



Introduction to an Essential Skills Needs Assessment



This tool offers career and employment counsellors:

- a step-by-step process for conducting an informal Essential Skills needs assessment
- guidance on supporting clients to make more informed decisions about training and job searches; and
- informal assessment questions for reading, writing and numeracy skills

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What Are Essential Skills?

Essential Skills are the skills needed for learning, work, and life. They provide the foundation for learning all other skills and enable people to grow with their jobs and adapt to changes in the workplace.

Through extensive research, the Government of Canada and other national and international agencies have identified nine Essential Skills. These skills are used in nearly every job in Canada at different levels of complexity.

Nine Essential Skills

Reading

Understanding materials written in sentences or paragraphs (e.g. letters, manuals).



Working with Others

Interacting with others to complete tasks.



Document Use

Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.



Thinking

Finding and evaluating information to make rational decisions or to organize work.



Numeracy

Using numbers and thinking in quantitative terms to complete tasks.



Computer Use

Using computers and other forms of technology.



Writing skills

Communicating by arranging words, numbers and symbols on paper or a computer screen.



Continuous Learning

Participating in an ongoing process of improving skills and knowledge.



Oral Communications

Using speech to exchange thoughts and information.



To learn more about Essential Skills and access tools and resources visit
hrsdc.gc.ca/essentialskills

Why Use an Essential Skills Needs Assessment?

An Essential Skills needs assessment provides an opportunity for employment and career counsellors to engage clients in a discussion on how their Essential Skills relate to their interests and goals.

An Essential Skills needs assessment is an informal process that is intended to:

- raise awareness of the importance of Essential Skills in the workplace;
- show practical examples of how these skills are used on the job;
- provide a better understanding of clients' Essential Skill strengths and areas that may require upgrading;
- help clients make more informed decisions about job skills training and job searches; and
- support career and employment counsellors to provide clients with guidance on next steps to achieve their job search and training objectives.

In situations where formal test scores are needed to be compared to other test results or job skill requirements, the use of formal assessment tools may be more suitable.



What's Inside? Overview of the Introduction to an Essential Skills Needs Assessment

The Introduction to an Essential Skills Needs Assessment tool is divided into two sections – the Guide to Conducting an Essential Skills Needs Assessment and the Assessment Modules.

The Guide:

- identifies the purpose of an Essential Skills needs assessment;
- describes to whom a needs assessment is suited, and the kind of information that can be gathered;
- explains how to use the accompanying Essential Skills Assessment Modules for numeracy, writing and reading skills;
- provides a step-by-step process on how to administer an informal Essential Skills needs assessment; and
- outlines how to use the results of the needs assessment process.

The Assessment Modules:

- contain assessment booklets for reading, writing and numeracy for complexity levels 1 and 2 (*to learn more about Essential Skills and their complexity levels, visit hrsdc.gc.ca/essentialskills*);

Each assessment module includes:

- 1) Two client booklets (one for each complexity level) containing a series of assessment questions.
- 2) Corresponding assessors booklets (one for each complexity level) that include detailed responses for all assessment questions and a section to document results and observations.

Assessment questions are based on typical workplace tasks performed in different occupations in Canada. For the purposes of this tool, the terms **assessment question** and **assessment task** will be used interchangeably.



Here is an example of how the Essential Skills needs assessment process can help to support more informed training and employment decisions:

Jack, age 42, has been out of work for several years. He makes an appointment to speak with an employment counsellor about the kind of jobs that he might consider, and whether there are training programs for which he might be eligible.



The counsellor asks Jack to describe his work history and areas of interest. They also discuss what Jack considers as challenges in getting a job.

Together, they complete an intake form which serves as a basis for more discussion about his employment/training history, employment goals and interests.

The counsellor gives Jack the information available about the skills and skill levels required in different occupations. He then describes the Essential Skills and how they are used in the jobs Jack is interested in exploring.

The counsellor asks Jack whether he would like to try out a few tasks similar to those carried out on the job. Jack decides he would like to try out the reading and numeracy tasks. When he is finished, the counsellor goes through the assessments with him, pointing out correct answers and explaining why some answers are not considered correct.



Jack begins to see that Essential Skills are really an important part of every job and that he could benefit from brushing up on his own skills. He and the counsellor discuss skills upgrading and training options for adults in his community.

Jack leaves with a good sense of how he can work towards his goal of getting a job and the services that he can access to help him do so.

SECTION 1: A Guide to Conducting an Informal Essential Skills Needs Assessment

What are the Steps for an Effective Needs Assessment Process?

