. a). Students are asked to write the fractions for the shaded parts of a diagram. Multiple codes have been developed to evaluate the correctness of the fraction.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations such as …understanding common and simple percents such as 50%. ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. Tasks tend to include one-step or two-step processes…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 2 Reading Text – Make low-level inferences. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* – **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Numeracy – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided.
Question 1. b). Students are given two fractions and asked to write them as decimals and percents. Multiple codes have been developed to evaluate the correct placement of the decimal, the writing of zeros as place holders, including the % symbol and the correctness of the answers.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations such as…understanding common and simple percents such as 50%. ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. Tasks tend to include one-step or two-step processes…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts). ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* – Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts). ✓ Level 1 Numeracy – Numerical Calculation – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided.

Question 2. Students are asked to add and subtract two fractions with common denominators. Multiple codes have been developed to take into consideration placement of the numerators over the corresponding denominators in the intermediate step which combines the numerators over the common denominator, showing the correct mathematical symbol and obtaining the correct result.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text…simple, one-step operations such as… performing simple arithmetic operations... ✓ Level 2 Numeracy – Tasks in this level are fairly simple and relate to identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. Tasks tend to include one-step or two-step processes…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts). ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Entry** – entering several pieces of information. **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Numeracy – Numerical Calculation – *Operations Required (actual math operations used)* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.

Question 3. Students are asked to calculate the perimeter of one shape and the area of another where the measures of some sides are given and symbols are used to identify sides of equal measure. Marking Criteria and multiple codes have been developed to allow for the student's demonstrated understanding of perimeter and area through completing all the required mathematical operations correctly, arriving at the correct numerical answer, using the correct units of measure in the answers, and expressing the result in its correct terms of measurement.	**IALSS Level(s)** ✓ Level 1 Prose – Follow simple written directions. ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. Tasks tend to include one-step or two-step processes…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts… Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* – Information Search – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Locating one or more pieces of information using: one or two search criteria… **Information Entry** – entering several pieces of information. **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Numeracy – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. ✓ Level 2 Numeracy – *Operations Required* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. Few steps of calculation are required. ✓ Level 2 Numeracy – *Translation* – Some translation may be required…Simple formulae may be used. ✓ Not yet levelled by HRSDC – Thinking Skills – Significant Use of Memory – Purposeful memorization of procedures, codes, parts number, etc. – Memorization through repetition. Remembering information for brief periods, e.g., minutes or hours. ✓ Level 1 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Consulting established sources…Source is supplied to worker… ✓ Level 3 Thinking Skills – *The complexity of extracting/processing the information* – Some analysis required. Information must be understood to be acted upon.

Question 4. Students are asked to solve two two-part word problems. One requires the student to convert units of measure in each of length and capacity. The other requires the student to perform two different basic operations to arrive at the correct answer. Marking Criteria and multiple codes have been developed to assess the student's demonstrated understanding of the word problem through identifying the necessary data, formulating the required problem in mathematical form, completing the required mathematical operations correctly, demonstrating all calculations and writing the concluding statement correctly.	**IALSS Level(s)** ✓ Level 2 Prose – Some tasks in this level require respondents to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present or low-level inferences may be required. ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. Tasks tend to include one-step or two-step processes…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 2 Reading Text – …read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. Writing is intended to…inform. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing which uses pre-set formats or writing for which the format is unimportant. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 1 Numeracy – Numerical Calculation – *Operations Required* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task. ✓ Level 2 Numeracy – Numerical Calculation – *Operations Required* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. Few steps of calculation are required. ✓ Level 1 Numeracy – Numerical Calculation – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. ✓ Level 2 Numeracy – Numerical Calculation – *Translation* – Some translation may be required or the numbers needed for the solution may need to be collected from several sources. Simple formulae may be used. ✓ Not Levelled yet by HRSDC – Thinking Skills – *Significant Use of Memory* – Purposeful memorization of procedures, codes, parts number, etc. – Memorization through repetition. ✓ Level 1 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Consulting established sources, ✓ Level 3 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Some analysis required. Information must be understood to be acted upon.

Module Three – Mid-Module Exercise

Oral Exercise		
Questions 1, 2 and 3. The first three questions are oral and are designed to elicit information on what information the student has just completed, the impact ArrowMight Learning for Life has had on him/her along with specific examples to explain that impact, and if their learning has influenced their future plans (with an explanation). Marking Criteria and multiple codes have been developed to evaluate the student's ability to listen attentively, respond appropriately and demonstrate understanding with clear, complete answers with reasons and specific examples.	**IALSS Level(s)** n.a.	**Essential Skills Level(s)** ✓ Level 1 Oral Communication – *Range and complexity of communication functions* – Limited oral communication demands in basic work-related social interaction. Includes responding to daily inquiries; obtaining specific information...; ✓ Level 1 Oral Communication – *Range and complexity of the information* – Narrow range of subject matter, familiar topic one main issue. ✓ Level 2 Oral Communication – *Range and complexity of the information* – Moderate range of subject matter, familiar topics, usually one main issue. Language is both factual or concrete and abstract; moderate range of general and context-specific or technical vocabulary and idiom. Information content is moderately complex and detailed; deals mostly with facts but may also deal with emotions and opinions. ✓ Level 1 Oral Communication – *Range and complexity of communication context* – Interacting with one person at a time, face to face, on a familiar matter. Role of the speaker is singular and clearly defined. Common situation, familiar setting and process, established format and style to provide and obtain information. Exchange is brief (10 min. or less). ✓ Level 1 Oral Communication – *Risk levels in failing communication intent* – Low resulting in: Unsuccessful interaction where any particular failure is of minor significance; Temporary confusion of the listener; or, Discomfort or embarrassment of the speaker. ✓ Not levelled yet by HRSDC – Thinking Skills – Critical Thinking – Under Development

English

Students are asked to read a text of 3-4 paragraphs. The average length of text in all three of the sets is 290 words.

Question 4. Students are asked to mark the meaning of a given word as it is used in the text. ***The student is given three options, two of which are related to the text, and one is not.*** Marking Criteria and multiple codes have been developed to assess the student's demonstrated understanding of synonyms through answering all three items correctly and without hesitation.	**IALSS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 2 Prose – …integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive. ✓ Level 3 Prose – …make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences.	**Essential Skills Level(s)** ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 3 Reading Text – Choose and integrate information…from several parts of a single text. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 – Document Use – *Complexity of Finding/ Entering Information* – Information Search – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. ✓ Level 1 Document Use – *Complexity of Finding/ Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/ Entering Information* **Thinking Process** – a low level of inference is required. ✓ Level 3 Document Use – *Complexity of Finding/ Entering Information* **Thinking Process** – A moderate degree of inference is required that match between the information found or entered in the document(s) and the information may be ambiguous. ✓ Not levelled yet by HRSDC – Thinking Skills – Critical Thinking – Under Development

Question 5. Students are asked to put a mark beside words and/or phrases that are related to the main idea in the text. Five choices are given and four are correct. Marking Criteria and multiple codes have been developed to assess the student's demonstrated understanding of the instructions and comprehension of the text through the number of correct responses.	**IALSS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 2 Prose – …integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive. ✓ Level 3 Prose – …make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. ✓ Level 1 Document – …locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present. ✓ Level 2 Document – more varied than those in Level 1… match a single piece of information; however, several distractors may be present, or the match may require low-level inferences…cycle through information in a document or to integrate information from various parts of a document.	**Essential Skills Level(s)** ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 3 Reading Text – Choose and integrate information…from several parts of a single text. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 – Document Use – *Complexity of Finding/ Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/ Entering Information* **Information Search** – Locating one or more pieces of information using: one or two search criteria…**or** consecutive searches with the same one or two search criteria… **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 3 Document Use – *Complexity of Finding/ Entering Information* **Thinking Process** – A moderate degree of inference is required that match between the information found or entered in the document(s) and the information required may be ambiguous. ✓ Not levelled yet by HRSDC – Thinking Skills – Critical Thinking – Under Development

