

OALCF Task Cover Sheet

Task Title: Assessing Computer Skills

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: Many jobs require knowledge of computers and the internet. In this task the learner will assess their computer skills through an online test and determine whether they would benefit from computer skills upgrading.	
Competency: A. Find and Use Information D. Use Digital Technology E. Manage Learning	Task Group(s): A1: Read continuous text A2: Interpret documents n/a n/a
Level Indicators: A1.1: Read brief texts to locate specific details A1.2: Read continuous text A2.3: Interpret somewhat complex documents to connect, evaluate and integrate information D.3: Experiment and problem solve to perform multi-step digital tasks E.1: Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Computer with internet access• A minimum of 30 minutes to take the test and review results.	

Instructor's Preparation: Ensure the learner is set up on a computer with the internet connection open. Depending on the reading level of the learner you may have to assist them with some of the questions. Help the learner review the results and decide about taking a computer class.

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Many jobs require knowledge of computers and the internet.

Task 1: Make sure the computer's internet connection is on. In the web browser enter the website <http://www.skills-assessment.net/home/frmIndex.aspx?e=25>.

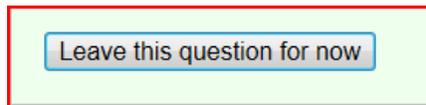


Task 2: Read the instructions on the page for taking the online basic computing skills assessment.

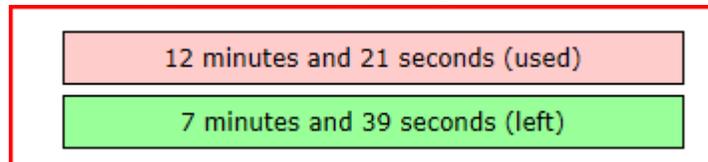
Task 3: Once you have read and understand the instructions click on the 'Start this test' button on the bottom left corner of the screen.



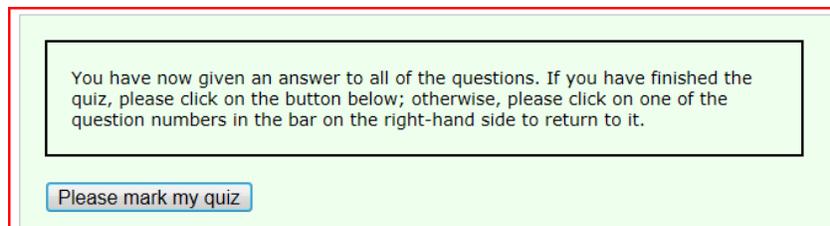
Task 4: Read and follow the answer instructions for the first of 20 questions in the assessment. You can skip a question at any time by clicking the 'Leave this question for now' button at the bottom of the screen. The test will come back to this question later.



Task 5: Once you select your answer, the next question will appear. Repeat task 4 until all 20 questions have been answered. You have about 20 minutes to complete the quiz. Your remaining time will appear in the upper right corner of the screen.



Task 6: Once you have answered all 20 questions a screen will appear that says you have finished the quiz. Click on the button that says 'Please mark my quiz'.



Task 7: Review the results of your test as shown. See what your total score is. See how you compare to others taking this quiz. Check the correct answers for questions you got wrong or didn't know.

Task 8: Based on your results decide if you would benefit from taking a computer class.

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> reads short texts to locate a single piece of information 			
	<ul style="list-style-type: none"> decodes words and makes meaning of sentences in a single text 			
	<ul style="list-style-type: none"> follows the sequence of events in straightforward chronological texts 			
	<ul style="list-style-type: none"> follow simple, straightforward instructional texts 			
	<ul style="list-style-type: none"> identifies the main idea in brief texts 			
A1.2	<ul style="list-style-type: none"> scans text to locate information 			
	<ul style="list-style-type: none"> locates multiple pieces of information in simple texts 			
	<ul style="list-style-type: none"> obtains information from detailed reading 			
	<ul style="list-style-type: none"> makes low-level inferences 			
A2.3	<ul style="list-style-type: none"> manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> uses layout to locate information 			
	<ul style="list-style-type: none"> identifies the purpose and relevance of documents 			
	<ul style="list-style-type: none"> begins to recognize bias in displays, such as graphs 			
	<ul style="list-style-type: none"> makes inferences and draws conclusions from information displays 			
	<ul style="list-style-type: none"> identifies sources, evaluates and integrates information 			
D.3	<ul style="list-style-type: none"> manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> makes inferences to interpret icons and text 			
	<ul style="list-style-type: none"> identifies sources, evaluates and integrates information 			

E.1	<ul style="list-style-type: none"> • sets short-term goals 			
	<ul style="list-style-type: none"> • identifies steps required to achieve goals 			
	<ul style="list-style-type: none"> • begins to identify barriers to achieving goals 			
	<ul style="list-style-type: none"> • begins to monitor own learning 			
	<ul style="list-style-type: none"> • uses feedback to improve performance 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Instructor (print)

Learner Signature