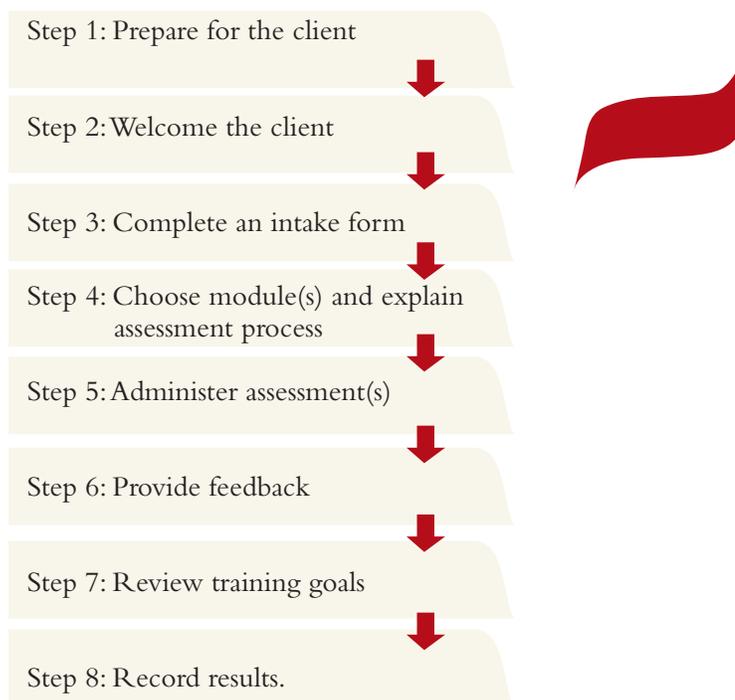
Before undertaking an informal Essential Skills needs assessment, it is important to read through the entire Guide and become familiar with the assessment questions for each of the modules.

Helpful Tips

Here are a few activities that can help you effectively deliver an Essential Skills needs assessment:

- *Learn more about Essential skills and their complexity levels, and familiarize yourself with available Essential Skills tools and resources.*
- *Learn more about the Essential Skills, adult education and literacy programs available in your community, including those offered through employment and training programs, literacy networks, colleges, school boards, unions and associations.*
- *Build or expand your network within the adult learning community to help gather information and resources to share with clients.*

The following steps are important in carrying out a needs assessment process



Step 1 – Prepare for the Client

Find an assessment area that is comfortable, private and where interruptions are at a minimum.

Make sure you have all necessary materials on hand including:

- the Guide;
- a client intake form (see sample intake form provided in Appendix A);
- the relevant assessment module(s), including both client and assessor booklet(s);
- a calculator for the Level 2 numeracy booklet; and
- a pencil and eraser.

Step 2 – Welcome the Client

Introduce the process:

Explain the purpose of the needs assessment and how your role is to help the client:

- understand how Essential Skills are used in the workplace;
- learn more about the Essential Skills employers are looking for;
- recognize Essential Skills strengths and areas that may require upgrading
- identify options to improve the Essential Skills needed to be successful at work.



Ice-breaker questions can help to ease into a needs assessment process – here are a few suggestions:

What brought you here today?

Tell me a bit about the work you have done in the past that you enjoyed. It doesn't have to be paid work – you can describe a volunteer experience.

What type of work can you see yourself doing that you would find enjoyable?

Describe your ideal job.

What are your hopes and dreams for a career?

Step 3 – Complete an Intake Form

Provide the client with an intake form and ask him/her to complete it. If you do not have your own intake form, you can use the one supplied in Appendix A of the Guide. Offer your support should the client require assistance or clarification to fill in the information.

An intake form is a tool used at an initial meeting/consultation session to help gather detailed information on a client's education, training and employment history, goals and interests.

While the client completes the form, you may want to review your materials (so as not to make the client uncomfortable or feel rushed). When the client is done, review the form together and fill in any sections the client may have skipped or had difficulty answering. As you review the intake form with the client, take the opportunity to gather additional information about the client's education and employment history, career or training goals, and any challenges that may impact achieving those goals.

Step 4 – Select appropriate assessment module(s) and explain the needs assessment process

Choose module(s) and explain assessment process:

Use the information gathered through the intake form and work with the client to decide:

- whether he/she should proceed with the assessment module(s),
- which skills the client would be interested in assessing – the client should decide how many modules he/she would like to complete; and
- a timeline to complete the modules.

It is important that clients be actively involved in deciding how to proceed with the assessment interview.

Describe the purpose of the needs assessment process:

- Explain that the purpose of the assessments is to familiarize the client with how Essential Skills are used in the workplace.
- Explain that the assessment questions were developed using typical workplace situations and materials from a wide range of occupations.
- State that the assessment is voluntary.
- Be clear that this is an informal assessment that helps to provide a better understanding of their skill strengths and areas that may require upgrading.
- Explain that there is no pass or fail mark. The results are intended to help the client make decisions on the types of training that would best meet his/her employment needs.

Outline the assessment format:

Each assessment booklet contains detailed client instructions, however, it is recommended that counsellors re-state the following key points:

- Re-state that the client can choose which modules he/she would like to complete.
- Explain that the assessment is a question-and-answer format, and describe how to record answers.
- Mention that questions start with easier tasks and progress to more difficult ones.
- Explain that the client is free to ask questions, can re-read questions or can choose to skip a question and return to it later.
- Tell the client that there is no time limit for completing the assessment.
- Explain that after the tasks are completed, there will be time to discuss the responses.