Question 6. Students are asked support a statement related to the main idea of the text using information either from the text and/or from personal experience. Multiple codes have been developed to assess the student's ability to understand the question, his/her ability to grasp all the necessary information throughout the text, his/her critical thinking along with information from the text and/or personal experience,, the legibility of the student's writing, use of complete and correct sentences, original thinking, as well as grammar, capitalization, spelling and punctuation.	**IALSS Level(s)** ✓ Level 1 Prose – …read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 2 Prose – …integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive. ✓ Level 3 Prose – …make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences.	**Essential Skills Level(s)** ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 3 Reading Text – Choose and integrate information…from several parts of a single text. ✓ Level 3 Reading Text – Choose and integrate information from various sources or from several parts of a single text. Make low-level inferences from multiple sources. Identify relevant and irrelevant information. ✓ Level 4 Reading Text – Make complex inferences and use general background knowledge. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. Writing is intended to…inform. ✓ Level 2 Writing – *Length and Purpose of the Writing* – Writing brief text that is a paragraph or longer intended to serve a variety of purposes. ✓ Level 3 Writing – *Length and Purpose of the Writing* – Either longer or shorter pieces of writing intended to inform, explain…express opinions... ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences... ✓ Level 2 Writing – *Style and Structure* – Writing with a more formal style…sets a tone which is appropriate for the occasion, e.g., friendly, respectful. Standard spelling and grammar (syntax) expected. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 2 Writing – *Content of the Writing* – Non-routine writing tasks. The content of the writing may be extensive but it is readily available from established sources. ✓ Not yet levelled by HRSDC – Thinking Skills – Critical Thinking – Under Development

Math		
Question 7. Students are asked to perform the following five calculations. A calculator icon indicates which calculations they are required to solve using a calculator.		
a) Multiplication of decimal numbers Multiple codes have been developed to assess the correct procedure, the placement of the decimal, and the correct answer.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations… performing simple arithmetic operations… ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. ..one-step or two-step processes and estimations involving whole numbers, benchmark percents and fractions...	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs… lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Information Use* – Information is entered in the form it is found. ✓ Level 1 Numeracy – Measurement and Calculation Math – *Operations Required (actual math operations used)* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Operations Required (actual math operations used)* – Only relatively simple operations are required…Tasks involve one or two types of mathematical operation. ✓ Level 1 Numeracy – Measurement and Calculation Math – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Translation* – Some translation may be required.

b) Finding the percent that one number is of another Multiple codes have been developed for following the proper order, using the '%' or 'times 100 keys', getting the correct answer and rounding off the result.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations… performing simple arithmetic operations or understanding common and simple percents such as 50%. ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. ..one-step or two-step processes and estimations involving whole numbers, benchmark percents and fractions...	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple – signs…lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Information Use* – Information is entered in the form it is found. ✓ Level 1 Numeracy – Measurement and Calculation Math – *Operations Required (actual math operations used)* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Operations Required (actual math operations used)* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. ✓ Level 1 Numeracy – Measurement and Calculation Math – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Translation* – Some translation may be required.

c) Finding a specific percent of a given number Multiple codes have been developed for using the correct operation, using the '%' key to get the correct answer, and rounding off the result.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations… performing simple arithmetic operations or understanding common and simple percents such as 50%. ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors... one-step or two-step processes and estimations involving whole numbers, benchmark percents and fractions...	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs… lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Information Use* – Information is entered in the form it is found. ✓ Level 1 Numeracy – Measurement and Calculation Math – *Operations Required (actual math operations used)* – Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Operations Required (actual math operations used)* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. ✓ Level 1 Numeracy – Measurement and Calculation Math – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Translation* – Some translation may be required.

d) Finding the answer for a mathematical problem involving order of operations Multiple codes have been developed for following the proper order of operations to obtain the correct answer.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations… performing simple arithmetic operations… ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors... one-step or two-step processes and estimations involving whole numbers...	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs… lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Information Use* – Information is entered in the form it is found. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Operations Required (actual math operations used)* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. ✓ Level 1 Numeracy – Measurement and Calculation Math – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Translation* – Some translation may be required. ✓ Level 3 Numeracy – Measurement and Calculation Math – *Translation* – Some translation is required but the problem is well defined. Combinations of formulae may be used.

e) Addition or subtraction of fractions with different denominators. Multiple codes have been developed for identifying the common denominator, calculating the new numerators accordingly, performing the correct operation, getting the correct answer and simplifying the resulting fraction correctly.	**IALSS Level(s)** ✓ Level 1 Numeracy – …show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations… performing simple arithmetic operations… ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors... one-step or two-step processes... benchmark fractions…	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs… lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Information Use* – Information is entered in the form it is found. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Operations Required (actual math operations used)* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. ✓ Level 1 Numeracy – Measurement and Calculation Math – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Translation* – Some translation may be required. ✓ Level 3 Numeracy – Measurement and Calculation Math – *Translation* – Some translation is required but the problem is well defined. Combinations of formulae may be used.

Question 8. Students are asked to solve two word problems, one of which requires him/her to develop an equation with a variable, and the other to convert from Fahrenheit to Celsius. In the other two sets, for the second task, the student is asked to solve an equation with a variable, or to express an improper fraction as a mixed number. Multiple codes have been developed to assess the student's ability to identify the necessary data, correctly formulating the required problem in mathematical form, completing all required mathematical operations correctly, showing all calculations and writing the concluding statement.	**IALSS Level(s)** ✓ Level 2 Prose – …integrate two or more pieces of information ✓ Level 2 Numeracy – identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors... one-step or two-step processes and estimations involving whole numbers...	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Follow simple written directions. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure…one document and one document type. ✓ Level 1 Document Use – *Complexity of Information Use* – Information is entered in the form it is found. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing which uses pre-set formats... ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 2 Writing – *Content of the Writing* – Content of writing is routine, with little variation from one instance to the next. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Operations Required (actual math operations used)* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. ✓ Level 3 Numeracy – Measurement and Calculation Math – *Operations Required* – Tasks may require a combination of operations…Several steps of calculation are required ✓ Level 1 Numeracy – Measurement and Calculation Math – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. ✓ Level 2 Numeracy – Measurement and Calculation Math – *Translation* – Some translation may be required. ✓ Level 3 Numeracy – Measurement and Calculation Math – *Translation* – Some translation is required but the problem is well defined.

Module Three – Final Integrated Exercise – English

Students are asked to prepare a Final Integrated Assignment designed such that they will demonstrate skills and knowledge acquired in English throughout Module Three, as well as the skills they have developed in all three of the modules. The assignment consists of two parts:

1. Writing an essay on a topic that the students will select (with the assistance of the Facilitator if need be). In discussions with the students, the Facilitator will be able to determine if the students need to narrow their topic. The written assignment should be at least 300 words in length. Students are reminded in the lessons leading up to the assignment to keep their supporting documentation – drafts, interview notes (if interviewing people),
2. Doing an oral presentation of 8-12 minutes, which also includes time for a question and answer period.

Marking Criteria and multiple codes have been developed to assess the student's demonstrated understanding of the following:

The Oral Report

- information clearly related to the topic?
- introduction which captures the audience's attention and informs them of the purpose of the presentation, a body which develops the ideas related to the topic, and a conclusion which summarizes the presentation?
- 3 – 5 key points linked by transitional terms
- effective use of time
- knowledge of the topic, relevant use of notes
- speaking in a confident audible voice and with eye contact

IALSS Level(s)

- ✓ Level 3 Prose – …make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences… integrate information from dense or lengthy text that contains no organizational aids such as headings….generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.
- ✓ Level 3 Document – …integrate multiple pieces of information from one or more documents…. cycle through rather complex tables or graphs which contain information that is relevant or inappropriate to the task.
- ✓ Level 2 Problem Solving – …evaluate certain alternatives with regard to well – defined, transparent, explicitly stated criteria. The reasoning however may be done step by step, in a linear process, without loops or backtracking. Successful problem solving may require to combine information from different sources…
- ✓ Level 3 Problem Solving – …order several objects according to given criteria…determine a sequence of actions/events or to construct a solution by taking non-transparent or multiple interdependent constraints into account. The reasoning process goes back and forth in a non-linear manner, requiring a good deal of self-regulation… cope with multi-dimensional or ill-defined goals.
- ✓ Level 4 Problem Solving – …judge the completeness, consistency and/or dependency among multiple criteria…explain how the solution was reached and why it is correct…reason from a meta-

Essential Skills Level(s)

- ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences.
- ✓ Level 3 Reading Text – Choose and integrate information from various sources or from several parts of a single text. Make low-level inferences from multiple sources. Identify relevant and irrelevant information.
- ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information,
- ✓ Level 3 Document Use – *Complexity of the Document* – Document is somewhat complex. Multiple pieces of information organized in sections with sub-headings or subparts, e.g., complex tables **or** may be multiple simple documents which may include more than one document type…
- ✓ Level 1 Document Use – *Complexity of Finding/Entering Information*
  Information Search – Limited search using key words…to locate information.
  Information entry – Entering few pieces of information.
  Thinking Process – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious.
- ✓ Level 2 Document Use – *Complexity of Finding/Entering Information*
  Information Search – Locating one or more pieces of information using: one or two search criteria…**or** consecutive searches with the same one or two search criteria...
  Information Entry – entering

