

OALCF Task Cover Sheet

Task Title: Part 2: Career Exploration based on an Essential Skills Profile

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: In this task set, a learner is asked to explore a career path in a specific job/industry sector based on the Essential Skills Profile reviewed in the Task Set: Part 1: Reviewing a Specific Job Profile for Career Exploration.	
Competencies: A Find and Use Information B Communicate Ideas and Information C Understand and Use Numbers D Use Digital Technology	Task Group(s): A1 Read continuous text A2 Interpret documents B2 Write continuous text B3 Complete & create documents C1 Manage money D1 Perform simple digital tasks according to a set procedure D2 Perform well-defined, multi-step digital tasks D3 Experiment and problem-solve to perform multi-step digital tasks
Level Indicators: A1.1: Read brief texts to locate specific details A1.2: Read texts to locate and connect ideas and information A1.3: Read longer texts to connect, evaluate and integrate ideas and information A2.1: Interpret very simple documents to locate specific details A2.2: Interpret simple documents to locate and connect information B2.1: Write brief texts to convey simple ideas and factual information B2.2: Write texts to explain and describe information and ideas B2.3: Write longer texts to present information, ideas and opinions B3.1a: Make straightforward entries to complete very simple documents C1.1: Compare costs and make simple calculations D1 Perform simple digital tasks according to a set procedure D2 Perform well-defined, multi-step digital tasks D3 Experiment and problem-solve to perform multi-step digital tasks	

Performance Descriptors: see chart on last page

Materials Required:

- Question or Task Sheet
- Computer with Internet access
- Essential Skills Profile – The Profile reviewed in the Task Set: Part 1: Reviewing a Specific Job Profile for Career Exploration

Instructor Preparation:

- Review the Tasks below.
- Help the learner prepare with skill-building activities.
- Based on learning done in Part 1, the learner should be familiar with the HRSDC Essential Skills website including the Profile web page, “Search the profiles”.
(www10.hrsdc.gc.ca/es/English/SearchMain.aspx)
- Review the Essential Skills matrix to the learner – levels and skill domains.

Task Title: Part 2: Career Exploration based on an Essential Skills Profile

In this task, you are asked to explore the wider career path based on the Essential Skills Profile you reviewed in Part 1. Using the web browser on your computer, open up the Essential Skills Profile you previously selected. Use the Internet to find information requested in the Tasks below.

Task 1: What is the name of the Essential Skills Profile you reviewed in Part 1?

Task 2: Write a brief explanation of the job based on the Essential Skills Profile. (What does the worker do? What types of companies employ those workers?)

Task 3: Give five examples of tasks done within the job.

Task 4: Using the Service Canada Job Bank website <http://www.jobbank.gc.ca/rch-eng.aspx?ProvId=06&OpPage=50&Stdnt=No> , search for job ads using the title of the Essential Skills Profile. How much money did the first three job ads offer for the position?

Task 5: List the educational requirements (credentials, certificates, degrees or diplomas) from the first three job ads.

Task 6: Using the “Working in Canada” website <http://www.workingincanada.gc.ca/home-eng.do?lang=eng> and the “Explore Careers” section find out what are the future prospects for this job (Essential Skills Profile)? “Future prospects” include the probability of job growth (new jobs) or decline (job loss).

Task 7: Based on the answers you gave to the tasks above, are you the right person for this type of job? Explain how you are suitable and the steps you could take to get one of the jobs.

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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"> makes low-level inferences 			
	<ul style="list-style-type: none"> makes connections between sentences and between paragraphs in a single text 			
	<ul style="list-style-type: none"> reads more complex texts to locate a single piece of information 			
	<ul style="list-style-type: none"> follows the main events of descriptive, narrative and informational texts 			
	<ul style="list-style-type: none"> obtains information from detailed reading 			
	<ul style="list-style-type: none"> begins to identify sources and evaluate information 			
A1.3	<ul style="list-style-type: none"> integrates several pieces of information from texts 			
	<ul style="list-style-type: none"> manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> identifies the purpose and relevance of texts 			
	<ul style="list-style-type: none"> skims to get the gist of longer texts 			
	<ul style="list-style-type: none"> begins to recognize bias and points of view in texts 			
	<ul style="list-style-type: none"> infers meaning which is not explicit in texts 			

