

Using Literacy and Basic Skills Level Descriptions

Note to Instructor

1. Level 1 and Level 2 learners should complete this section orally with the help of an instructor, a volunteer or a peer, because some tasks require more advanced reading and writing skills.
2. In order to measure progress on their training plans, learners need an understanding of:
 - o Domains
 - o Features
 - o Performance Indicators
 - o Component Outcomes
 - o Levels

Task # I: Introduction

1. Using the Level Description Manual, answer the following questions:

a. What does O.L.C. stand for?

b. The cover explains the content. Fill in the blanks below.

i. A learning outcomes approach is used in

and _____ .

ii. Performance Indicators are given in the domain of

c. The four headings on the coloured tabs are

_____	_____
_____	_____

d. Turn to the “Table of Contents”. List the 5 headings printed in bold capitals.

_____	_____
_____	_____

Task #2: Domains, Components, Features and Performance Indicators

There are 3 Domains

Each Domain has Component Outcomes.

Each Component has 5 Levels for various Features

Each Feature has Performance Indicators

Turn to Page 5

Copy the right hand column of the chart on page 5 onto the chart below using the bullets as your guide.

Domain	Component Learning Outcomes in the Level Descriptions Manual
Communications	<ul style="list-style-type: none"> • • •
Numeracy	<ul style="list-style-type: none"> • • • •
Self-Management and Self-Direction	<ul style="list-style-type: none"> • • •

Task #2: Domains, Components, Features and Performance Indicators (cont'd.)

Turn to Page 6.

Locate the column with the matching heading. Copy the information onto the chart below.

The Level Description Manual	
Domain	

Task #3: Communication

1. Turn to page 15.

How many Levels are listed in the **Summary Statement**? _____

2. Turn to pages 16 – 20.

List the 4 **features** found on each page.

3. Using pages 16 – 20, read aloud the

- a. **Performance Indicators** bullet on each page for the **Feature Reading Strategies**
- b. What changes as learners progress through the levels?

4. Turn to pages 30 – 34.

Four **Features** are listed for **Writing Clearly to Express Ideas**.
What are they?

5. Turn to pages 45 – 49.

List the 3 **Features** for **Speaking and Listening**.

Task #4: Numeracy

Turn to page 56. Find the **Level Description Manual** side of the page.
Copy the Chart.

Level Description Manual The Domain of Numeracy	
Component Learning Outcomes	Features
Use Number Sense and Computation	<ul style="list-style-type: none"> • •
Use Measurement For Various Purposes	<ul style="list-style-type: none"> • • • • • •
Solve Geometric Problems	<ul style="list-style-type: none"> • • •
Manage Data and Probability	<ul style="list-style-type: none"> • • •

Task #5: Self-Management and Self-Direction

Turn to pages 101–105. Copy the names of the **Features** onto the left side of the chart. Choose and copy one example of a **Performance Indicator** for each **Feature** onto the right side of the chart. The first one is done for you.

Feature	Example Performance Indicators
1. Concentration/Memory Skills	<ul style="list-style-type: none"> • Develops and uses strategies to increase memory
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Task #6: Training Plan

Every learner has a training plan.

1. Turn to the chart on page 111.
2. List the 3 main sections from across the top of the chart.

3. GOAL

What 2 types of goals are named?

4. PLAN

Look at column subheadings in the gray area.

Entry Level means _____

Literacy and Basic Skills Program means _____

Goal Requirements means _____

- Ask your instructor to share your plan with you. Update your plan often. This will help with your resumé writing and interview skills.

Answer Sheet

Answer Sheet Task #1

1. a) Ontario Literacy Coalition
- b) Communications and Numeracy, Self-Management and Self-Direction
- c) Introduction, Communications, Numeracy, Self-Management and Self-Direction
- d) Introduction, Communications, Numeracy, Self-Management, and Self-Direction Resources.

Answer Sheet Task #3

1. 5 Levels
2. a) Reading Strategies
Forms and Conventions
Comprehension
Interpretation
3. a) (Refer to Manual for these answers)
b) The learner meets new and more challenging performance indicators as he/she progresses through the levels.
4. Purpose and Form, Organization, Style (voice, vocabulary, and sentence variety) and Mechanics (grammar, punctuation, and spelling)
5. Presenting, Interacting, Listening

Answer Sheet Task #6

2. Background Goal Plan
3. Long Term Goals
Short Term Goals
4. Entry Level means learner's present skills
Literacy and Basic Skills Program means skills learner must develop
Goal Requirements means skills learner needs to know

Review Training Plan with each student on a regular basis sharing levels and progress.