- speaking at an appropriate pace
- creativity – use of interesting information/stories/humour
- appropriate conclusion with evidence to reflect it
- ability to answer questions with clear and complete answers

The Written Report

- **Content –** length of report (at least 300 words), 3-5 key points, points elaborated upon and supported by interesting and relevant examples and illustrations, originality and critical thinking, believable/credible content.
- **Writing –** legibility, use of complete and correct sentences, use of transitional terms, topic/body and closing sentences
- **Structure –** introduction/body/conclusion, logical flow of paragraphs, use of headings, page numbering
- **Referencing –** use of different sources, appropriate use of quotes or paraphrasing, correctly formatted footnotes or in-text citations, correctly formatted reference list
- **Mechanics –** correct use of grammar, capitalization, spelling and punctuation
- **Supporting Documentation –** evidence including any of the following: mind maps or other brainstorming, presentation notes, report notes, rough drafts, outlines, records of transcripts of interviews or journals.

perspective, taking into account an entire system of problem solving states and possible solutions. Often the criteria and the goals have to be inferred from the given information before actually starting the solution process.

several pieces of information.
Thinking Process – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident.

✓ Level 3 Document Use – *Complexity of Finding/Entering Information*
Information Search – Locating one or more pieces of information using: multiple search criteria, **or** the *results* of one search in a subsequent search…
Information Entry – Entering
✓ multiple pieces of information
Thinking Process – A moderate degree of inference is required that match between the information found or entered in the document(s) and the information required may be ambiguous.

✓ Level 4 Document Use – *Complexity of Finding/Entering Information*
Information Entry – Entering multiple pieces of information.
Thinking Process – Considerable inference may be required. Match between the information found or entered in the document(s) and the information required is ambiguous. One or more distractors may hinder the process of finding and/or entering the correct information. The information needed may be mentally restructured into categories devised by the user.

✓ Level 5 Document Use – *Complexity of Finding/Entering Information*
Information Entry – Entering multiple pieces of information
Thinking Process – A high level of inference is required. The match between the information found or entered in the document(s) and the information required is ambiguous. Multiple distractors may hinder the process of finding and/or entering the correct information. The informa-

		tion needed is mentally restructured into categories devised by the user. ✓ Level 3 Document Use – *Complexity of Information Use* – Some knowledge of the content (i.e., substance) of the document is required to use the information. Some analysis required involving selection and integration of information. Information found in the document(s) must be integrated… Information must be combined for entry onto the document… ✓ Level 2 Writing – *Length and Purpose of the Writing* – Writing brief text that is a paragraph or longer intended to serve a variety of purposes. ✓ Level 3 Writing – *Length and Purpose of the Writing* – Either longer or shorter pieces of writing intended to inform, explain…express opinions... ✓ Level 4 Writing – *Length and Purpose of the Writing* – Longer pieces of writing which present considerable information and which may feature comparison or analysis. Writing task may involve making recommendations. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing which uses pre-set formats... ✓ Level 2 Writing – *Style and Structure* – Writing with a more formal style for an audience other than co-workers. The writing sets a tone which is appropriate for the occasion…Standard spelling and grammar (syntax) expected. ✓ Level 3 Writing – *Style and Structure* – Writing format may call for structural elements such as headings, a table of contents, footnotes, etc. ✓ Level 4 Writing – *Style and Structure* – Conscious organization of

		writing for a given purpose…Consideration of the audience may be an important part of the writing task at this level. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 2 Writing – *Content of the Writing* – Content of writing is routine, with little variation from one instance to the next. ✓ Level 3 Writing – *Content of the Writing* – Non-routine writing tasks. The content of the writing may be extensive but it is readily available from established sources. ✓ Level 4 Writing – *Content of the Writing* – Writing task may involve the gathering and selection of information. Abstract or technical content may demand the use of specialized vocabulary. Re-write or transform written information for a specific audience… ✓ Level 2 Oral Communication – *Range and complexity of communication function* – Moderate communication demands. Includes: exchanging information; obtaining information by questioning multiple sources;…presenting and discussing simple options and advising on choices… ✓ Level 3 Oral Communication – *Range and complexity of communication function* – Extensive oral communication demands in complex work-related social interaction. ✓ Includes: providing, obtaining… detailed complex information and opinions…persuading …entertaining (…with preparation)... assessing/evaluating…; ✓ Level 4 Oral Communication – *Range and complexity of communication function* – Extensive oral communication demands in very complex work-related social interaction. ✓ Includes:…persuading; instilling understanding of complex subject

		matter; motivating;… assessment and evaluation; entertaining (with preparation). ✓ Level 1 Oral Communication – *Range and complexity of information* – Narrow range of subject matter, familiar topic, one main issue. Language is factual, literal, concrete; narrow range of content and context-specific or technical vocabulary. Information content is simple; limited number of details. ✓ Level 2 Oral Communication – *Range and complexity of information* – Moderate range of subject matter, familiar topics, usually one main issue. Language is both factual or concrete and abstract; moderate range of general and context-specific or technical vocabulary and idiom. Information content is moderately complex and detailed; deals mostly with facts but may also deal with emotions and opinions. ✓ Level 3 Oral Communication – *Range and complexity of information* – Significant range of subject matter;…theoretical social issues. Language can be abstract and conceptual; extensive range of general and technical vocabulary and idiom. ✓ Information content is complex and detailed; deals with facts, opinions, emotions; requires ability to organize, present and interpret ideas coherently. ✓ Level 4 Oral Communication – *Range and complexity of information* – High level of inference and ability to organize, present and interpret ideas coherently for analysis, synthesis, decision-making, evaluation. ✓ Level 1 Oral Communication – *Range and complexity of communication context* – Highly predictable context… Interacting with one person at a time, face to face, on a familiar matter…Role of the speaker is

		singular and clearly defined. Common situation, familiar setting and process, established format and style to provide and obtain information. Physical context may be used to support verbal communication visually (e.g., by pointing, demonstrating). Exchange is brief (10 min or less). ✓ Level 2 Oral Communication – *Range and complexity of communication context* – Less predictable context. Communicating one-on-one on detailed and specific matters, often on the phone or by listening to recorded information; interacting frequently with several people or one-on-one on more detailed and complex matters; giving a short talk or directions to a small group. Participants have clearly defined roles. Selecting from a moderate range of formats and styles to present information. Established rules and conventions; mostly familiar situation and setting; physical context may be used to support verbal communication visually. Audience non-challenging and usually co-operative. Exchange is of brief to medium duration (10-30 min). Physical conditions may impede communication (noise). ✓ Level 3 Oral Communication – *Range and complexity of communication context* – Context can be unpredictable. Interacting one-on-one on complex matters, face to face, on the phone, and/or through recorded messages. Giving a presentation to or exchanging information and opinions in a group, face to face or by teleconferencing; communicating one-on-one on complex matters. The individual may have more than one role in the group. Situation and setting may be new and unfamiliar. Audience can be unfamiliar, include authority figures…

		✓ Level 1 Oral Communication – *Risk level in failing communication intent* – Low resulting in: Unsuccessful interaction where any particular failure is of minor significance; Minor inefficiency; Temporary confusion of the listener; or Discomfort or embarrassment of the speaker. ✓ Level 2 Oral Communication – *Risk level in failing communication intent* – Moderate resulting in: Unsuccessful interaction where each particular failure is significant; Loss of …time; ✓ Level 3 Oral Communication – *Risk level in failing communication intent* – Significant resulting in: Failure to obtain a major objective; or Loss of considerable…time. ✓ Level 1 Thinking Skills – Problem Solving – *Complexity of the problem* – Limited number of factors. ✓ Level 2 Thinking Skills – Problem Solving – *Complexity of the problem* – Broad range of factors, most of which are clearly defined. ✓ Level 3 Thinking Skills – Problem Solving – *Complexity of the problem* – Broad range of factors, some of which may be vague or ambiguous. ✓ Level 1 Thinking Skills – Problem Solving – *Complexity of identifying the problem* – All appropriate information is provided to solver. ✓ Level 2 Thinking Skills – Problem Solving – *Complexity of identifying the problem* – Procedures are provided for determining the nature of the problem. ✓ Level 3 Thinking Skills – Problem Solving – *Complexity of identifying the problem* – Solver must determine what procedures are to be used to identify the nature of the problem. ✓ Level 1 Thinking Skills – Problem Solving – *Complexity of identifying solution steps* – Procedures are given for matching a solution to