	<ul style="list-style-type: none"> • compares or contrasts information between two or more texts 			
	<ul style="list-style-type: none"> • uses organizational features, such as headings, to locate information 			
	<ul style="list-style-type: none"> • follows the main events of descriptive, narrative, informational and persuasive texts 			
	<ul style="list-style-type: none"> • obtains information from detailed reading 			
	<ul style="list-style-type: none"> • identifies sources, evaluates and integrates information 			
A2.1	<ul style="list-style-type: none"> • scans to locate specific details 			
	<ul style="list-style-type: none"> • interprets brief text and common symbols 			
	<ul style="list-style-type: none"> • locates specific details in simple documents, such as labels and signs 			
	<ul style="list-style-type: none"> • identifies how lists are organized (e.g. sequential, chronological, alphabetical) 			
	<ul style="list-style-type: none"> • requires support to identify sources and to evaluate and integrate information 			
A2.2	<ul style="list-style-type: none"> • performs limited searches using one or two search criteria 			
	<ul style="list-style-type: none"> • extracts information from tables and forms 			
	<ul style="list-style-type: none"> • locates information in simple graphs and maps 			
	<ul style="list-style-type: none"> • uses layout to locate information 			
	<ul style="list-style-type: none"> • makes connections between parts of documents 			
	<ul style="list-style-type: none"> • makes low-level inferences 			
	<ul style="list-style-type: none"> • begins to identify sources and evaluate information 			
B2.1	<ul style="list-style-type: none"> • writes simple texts to request, remind or inform 			
	<ul style="list-style-type: none"> • conveys simple ideas and factual information 			
	<ul style="list-style-type: none"> • demonstrates a limited understanding of sequence 			
	<ul style="list-style-type: none"> • uses sentence structure, upper and lower case and basic punctuation 			
	<ul style="list-style-type: none"> • uses highly familiar vocabulary 			
B2.2	<ul style="list-style-type: none"> • writes texts to explain and describe 			
	<ul style="list-style-type: none"> • conveys intended meaning on familiar topics for a limited range of purposes and audiences 			

	<ul style="list-style-type: none"> • begins to sequence writing with some attention to organizing principles (e.g. time, importance) 			
	<ul style="list-style-type: none"> • connects ideas using paragraph structure 			
	<ul style="list-style-type: none"> • uses limited range of vocabulary and punctuation appropriate to the task 			
	<ul style="list-style-type: none"> • begins to select words and tone appropriate to the task 			
	<ul style="list-style-type: none"> • begins to organize writing to communicate effectively 			
B2.3	<ul style="list-style-type: none"> • writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade 			
	<ul style="list-style-type: none"> • manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> • selects and uses vocabulary, tone and structure appropriate to the task 			
	<ul style="list-style-type: none"> • organizes and sequences writing to communicate effectively 			
	<ul style="list-style-type: none"> • uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details 			
B3.1a	<ul style="list-style-type: none"> • makes a direct match between what is requested and what is entered 			
	<ul style="list-style-type: none"> • makes entries using familiar vocabulary 			
C1.1	<ul style="list-style-type: none"> • recognizes values in number and word format 			
	<ul style="list-style-type: none"> • understands numerical order 			
	<ul style="list-style-type: none"> • interprets and represents costs using monetary symbols and decimals 			
	<ul style="list-style-type: none"> • rounds to the nearest dollar 			
	<ul style="list-style-type: none"> • uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation) 			
D.1	<ul style="list-style-type: none"> • follows simple prompts 			
	<ul style="list-style-type: none"> • follows apparent steps to complete tasks 			
	<ul style="list-style-type: none"> • interprets brief text and icons 			
	<ul style="list-style-type: none"> • locates specific functions and information 			
	<ul style="list-style-type: none"> • requires support to identify sources and to evaluate and integrate information 			

	<ul style="list-style-type: none"> • begins to perform simple searches (e.g. internet, software help menu) 			
D.2	<ul style="list-style-type: none"> • selects and follows appropriate steps to complete tasks 			
	<ul style="list-style-type: none"> • locates and recognizes functions and commands 			
	<ul style="list-style-type: none"> • makes low-level inferences to interpret icons and text 			
	<ul style="list-style-type: none"> • begins to identify sources and evaluate information 			
	<ul style="list-style-type: none"> • performs simple searches using keywords (e.g. internet, software help menu) 			
D.3	<ul style="list-style-type: none"> • experiments and problem-solves to achieve the desired results 			
	<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"> • selects appropriate software when required by the task 			
	<ul style="list-style-type: none"> • identifies sources, evaluates and integrates information 			
	<ul style="list-style-type: none"> • customizes software interfaces (e.g. toolbar, homepage settings) 			
	<ul style="list-style-type: none"> • performs advanced searches (e.g. refines search terms, uses advanced search features, cross-refers between websites) 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Instructor (print)

Learner Signature