



COMMUNICATION



Read with Understanding for Various Purposes (LBS) – Use of Documents (ES)

Literacy and Basic Skills Levels

Read with Understanding for Various Purposes				
Level 1	Level 2	Level 3	Level 4	Level 5
The reader locates, understands and responds to simple, concrete ideas and sequential information in graphics, sentences, and very short, simple texts about familiar topics. To do this, the reader uses basic reading strategies, personal experience and familiarity with some common forms and conventions of simple texts.	The reader locates, understands, and begins to interpret concrete and some inferential meaning in short, uncomplicated texts about familiar topics. To do this, the reader uses various common reading strategies, personal experience, and knowledge, as well as familiarity with some forms and conventions of more format texts.	The reader locates, understands, interprets, and makes judgements about ideas and information in a variety of texts that have some complexity of content and form. To do this, the reader uses a variety of more advanced reading strategies, personal experiences and knowledge and a familiarity with a variety of forms and conventions of formal texts.	The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas, information and the writer's perspective in texts that are complex in form and content. To do this, the reader uses a wide variety of reading strategies, personal experiences and knowledge as well as familiarity with a wider variety of forms and conventions, including some stylistic elements.	The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas and information, including the writer's perspective and bias, and the use and impact of stylistic devices in texts that are complex in form, content, and style. To do this, the reader uses a wide range of appropriate and efficient strategies, including a deeper application of personal experiences and knowledge and a familiarity with complex forms and conventions, including stylistic conventions.

Essential Skills Complexity Levels

Use of Documents					
Level 1			Level 2		
<p>Document Document is very simple. Brief text combined with uncomplicated structure. e.g., simple signs, labels, lists. One document and one document type.</p>	<p>Find and Enter 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.</p>	<p>Use No knowledge of the content (i.e., substance) of the document is required to use the information. No analysis required. Information is used in the form it is found. Information is entered in the form it is found</p>	<p>Document Document is simple. Multiple pieces of information. E.g., simple tables (i.e., small amount of information, no subparts). One document or multiple documents of the same type.</p>	<p>Find and Enter Information Search Limited knowledge of the content (i.e., substance) of the document may be required to use the information. Limited analysis required. Information found in the document(s) may be rearranged to make simple comparisons. e.g., preparing a list of the top ten sales representatives each month to compare performance. Information available may be rearranged for entry onto the document. E.g., rearrange alphabetically listed contacts into a listing by province. 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.</p>	<p>Use Information Search Locating one or more pieces of information using: One or two search criteria (e.g., using menu headings to find vegetarian choices); OR consecutive searches with the same one or two search criteria (e.g., using a phone list to find phone numbers for several people). Entering several pieces of information. Thinking Process A low level of inference is required.</p>
<ul style="list-style-type: none"> • <i>Bylaw enforcement officers</i> read lists of subpoenas and Court dates. • <i>Truck drivers</i> fill in drivers' checklists, verifying the safety of various parts of the truck. • <i>Deck crews</i> identify flags, such as the Bravo flag, which means that explosives are being unloaded. • <i>Railwaytrack maintenance workers</i> may read computer printouts showing the actual and the required grade levels for various tracks. • <i>Automotive mechanical installers and servicers</i> identify Workplace Hazardous Materials Information System (WHMIS) icons. 			<ul style="list-style-type: none"> • <i>Image, social and other personal consultants</i> may read manufacturers' size charts to match measurements with sizes. • <i>Estheticians, electrologists and workers</i> in related occupations may read equipment catalogues when purchasing new equipment. • <i>Visiting homemakers, housekeepers, and workers</i> in related occupations read work schedules and assignment sheets to determine work locations, times and duties. • <i>Septic tank cleaners</i> use scale drawings to determine the location of septic tanks on residential properties. • <i>Workers in dry cleaning, laundry and finishing occupations</i> read colour codes to determine the correct amount of chemicals needed to remove stains. • <i>Truck drivers</i> read fuel tables indicating fuel consumption over a certain number of kilometers. 		