		the problem, once it has been identified. ✓ Level 2 Thinking Skills – Problem Solving – *Complexity of identifying solution steps* – Solver has to determine which of several available solutions are most appropriate. ✓ Level 3 Thinking Skills – Problem Solving – *Complexity of identifying solution steps* – May have to modify existing procedures for solving the problems to meet new needs. ✓ Level 1 Thinking Skills – Problem Solving – *Complexity of assessing the solution* – Check that problem has been solved. ✓ Level 2 Thinking Skills – Problem Solving – *Complexity of assessing the solution* – Assess efficiency and effectiveness of solution that was used. ✓ Level 3 Thinking Skills – Problem Solving – *Complexity of assessing the solution* – Assess efficiency and effectiveness of solution that was used and identify changes needed. ✓ Level 1 Thinking Skills – Decision Making – *Consequence of Error* – Little or no consequence of error. ✓ Level 2 Thinking Skills – Decision Making – *Consequence of Error* – Errors have some minor consequence, e.g., some loss of…time, but can be rectified with some minor work plan, inconvenience or cost. ✓ Level 3 Thinking Skills – Decision Making – *Consequence of Error* – Errors have significant consequences, e.g., significant loss of…time, but can be rectified. ✓ Level 1 Thinking Skills – Decision Making – *Reversibility of the decision* – Decision easily reversed. ✓ Level 2 Thinking Skills – Decision Making – *Reversibility of the decision* – Decision can be reversed with some inconvenience or difficulty; decision is reversible but options are reduced. ✓ Level 3 Thinking Skills – Decision

		Making – *Reversibility of the decision* – Decision can be reversed with significant difficulty. ✓ Level 1 Thinking Skills – Decision Making – *Adequacy of the information available* – All information relevant to the decision is known. ✓ Level 2 Thinking Skills – Decision Making – *Adequacy of the information available* – Most information relevant to the decision is known. ✓ Level 3 Thinking Skills – Decision Making – *Adequacy of the information available* – Information about significant elements relevant to the decision is uncertain. ✓ Level 1 Thinking Skills – Decision Making – *Whether there is a set procedure or decision tree to follow* – There is a set procedure or decision tree to follow, any bases for exceptions are clearly defined. ✓ Level 1 Thinking Skills – Decision Making – *The extent to which judgement is required to make an appropriate decision* – Limited or no judgement needed to make an appropriate decision. ✓ Level 2 Thinking Skills – Decision Making – *The extent to which judgement is required to make an appropriate decision* – Need to consider several well defined factors to make an appropriate decision in cases where the consequence of error is low may involve using technical knowledge. ✓ Thinking Skills – Critical Thinking – Under Development by HRSDC ✓ Level 2 Thinking Skills – Job Task Planning and Organizing – *The extent of variety in work activities* – Repetitive tasks but the content of the task varies somewhat between repetitions. ✓ Level 3 Thinking Skills – Job Task Planning and Organizing – *The extent of variety in work activities* – There is variety but within a structure or routine. ✓ Level 4 Thinking Skills – Job Task

		Planning and Organizing – *The extent of variety in work activities* – There is significant variety; no set structure or routine; different work plan for each day. ✓ Level 1 Thinking Skills – Job Task Planning and Organizing – *Whether the task sequence is provided to the worker or determined by the worker* – Worker has little or no authority to order tasks. ✓ Level 2 Thinking Skills – Job Task Planning and Organizing – *Whether the task sequence is provided to the worker or determined by the worker* – Worker has some scope to order tasks within the constraints of a framework determined by superiors… ✓ Level 1 Thinking Skills – Job Task Planning and Organizing – *Whether priorities are provided to the worker or determined by the worker* – Worker does not prioritize work; priorities are provided to worker or worker performs tasks as they come (no prioritization). ✓ Level 2 Thinking Skills – Job Task Planning and Organizing – *Whether priorities are provided to the worker or determined by the worker* – The priority to be given to various categories of tasks is provided to the worker. The worker then places particular tasks into these categories to determine their priority. ✓ Level 1 Thinking Skills – Job Task Planning and Organizing – *The extent to which the day's work plan is disrupted* – No work plan for the day or work plan very rarely disrupted. ✓ Level 2 Thinking Skills – Job Task Planning and Organizing – *The extent to which the day's work plan is disrupted* – There are disruptions but worker can return to day's work plan after the disruption; no new work plan is required. ✓ Level 3 Thinking Skills – Job Task Planning and Organizing – *The extent to which the day's work plan is*

		disrupted – There are disruptions after which the work plan requires significant adjustment, perhaps… the rescheduling of people or things. ✓ Level 4 Thinking Skills – Job Task Planning and Organizing – *The extent to which the day's work plan is disrupted* – Day's work plan is revised on an ongoing basis due to disruptions; revision may involve re-prioritizing. ✓ Level 1 Thinking Skills – Job Task Planning and Organizing – *The extent to which the worker's own work plan must be integrated with the work plans of others* – Works independently; no need to integrate with work plans of others. ✓ Level 2 Thinking Skills – Job Task Planning and Organizing – *The extent to which the worker's own work plan must be integrated with the work plans of others* – Some co-ordination of work plan with the work plans of others is required, for scheduled access to shared tools and equipment. ✓ Level 3 Thinking Skills – Job Task Planning and Organizing – *The extent to which the worker's own work plan must be integrated with the work plans of others* – Work plan must be integrated with work plan of other worker(s) to manage the integration between these jobs; the integration among the jobs already exists and only needs to be co-ordinated. ✓ Level 1 Thinking Skills – Job Task Planning and Organizing – *The number of sources for work assignments* – Single source for work assignments. ✓ Level 2 Thinking Skills – Job Task Planning and Organizing – *The number of sources for work assignments* – Worker has some limited choice over source of work assignments. ✓ Level 3 Thinking Skills – Job Task Planning and Organizing – *The*

		number of sources for work assignments – Worker has several sources of work assignments with the possibility that there will be competing or conflicting demands on their time; however, there are established criteria or procedures for deciding between assignments. ✓ Level 4 Thinking Skills – Job Task Planning and Organizing – *The number of sources for work assignments* – Worker has multiple sources of work assignments with the possibility that there will be competing or conflicting demands on their time; he or she must use judgement to decide between assignments. ✓ Level 2 Thinking Skills – Job Task Planning and Organizing – *The extent to which the order of those tasks sequenced by the worker makes a difference to total efficiency* – No work plan required but worker may order tasks in a way that impacts on productivity. ✓ Level 3 Thinking Skills – Job Task Planning and Organizing – *The extent to which the order of those tasks sequenced by the worker makes a difference to total efficiency* – Worker sequences multiple tasks for efficiency. This function is considered an important, but minor part of the job. ✓ Level 4 Thinking Skills – Job Task Planning and Organizing – *The extent to which the order of those tasks sequenced by the worker makes a difference to total efficiency* – Worker sequences multiple tasks for efficiency. This function is considered a major part of the job. ✓ Thinking Skills – Significant Use of Memory – HRSDC lists three types of memory, but does not provide levels: 1. Purposeful memorization of procedures... – Memorization through repetition. 2. Remembering information for brief periods, e.g., minutes or hours. 3. Unique events in

		which "learning" occurs from one exposure. ✓ Level 1 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Consulting established sources… ✓ Level 2 Thinking Skills – Finding Information – *The complexity of locating the desired information* – No established source but a source can be easily identified, e.g., workers may enquire of their supervisor or co-workers, "Who would know…" ✓ Level 3 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Worker must conduct a more complex search for the information,…setting up appropriate interviews for a research project,… ✓ Level 1 Thinking Skills – *The complexity of extracting/processing the information* – Information is usable in the form in which it is obtained,… ✓ Level 2 Thinking Skills – *The complexity of extracting/processing the information* – Simple processing, such as selecting information according to some predetermined criteria, e.g., … ✓ Level 3 Thinking Skills – *The complexity of extracting/processing the information* – Some analysis required. Information must be understood to be acted upon. Has not been leveled by HRSDC – Types of Work Context –, but takes the following factors into consideration **Types of Work Context** Work alone Work independently **Continuous Learning** Has not been leveled by HRSDC, but suggests that all workers must continue learning to grow with their jobs; therefore, the following are

		Essential Skills: Knowing how to gain access to a variety of materials, resources and learning opportunities. Continuous Learning considers: Description of Learning • Obtaining and updating credentials How Learning Occurs: • as part of regular work activity; • from co-workers; • through reading or other forms of self-study: at work; on worker's own time; using materials available through work; using materials obtained through a professional association or union; using materials obtained on worker's own initiative.

