Task Title: Comparing Water Heaters

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐   No ☐

Goal Path: Employment ☐   Apprenticeship ☐

Secondary School ☐   Post Secondary ☐   Independence ☐

Task Description: Research information about water heaters and e-mail findings to a customer.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.3
- Communicate Ideas and Information/Write continuous text/B2.1
- Communicate Ideas and Information/Complete and create documents/B3.2b
- Use Digital Technology/D.2

Materials Required:

- Pen/pencil and paper
- Computer or digital device
- Email address

Learner Information

Heating, Ventilation and Air Conditioning (HVAC) contractors are called to replace residential water heaters. Customers may ask for comparisons between tankless and traditional water heaters before making purchasing decisions.

Learner Instructions

Using the browser of your computer, conduct keyword searches for "tankless water heaters" and "traditional water heaters".

Work Sheet

Task 1: Create a word document for customers that contains a comparison table listing three to five pros and three to five cons for each type of water heater. Save the document under the name Water Heater Comparison Table.

Answer:

Task completed: Yes: ☐   No: ☐

Task 2: Write an email to a customer sharing your findings. Attach the comparison table to the email. Send the email to your instructor.

Answer:

Task completed: Yes: ☐   No: ☐

Answers

Task 1: Create a word document for customers that contains a comparison table listing three to five pros and three to five cons for each type of water heater. Save the document under the name Water Heater Comparison Table.

Answer: Answers will vary depending on the websites used to research information. Key points of comparison may include: cost, efficiency, maintenance, longevity, power source (gas vs. electric), and amount of space a water heater takes up in a home.

Note that whether a feature is considered a pro or a con may be subjective.

The table created may look something like the example below. Practitioners should use their discretion when determining if a learner has answered the question adequately.

Tankless Water Heater	
Pros	**Cons**

Traditional Water Heater	
Pros	**Cons**

Task 2: Write an email to a customer sharing your findings. Attach the comparison table to the email. Send the email to your instructor.

Answer: Answers will vary. Email should include a subject line such as "Water Heater Comparison" as well as a greeting and standard email conventions. The comparison chart should be attached to the email.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	integrates several pieces of information from texts			
	manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
	identifies the purpose and relevance of texts			
	skims to get the gist of longer texts			
	begins to recognize bias and points of view in texts			
	infers meaning which is not explicit in texts			
	compares or contrasts information between two or more texts			
	uses organizational features, such as headings, to locate information			
	follows the main events of descriptive, narrative, informational and persuasive texts			

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
	obtains information from detailed reading			
	identifies sources, evaluates and integrates information			
A2.2	performs limited searches using one or two search criteria			
	uses layout to locate information			
	Makes connections between parts of documents			
	makes low-level inferences			
B2.1	writes simple texts to request, remind or inform			
	conveys simple ideas and factual information			
	uses sentence structure, upper and lower case, and basic punctuation			
	uses highly familiar vocabulary			
B3.2b	follows conventions to display information in simple documents			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
	(e.g. use of font, colour, shading, bulleted lists)			
	sorts entries into categories			
	displays one or two categories of information organized according to content to be presented			
	identifies parts of documents using titles, row and column headings and labels			
D.2	selects and follows appropriate steps to complete tasks			
	locates and recognizes functions and commands			
	makes low-level inferences to interpret icons and text			
	begins to identify sources and evaluate information			
	performs simple searches using keywords (e.g. internet)			

Practitioner Copy

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):   Learner (print):

_____   _____