Module Three – Final Exercise – Math

Question 1. Students are asked to perform 5 (five) calculations in the areas of each of:

a) The percent a number represents; b) the amount a percent represents; c) order of operations; d) addition or subtraction of proper fractions with different denominators; and e) an algebraic equation.

Marking criteria and multiple codes have been developed to allow for the use of the calculator (or not), demonstrating the correct procedure, arriving at the correct answer, inserting correct symbols, finding the lowest common denominator, isolating the variables and getting the correct answer.

IALSS Level(s)

- ✓ Level 3 Numeracy – demonstrate understanding of mathematical information represented in a range of different forms, such as in numbers,…Skills required involve number…sense, knowledge of mathematical patterns and relationships…Tasks commonly involve undertaking a number of processes to solve problems.

Essential Skills Level(s)

- ✓ Level 1 Reading Text – Follow simple written directions.
- ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple…lists – one document and one document type.
- ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious.
- ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Entry** – entering several pieces of information **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident.
- ✓ Level 2 Numeracy – Numerical Calculation – Measurement and Calculation Math – *Operations Required* – Tasks involve one or two types of mathematical operation. Few steps of calculations are required.
- ✓ Level 3 Numeracy – Numerical Calculation – Measurement and Calculation Math – *Operations Required* – Tasks may require a combination of operations or multiple applications of a single operation. Several steps of calculation are required.
- ✓ Level 3 Numeracy – Numerical Calculation – Measurement and Calculation Math – *Translation* – Some translation is required

		but the problem is well defined. Combinations of formulae may be used. ✓ Not yet leveled by HRSDC – Significant Use of Memory – Purposeful memorization of procedures... – Memorization through repetition. ✓ Level 1 Finding Information – *The complexity of locating the desired information* – Consulting established sources… Source is supplied to worker. ✓ Level 3 Finding Information – *The complexity of extracting/processing the information* – Some analysis required. Information must be understood to be acted upon.

Question 2. Students are asked to measure the angles named in the question in two diagrams and to name the shapes. Marking criteria and multiple codes have been developed to allow for the use of a protractor **or** algebra to calculate the angles, use of degree symbols and correct identification of the shapes.	**IALSS Level(s)** ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. Tasks tend to include one-step or two-step processes…performing simple measurements. ✓ Level 3 Numeracy – …demonstrate understanding of mathematical information represented in a range of different forms, such as in numbers…texts, and drawings.	**Essential Skills Level(s)** ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs… – one document and one document type. ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Entry** – entering several pieces of information. Thinking Process – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Document Use – *Complexity of Information Use* – No analysis required…Information is entered in the form it is found. ✓ Level 3 Numeracy – Numerical Calculation – Measurement and Calculation Math – *Operations Required* – …multiple applications of a single operation. ✓ Level 3 Numeracy – Numerical Calculation – Measurement and Calculation Math – *Translation* – Some translation is required but the problem is well defined. Combinations of formulae may be used. ✓ Not yet leveled by HRSDC –

		Thinking Skills – Significant Use of Memory – Purposeful memorization of procedures… – Memorization through repetition. ✓ Level 1 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Consulting established sources… Source is supplied to worker

Question 3, Students are asked to solve two word problems involving calculating the volume of each of a regular shape and a cylinder. Marking criteria and multiple codes have been developed to allow for identifying data, converting the data into correct mathematical form, completing the required operations, showing the calculations and the concluding statement.	**IALSS Level(s)** ✓ Level 2 Numeracy – …identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors…one-step or two-step processes… involving whole numbers... ✓ Level 3 Numeracy – …demonstrate understanding of mathematical information represented in a range of different forms, such as in numbers,…Skills required involve number and spatial sense, knowledge of mathematical patterns and relationships…Tasks commonly involve undertaking a number of processes to solve problems.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – Read… simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Entry** – entering several pieces of information **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 2 Numeracy – Numerical Calculation – Measurement and Calculation Math – *Operations Required* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. Few steps of calculations are required. ✓ Level 3 Numeracy – Numerical Calculation – Measurement and Calculation Math – *Operations Required* – Tasks may require a combination of operations or multiple

		applications of a single operation. Several steps of calculation are required. ✓ Level 2 Numeracy – Numerical Calculation – Measurement and Calculation Math – *Translation* – Some translation may be required…Simple formulae may be used. ✓ Level 3 Numeracy – Numerical Calculation – Measurement and Calculation Math – *Translation* – Some translation is required but the problem is well defined. Combinations of formulae may be used. ✓ Not yet leveled by HRSDC – Thinking Skills – Significant Use of Memory – Purposeful memorization of procedures... – Memorization through repetition. ✓ Level 1 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Consulting established sources… Source is supplied to worker… ✓ Level 1 Thinking Skills – Finding Information – *The complexity of extracting/processing the information* – Information is usable in the form in which it is obtained…

Question 4. This document explains the actual question in Set One and the problems in the other two sets are similar, but involve different numbers of people.

Students are asked to analyze a bar graph (which has a colour-coded key) depicting the budget of a family of four going on vacation for a week. They are asked to support their answer for a question about whether or not the family can afford a particular expense. They are also asked to give examples of how the budget could be re-worked.

Marking criteria and multiple codes have been developed to allow for identifying data, converting the data into correct mathematical form, mathematical operations, concluding statement and critical thinking.

IALSS Level(s)

- ✓ Level 2 Prose – …locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present or low-level inferences may be required… integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.
- ✓ Level 3 Prose – …make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences ….generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.
- ✓ Level 2 Document – Tasks in this level are more varied than those in Level 1…match a single piece of information; however, several distractors may be present, or the match may require low-level inferences…cycle through information in a document…
- ✓ Level 3 Document – …integrate multiple pieces of information from one or more documents…
- ✓ Level 3 Numeracy – …demonstrate understanding of mathematical information represented in a range of different forms, such as in… graphs… Skills required involve number and spatial sense, knowledge of mathematical patterns and relationships and the ability to interpret proportions, data and statistics embedded in relatively simple texts where there may be distractors. Tasks commonly involve undertaking a number of processes to solve problems.
- ✓ Level 3 Problem-Solving – …order several objects according to given criteria…determine a sequence of actions/events or to construct a solution by taking non-transparent

Essential Skills Level(s)

- ✓ Level 2 Reading Text – Read… simpler texts to locate multiple pieces of information. Make low-level inferences.
- ✓ Level 3 Reading Text – Choose and integrate information from …several parts of a single text… Identify relevant and irrelevant information.
- ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type.
- ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts).
- ✓ Level 1 Document Use – *Complexity of Finding/Entering Information*
  Information Search – Limited search using key words…or other visual characteristics (e.g., line, colour, shape) to locate information.
  Information Entry – Entering few pieces of information.
  Thinking Process – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious.
- ✓ Level 2 Document Use – *Complexity of Finding/Entering Information*
  Information Search – Locating one or more pieces of information using: one or two search criteria…**or** consecutive searches with the same one or two search criteria...
  Information Entry – entering several pieces of information
  Thinking Process – a low level of inference is required. Information found or entered in the

	or multiple interdependent constraints into account. The reasoning process goes back and forth in a non-linear manner, requiring a good deal of self-regulation. At this level respondents often have to cope with multi-dimensional… goals.	document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. Writing is intended to…inform. ✓ Level 2 Writing – *Length and Purpose of the Writing* – Writing brief text that is a paragraph or longer intended to serve a variety of purposes. ✓ Level 3 Writing – *Length and Purpose of the Writing* – Either longer or shorter pieces of writing intended to…explain,… express opinions... ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing which uses pre-set formats or writing for which the format is unimportant. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 2 Writing – *Content of the Writing* – Content of writing is routine, with little variation from one instance to the next. ✓ Level 2 Numeracy – Numerical Calculation – Money Math – Measurement and Calculation Math – *Operations Required* – Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. Few steps of calculations are required. ✓ Level 3 Numeracy – Numerical Calculation – Measurement and Calculation Math – *Operations Required* – …a combination of operations or multiple applications of a single operation. Several steps of calculation are required. ✓ Level 1 Numeracy – Numerical Calculation – Money Math

		– Measurement and Calculation Math – *Translation* – Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. ✓ Level 2 Numeracy – Numerical Calculation – Money Math – Measurement and Calculation Math – *Translation* – Some translation may be required… ✓ Level 3 Numeracy – Numerical Calculation – Money Math – Measurement and Calculation Math – *Translation* – Some translation is required but the problem is well defined. ✓ Level 1 Thinking Skills – Problem Solving – *Complexity of the problem* – Limited number of factors. ✓ Level 2 Thinking Skills – Problem Solving – *Complexity of the problem* – Broad range of factors, most of which are clearly defined. ✓ Level 1 Thinking Skills – Problem Solving – *Complexity of identifying the problem* – All appropriate information is provided to solver. ✓ Level 2 Thinking Skills – Problem Solving – *Complexity of identifying the problem* – Procedures are provided for determining the nature of the problem. ✓ Level 2 Thinking Skills – Problem Solving – *Complexity of identifying the solution steps* – Solver has to determine which of several available solutions are most appropriate. ✓ Level 1 Thinking Skills – Decision Making – *Consequence of Error* – Little or no consequence of error. ✓ Level 2 Thinking Skills – Decision Making – *Consequence of Error* – Errors have some minor consequence, e.g., some loss of…time, but can be rectified with some minor work plan, inconvenience... ✓ Level 1 Thinking Skills – Decision Making – *Adequacy of the information available* – All information relevant to the decision is known. ✓ Level 2 Thinking Skills – Decision

		Making – *Adequacy of the information available* – Most information relevant to the decision is known. ✓ Level 1 Thinking Skills – Decision Making – *The extent to which judgement is required to make an appropriate decision* – Limited or no judgement needed to make an appropriate decision. ✓ Level 2 Thinking Skills – Decision Making – *The extent to which judgement is required* – Need to consider several well defined factors to make an appropriate decision in cases where the consequence of error is low… ✓ Not yet leveled by HRSDC – Thinking Skills – Critical Thinking – Under Development

ArrowMight Virtual Home-Based Computer (VHBC) Module Assessments and IALSS/ES

Level 1 VHBC Final Exercise

The student starts the VHBC (Virtual Home Based Computer) course after successful completion (at least Satisfactory) of ArrowMight Module 3.

The Level 1 VHBC is five lessons long. The students follow it through the Level 1 VHBC workbook which contains the knowledge needed to successfully achieve this level as well as the student's Self-Assessment exercises.

The Facilitator will need to check that all of the Level 1 VHBC Self-Assessment exercises have been completed satisfactorily by the student before he/she does the VHBC Final Exercise.

While both the Facilitator and the student will have a copy of the questions, the Facilitator will read the questions to the student. This is to ensure that the student understands the questions. The student may answer orally, but **must** also write his/her answers in the space provided on the question sheet. The marking criteria consider only the correctness of the student's **written** responses without regard to spelling, sentence structure or other factors. The student is allowed to look up the answers in the workbook.

The Marking Criteria are the same for all five questions. They assess the students' understanding of the question as well as his/her ability to answer the questions correctly. Multiple codes have been developed to assess the students' understanding of the various elements, with weightings assigned as appropriate.

Because of the nature of the questions in the Final Exercise, it is difficult to categorize them; rather, we include the types of questions asked in Set One to indicate their range. Sets Two and Three contain similar ranges.

Level 1 VHBC Final Exercise

	IALSS Level(s)	Essential Skills Levels
1. The student is asked to name one other use of the computer in addition to the two given in the question.	✓ Level 1 Document – … locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. ✓ Level 1 Problem Solving – …to make simple inferences, based on limited information stemming from a familiar context. Tasks in this level are rather concrete with a limited scope of reasoning…to make simple connections, without having to check systematically any constraints…to draw direct consequences, based on the information given and on his/her previous knowledge about a familiar context.	✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Document Use – *Complexity of Information Use* – Information is used in the form it is found. Information is entered in the form it is found. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing…for which the format is unimportant. ✓ Level 2 Writing – *Style and Structure* – Content of writing is routine, with little variation from one instance to the next. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 1 Thinking Skills – Finding Information – *the complexity of locating the desired information* – Consulting established sources…Source is supplied to worker… ✓ Level 1 Thinking Skills – Finding Information – *The complexity of extracting/processing the information* – Information is usable in the form in which it is obtained…

2. The student is given the function of a computer term using its acronym and is asked to identify the device that performs a similar function which is identified in the question.	**IALSS Level(s)** ✓ Level 1 Document – … locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. ✓ Level 1 Problem Solving – …to make simple inferences, based on limited information stemming from a familiar context. Tasks in this level are rather concrete with a limited scope of reasoning…to make simple connections, without having to check systematically any constraints…to draw direct consequences, based on the information given and on his/her previous knowledge about a familiar context.	**Essential Skills Levels** ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Document Use – *Complexity of Information Use* – Information is used in the form it is found. Information is entered in the form it is found. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing…for which the format is unimportant. ✓ Level 2 Writing – *Style and Structure* – Content of writing is routine, with little variation from one instance to the next. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 1 Thinking Skills – Finding Information – *the complexity of locating the desired information* – Consulting established sources…Source is supplied to worker… ✓ Level 1 Thinking Skills – Finding Information – *The complexity of extracting/processing the information* – Information is usable in the form in which it is obtained…

3. The student is asked to explain in their own words the philosophy of the company that produces the operating system on their laptop.	**IALSS Level(s)** ✓ Level 1 Document – … locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. ✓ Level 1 Problem Solving – …to make simple inferences, based on limited information stemming from a familiar context. Tasks in this level are rather concrete with a limited scope of reasoning…to make simple connections, without having to check systematically any constraints…to draw direct consequences, based on the information given and on his/her previous knowledge about a familiar context.	**Essential Skills Levels** ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* – **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Document Use – *Complexity of Information Use* – Information is used in the form it is found. Information is entered in the form it is found. ✓ Level 1 Writing – *Length and Purpose of the Writing* – Writing that is less than a paragraph. ✓ Level 1 Writing – *Style and Structure* – Informal writing for small familiar audiences – usually coworkers. Writing…for which the format is unimportant. ✓ Level 2 Writing – *Style and Structure* – Content of writing is routine, with little variation from one instance to the next. ✓ Level 1 Writing – *Content of the Writing* – Concrete, day-to-day matters of fairly immediate concern. ✓ Level 1 Thinking Skills – Finding Information – *the complexity of locating the desired information* – Consulting established sources…Source is supplied to worker… ✓ Level 1 Thinking Skills – Finding Information – *The complexity of extracting/processing the information* – Information is usable in the form in which it is obtained…

4. The student is asked to explain in their own words the philosophy of the company that produces the operating system on their laptop.	**IALSS Level(s)** ✓ Level 1 Document - … locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. ✓ Level 1 Problem Solving - … to make simple inferences, based on limited information stemming from a familiar context. Tasks in this level are rather concrete with a limited scope of reasoning…to make simple connections, without having to check systematically any constraints…to draw direct consequences, based on the information given and on his/her previous knowledge about a familiar context.	**Essential Skills Levels** ✓ Level 1 Document Use - *Complexity of the Document* - Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 Document Use - *Complexity of Finding/Entering Information* **Information Search** - Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* - **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Document Use – *Complexity of Information Use* - Information is used in the form it is found. Information is entered in the form it is found. ✓ Level 1 Writing - *Length and Purpose of the Writing* - Writing that is less than a paragraph. ✓ Level 1 Writing - *Style and Structure* - Informal writing for small familiar audiences – usually coworkers. Writing…for which the format is unimportant. ✓ Level 2 Writing – *Style and Structure* - Content of writing is routine, with little variation from one instance to the next. ✓ Level 1 Writing - *Content of the Writing* - Concrete, day-to-day matters of fairly immediate concern. ✓ Level 1 Thinking Skills – *Finding Information* – the complexity of locating the desired information - Consulting established sources…Source is supplied to worker… ✓ Level 1 Thinking Skills – *Finding Information* - The complexity of extracting/processing the information - Information is usable in the form in which it is obtained…

5. The student is asked to name the two things they need to do to perform a specified function.	**IALSS Level(s)** ✓ Level 1 Document - … locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. ✓ Level 1 Problem Solving - … to make simple inferences, based on limited information stemming from a familiar context. Tasks in this level are rather concrete with a limited scope of reasoning…to make simple connections, without having to check systematically any constraints…to draw direct consequences, based on the information given and on his/her previous knowledge about a familiar context.	**Essential Skills Levels** ✓ Level 1 Document Use - Complexity of the Document - Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 1 Document Use - *Complexity of Finding/Entering Information.* **Information Search** - Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information entry** – Entering few pieces of information. **Thinking Process** – Minimal inference is required. Information found or entered in the document is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 1 Document Use – *Complexity of Information Use* - Information is used in the form it is found. Information is entered in the form it is found. ✓ Level 1 Writing - *Length and Purpose of the Writing* - Writing that is less than a paragraph. ✓ Level 1 Writing - *Style and Structure* - Informal writing for small familiar audiences – usually coworkers. Writing…for which the format is unimportant. ✓ Level 2 Writing – *Style and Structure* - Content of writing is routine, with little variation from one instance to the next. ✓ Level 1 Writing - Content of the Writing - Concrete, day-to-day matters of fairly immediate concern. ✓ Level 1 Thinking Skills – *Finding Information* – the complexity of locating the desired information - Consulting established sources…Source is supplied to worker… ✓ Level 1 Thinking Skills – *Finding Information* - The complexity of extracting/processing the information - Information is usable in the form in which it is obtained…

Level 2 VHBC Mid-Module Exercise

This exercise consists of five questions each of which has five tasks. The tasks are representative of what has been taught in the module to date, and are each a sentence in length, with the exception of part d) of Exercise 5 which has five component parts, each of a sentence in length. The Facilitator explains to the student that he/she will observe and take notes while the student completes the tasks. The Facilitator will give assistance as required, and this assistance is reflected in the Satisfactory or Needs Work category of the Marking Criteria, depending on the nature and the extent of the assistance.

The Marking Criteria are the same for all five of the questions. Multiple codes have been developed to assess the students' understanding of the various elements, with weightings assigned as appropriate.

Because of the nature of the questions in the Mid-Module Exercise, it is difficult to categorize them; rather, we include the types of questions asked in Set One to indicate their range. Sets Two and Three contain similar ranges.

Level 2 VHBC Mid-Module Exercise

1. The student is asked to start the computer and to identify five features on the screen.	**IALSS Level(s)** ✓ Level 1 Prose – …to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 1 Document – …to locate a piece of information based on a literal match… Little, if any, distracting information is present.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts). ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Thinking Process** – Minimal inference is required. Information found…is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Locating one or more pieces of information using: one or two search criteria… **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Document Use – *Complexity of Information Use* – No analysis

		required. Information is used in the form it is found. ✓ Level 2 Document Use – *Complexity of Information Use* – Limited knowledge of the content (i.e., substance) of the document may be required to use the information. ✓ Level 1 Thinking Skills – Decision-Making – *Consequence of Error* – Little or no consequence of error. ✓ Level 2 Thinking Skills – Decision-Making – *Consequence of Error* – Errors have some minor consequence, e.g., some loss of money or time, but can be rectified with some minor work plan, inconvenience or cost. ✓ Level 1 Thinking Skills – Decision-Making – *Reversibility of the Decision* – Decision easily reversed. ✓ Level 1 Thinking Skills – Decision-Making – *Adequacy of the Information Available* – All information relevant to the decision is known. ✓ Level 1 Thinking Skills – Decision-Making – *The extent to which judgement is required to make an appropriate decision* – Limited or no judgement needed to make an appropriate decision. ✓ Level 1 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Consulting established sources… Source is supplied to worker… ✓ Level 1 Computer Use – Tasks which require only a basic interaction with computer-controlled equipment. Computer use that is limited to a few basic commands with no knowledge of software required. Other Task Characteristics – Limited number of steps that can be memorized as a sequence. No variation in computer use task from one instance to the other.

2. The student is asked to go to a specific application and run a specified program, to identify a specific feature, to perform three particular functions.	**IALSS Level(s)** ✓ Level 1 Prose – …to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 1 Document – …to locate a piece of information based on a literal match… Little, if any, distracting information is present.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts). ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Thinking Process** – Minimal inference is required. Information found…is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Locating one or more pieces of information using: one or two search criteria. **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Document Use – *Complexity of Information Use* – No analysis required. Information is used in

		the form it is found. ✓ Level 2 Document Use – *Complexity of Information Use* – Limited knowledge of the content (i.e., substance) of the document may be required to use the information. ✓ Level 1 Thinking Skills – Decision-Making – *Consequence of Error* – Little or no consequence of error. ✓ Level 2 Thinking Skills – Decision-Making – *Consequence of Error* – Errors have some minor consequence, e.g., some loss of money or time, but can be rectified with some minor work plan, inconvenience or cost. ✓ Level 1 Thinking Skills – Decision-Making – *Reversibility of the Decision* – Decision easily reversed. ✓ Level 1 Thinking Skills – Decision-Making – *Adequacy of the Information Available* – All information relevant to the decision is known. ✓ Level 1 Thinking Skills – Decision-Making – *The extent to which judgement is required to make an appropriate decision* – Limited or no judgement needed to make an appropriate decision. ✓ Level 1 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Consulting established sources… Source is supplied to worker… ✓ Level 1 Computer Use – Tasks which require only a basic interaction with computer-controlled equipment. Computer use that is limited to a few basic commands with no knowledge of software required. Other Task Characteristics – Limited number of steps that can be memorized as a sequence. No variation in computer use task from one instance to the other.

3. The student is asked to type a short paragraph in a specific display area and to perform four specific functions with parts of the text.	**IALSS Level(s)** ✓ Level 1 Prose - …to read relatively short text to locate a single piece of information is identical to or synonymous with the information given in the question or directive. ✓ Level 1 Document - …to locate a piece of information based on a literal match… Little, if any, distracting information is present.	**Essential Skills Level(s)** ✓ Level 1 Reading Text - Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text - Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Document Use - *Complexity of the Document* - Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 2 Document Use – *Complexity of the Document* - Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts). ✓ Level 1 Document Use - *Complexity of Finding/Entering Information* **Information Search** - Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Thinking Process** – Minimal inference is required. Information found…is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Locating one or more pieces of information using: one or two search criteria. **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Document Use - *Complexity of Information Use* - No analysis

		required. Information is used in the form it is found. ✓ Level 2 Document Use – *Complexity of Information Use* - Limited knowledge of the content (i.e., substance) of the document may be required to use the information. ✓ Level 1 Writing - *Length and Purpose of the Writing* - Writing that is less than a paragraph. Writing is intended to organize, remind, or inform. ✓ Level 2 Writing – *Length and Purpose of the Writing* - Writing brief text that is a paragraph or longer intended to serve a variety of purposes. ✓ Level 1 Writing - *Style and Structure* - Informal writing for small familiar audiences – usually coworkers. Writing which uses pre-set formats or writing for which the format is unimportant. ✓ Level 1 Writing - *Content of the Writing* - Concrete, day-to-day matters of fairly immediate concern. ✓ Level 1 Thinking Skills – Decision-Making - *Consequence of Error* - Little or no consequence of error. ✓ Level 2 Thinking Skills – Decision-Making – *Consequence of Error* - Errors have some minor consequence, e.g., some loss of money or time, but can be rectified with some minor work plan, inconvenience or cost. ✓ Level 1 Thinking Skills – Decision-Making – *Reversibility of the Decision* – Decision easily reversed. ✓ Level 1 Thinking Skills – Decision-Making – *Adequacy of the Information Available* – All information relevant to the decision is known. ✓ Level 1 Thinking Skills – Decision-Making - *The extent to which judgement is required to make an appropriate decision* - Limited or no judgement needed to make an appropriate decision. ✓ Level 1 Thinking Skills – *Finding Information* - The complexity of locating the desired information -

		Consulting established sources… Source is supplied to worker… ✓ Level 1 Computer Use - Tasks which require only a basic interaction with computer-controlled equipment. Computer use that is limited to a few basic commands with no knowledge of software required. Other Task Characteristics - Limited number of steps that can be memorized as a sequence. No variation in computer use task from one instance to the other.

4. The student is asked to perform five other computer functions with the same text he/she created in Question 3.	**IALSS Level(s)** ✓ Level 1 Prose – …to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 1 Document – …to locate a piece of information based on a literal match… Little, if any, distracting information is present.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts). ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Thinking Process** – Minimal inference is required. Information found…is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Locating one or more pieces of information using: one or two search criteria. **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Document Use – *Complexity of Information Use* – No analysis required. Information is used in

		the form it is found. ✓ Level 2 Document Use – *Complexity of Information Use* – Limited knowledge of the content (i.e., substance) of the document may be required to use the information. ✓ Level 1 Thinking Skills – Decision-Making – *Consequence of Error* – Little or no consequence of error. ✓ Level 2 Thinking Skills – Decision-Making – *Consequence of Error* – Errors have some minor consequence, e.g., some loss of money or time, but can be rectified with some minor work plan, inconvenience or cost. ✓ Level 1 Thinking Skills – Decision-Making – *Reversibility of the Decision* – Decision easily reversed. ✓ Level 1 Thinking Skills – Decision-Making – *Adequacy of the Information Available* – All information relevant to the decision is known. ✓ Level 1 Thinking Skills – Decision-Making – *The extent to which judgement is required to make an appropriate decision* – Limited or no judgement needed to make an appropriate decision. ✓ Level 1 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Consulting established sources… Source is supplied to worker… ✓ Level 1 Computer Use – Tasks which require only a basic interaction with computer-controlled equipment. Computer use that is limited to a few basic commands with no knowledge of software required. Other Task Characteristics – Limited number of steps that can be memorized as a sequence. No variation in computer use task from one instance to the other.

5. The student is asked to navigate to specified folders and to perform certain functions with specific files in those folders, then to shut down the computer.	**IALSS Level(s)** ✓ Level 1 Prose – …to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. ✓ Level 1 Document – …to locate a piece of information based on a literal match… Little, if any, distracting information is present.	**Essential Skills Level(s)** ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions. ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type. ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts). ✓ Level 1 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Thinking Process** – Minimal inference is required. Information found…is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious. ✓ Level 2 Document Use – *Complexity of Finding/Entering Information* **Information Search** – Locating one or more pieces of information using: one or two search criteria. **Thinking Process** – a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Document Use – *Complexity of Information Use* – No analysis required. Information is used in

		the form it is found. ✓ Level 2 Document Use – *Complexity of Information Use* – Limited knowledge of the content (i.e., substance) of the document may be required to use the information. ✓ Level 1 Thinking Skills – Decision-Making – *Consequence of Error* – Little or no consequence of error. ✓ Level 2 Thinking Skills – Decision-Making – *Consequence of Error* – Errors have some minor consequence, e.g., some loss of money or time, but can be rectified with some minor work plan, inconvenience or cost. ✓ Level 1 Thinking Skills – Decision-Making – *Reversibility of the Decision* – Decision easily reversed. ✓ Level 1 Thinking Skills – Decision-Making – *Adequacy of the Information Available* – All information relevant to the decision is known. ✓ Level 1 Thinking Skills – Decision-Making – *The extent to which judgement is required to make an appropriate decision* – Limited or no judgement needed to make an appropriate decision. ✓ Level 1 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Consulting established sources… Source is supplied to worker… ✓ Level 1 Computer Use – Tasks which require only a basic interaction with computer-controlled equipment. Computer use that is limited to a few basic commands with no knowledge of software required. Other Task Characteristics – Limited number of steps that can be memorized as a sequence. No variation in computer use task from one instance to the other.

Level 2 VHBC Final Exercise

Facilitators ensure that all of the Level 2 Self-Assessment questions have been answered by the student satisfactorily before administering the Final Exercise.

There are ten exercises (labeled A-J) in each of the three sets of the Final Exercise, with five questions (labeled 1-5) per exercise. The questions are representative of all the skills taught in the entire module. Some questions require the student to complete a sentence; others are multiple choice or true/false questions that require a mouse click in a checkbox. The student may answer each question orally, but **must** enter the information into the document on the computer.

The Facilitator brings a set on a USB device to the Final Exercise meeting with the student and copies the file onto the student's laptop. The Facilitator then asks the student to navigate to their Documents folder and open the Final Exercise. The Facilitator may provide assistance as required, and this is reflected in the Satisfactory or Needs Work category of the Marking Criteria. The student may refer to Workbooks 1 and 2 to locate the information required to complete any question.

The student is required to type their name, that of the Facilitator and the current date in the spaces provided. The Facilitator reminds the student to save their Final Exercise often as they are working. The Facilitator makes notes in their ArrowMight diary indicating where they gave the student assistance while they are completing their Final Exercise, or for any other relevant reason (e.g., the student searched for the answer in either of VHBC workbooks). The Facilitator can then use these notes later when marking the student's work or entering any information relevant to that contact in the LMS.

When the student completes the exercise, the Facilitator then reminds the student to check their work and to make any changes as needed before saving this exercise as well as the Mid-Module exercise to their Final Exercise folder. The Facilitator then copies this file to his/her USB device, making sure not to leave the final exercise on the student's computer.

When the student receives at least a Satisfactory designation on the Final Exercise, the Facilitator informs the student that the student is now the proud owner of the ArrowMight computer.

The Marking Criteria are the same for all ten exercises. Multiple codes have been developed to assess the students understanding of the various elements, with weightings assigned as appropriate.

Because of the nature of the questions in the Final Exercise, it is difficult to categorize them; rather, we include the types of questions asked in Set One to indicate their range. Sets Two and Three contain similar ranges.

Level 2 VHBC Final Exercise

A The student is asked to answer questions that assess his/her knowledge of basic computer terminology and/or functions.

B The student is asked to answer questions that assess their understanding of ergonomics, a hypertext link, passwords, the role of an administrator and time management.

C The student is asked to answer questions that assess their understanding of a bookmark, a file manager, the help center, the structure of computer data and user accounts.

D The student is asked to answer questions that assess their understanding of a multi-user system, Ubuntu themes, how to set a theme, using a browser window and the purpose of a dialog box.

E The student is asked to answer questions that assess their understanding of a screensaver, the function of a browser window, Skype, the role of the Administrator and the structure of the home folder.

F The student is asked to answer questions that assess their understanding of the maximize button, a computer file, the Gedit text editing program, the importance of having only one user with administration capabilities, and the unique features of an Ubuntu file.

G The student is asked to answer questions that assess their understanding of the cursor, highlighting, the delete key, organizing files in the Ubuntu system, and the purpose of a file type.

IALSS Level(s)

- ✓ Level 1 Prose – …to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive.
- ✓ Level 1 Document – …to locate a piece of information based on a literal match… Little, if any, distracting information is present.

Essential Skills Level(s)

- ✓ Level 1 Reading Text – Read relatively short texts to locate a single piece of information. Follow simple written directions.
- ✓ Level 2 Reading Text – Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences.
- ✓ Level 3 Reading Text – Choose and integrate information from various sources or from several parts of a single text. Make low-level inferences from multiple sources. Identify relevant and irrelevant information.
- ✓ Level 1 Document Use – *Complexity of the Document* – Document is very simple. Brief text combined with uncomplicated structure, e.g., simple signs, labels, lists – one document and one document type.
- ✓ Level 2 Document Use – *Complexity of the Document* – Document is simple. Multiple pieces of information, e.g., simple tables (i.e., small amount of information, no subparts).
- ✓ Level 1 Document Use – *Complexity of Finding/Entering Information*
  Information Search – Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information.
  Thinking Process – Minimal inference is required. Information found…is a literal match (i.e. identical) to the information required. Information needed is immediate and obvious.
- ✓ Level 2 Document Use – *Complexity of Finding/Entering Information*
  Information Search – Locating one or more pieces of information using: one or two search criteria.

H The student is asked to answer questions that assess their understanding of copying selected text, cutting text, the Gedit 'find text' feature, the sections of the Gedit text editor window, and what can be done with highlighted text. **I The student is asked to answer questions that assess their understanding of the importance of saving work often, opening a folder, renaming a file, the Ubuntu bash terminal command line, and naming files.** **J The student is asked to answer questions that assess their understanding of computer audio storage, a playlist , internet radio streams, a shortcut key, and file designations.**		**Thinking Process –** a low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. Information needed is fairly evident. ✓ Level 1 Document Use – *Complexity of Information Use* – No analysis required. Information is used in the form it is found. ✓ Level 2 Document Use – *Complexity of Information Use* – Limited knowledge of the content (i.e., substance) of the document may be required to use the information. ✓ Level 1 Thinking Skills – Decision-Making – *Consequence of Error* – Little or no consequence of error. ✓ Level 2 Thinking Skills – Decision-Making – *Consequence of Error* – Errors have some minor consequence, e.g., some loss of money or time, but can be rectified with some minor work plan, inconvenience or cost. ✓ Level 1 Thinking Skills – Decision-Making – *Reversibility of the Decision* – Decision easily reversed. ✓ Level 1 Thinking Skills – Decision-Making – *Adequacy of the Information Available* – All information relevant to the decision is known. ✓ Level 1 Thinking Skills – Decision-Making – *The extent to which judgement is required to make an appropriate decision* – Limited or no judgement needed to make an appropriate decision. ✓ Level 1 Thinking Skills – Finding Information – *The complexity of locating the desired information* – Consulting established sources…Source is supplied to worker…

		✓ Level 1 Computer Use – Tasks which require only a basic interaction with computer-controlled equipment. Computer use that is limited to a few basic commands with no knowledge of software required. Other Task Characteristics – Limited number of steps that can be memorized as a sequence. No variation in computer use task from one instance to the other.

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