Timeline:

- Each assessment booklet (example Numeracy Level 1) can take between 15 and 40 minutes to complete, depending on the amount of assistance a client may require.
- An additional 20 to 40 minutes is required for the assessor (counsellor) to discuss the assessment results with the client.
- A good practice is to ask clients to set aside two hours to complete the entire assessment process.
- Monitor each client's progress to determine how many booklets can reasonably be completed in one session – a second session may be necessary.

Step 5 – Administer Assessment(s)

Each module for each skill contains:

- **Two client booklets** – one for level 1 and one for level 2; and
 - **Two corresponding assessor booklets** – to be used by the counsellor to view the answers, enter the client's results, and facilitate dialogue with the client on the assessment results.
1. **Administer one assessment booklet at a time.** This will avoid having the client become overwhelmed. Ask the client whether he/she would prefer to discuss the results after each booklet or after having completed all the assessments.
 2. **Have the client complete the questions and record his/her responses on the answer sheet.** If a client has difficulty reading or comprehending the instructions or questions from the **numeracy** and **writing modules**, you can offer your assistance by reading the question out loud or by providing clarification. Counsellors may read the instruction page for the **reading booklets**, however, the client should be encouraged to read and complete the reading questions **independently** in order to gain a more accurate understanding of his/her reading and comprehension levels.

Let the client complete as many questions as possible independently, before offering your assistance. This gives the client an opportunity to demonstrate what he/she can do, which is critical for building confidence in his/her own abilities.

3. **Watch for signs of discomfort** such as difficulty with reading and comprehension or understanding the question/task – these are indications that the client may have reached his/her skill limit. If this occurs, remind the client that it is fine to skip questions and go back to it later. Remind the client that it is fine to skip questions, and to go back and check answers.

Additional Considerations in Administering Assessments

When should I review answers with the client?

Depending on the individual, you may need to debrief once an entire booklet has been completed or after each assessment question. Keep in mind that regular requests for clarification on a question may indicate that the client is unable to proceed any further. If you think this might be the case, ask the client if he/she would like to continue or stop, or re-schedule for another time.

What do I record in the “results and observations section” in the assessor booklet?

Use the “results and observations section” following each question to record whether the client successfully completed the task. Additional space is provided to record your own observations about how the client arrived at the answer, strategies used, and whether it was challenging for him/her. An alternate Essential Skills Needs Assessment Summary table has been included in *Appendix B* to allow each assessor to record all the results in one place. Using the summary table allows you to re-use the assessor booklet for other clients. The summary table is only an example - you may decide to design your own method for documenting the results of the needs assessment.

How do I score the assessment booklets?

Clients do not receive a score indicating that they have passed or failed. The assessment results are intended to encourage conversation and reflection about the clients’ skills and abilities, and provide an opportunity to reflect on skills they wish to improve.

Do I give a copy of the feedback form to the client?

The feedback form is intended to support the counsellor and other intermediaries in providing the best advice to the client. As the needs assessment process is not a formal evaluation tied to a score, it is recommended that the feedback form not be given to the client.

Who can use the assessment results?

The results and observations can be shared with other intermediaries such as adult educators and skills trainers that can support the employment and training needs/goals of the client. **Written consent must be obtained from the client before sharing any of the assessment results.**

Step 6 – Provide Feedback

It is critical to review the assessment results with your client. Remind the client that the assessment is meant to help develop an effective training plan and support job searches. Before discussing the answers, you might ask:

- How did you feel about the questions?
- Was there anything that surprised you in the questions? How so?
- Which questions were easier and which were more difficult? Can you explain why?

Review responses:

- Review the client's responses question by question, focusing on what was done well. Beginning with a discussion of the client's strengths will help to build confidence.
- Discuss the questions that the client found difficult. Remind the client that the assessment questions are not only designed to show strengths but also to identify skill areas that may require upgrading. This information becomes very useful when making training and employment decisions.

How you communicate results and training opportunities can influence a client's decisions about future learning activities. It is important to highlight skills strengths to build confidence.

Step 7 – Review Training Goals

Review the client's career/training goals from the initial intake questions and see how the assessment results may impact those goals.

- Reinforce the point that the areas identified as difficult could be managed through skills upgrading or targeted training. Upgrading could help the client to prepare and ease into training for a specific career.
- Ask the client about interest in improving his/her Essential Skills. Explain that Essential Skills upgrading would help to develop skills that could make training and job searches easier and support greater success at work.
- Ask what might prevent the client from attending training. This question is important as it identifies barriers such as time and cost. It may also help to determine what training programs might work best.

Adults learn more effectively when interested in the subject that is being taught and when the learning environment is supportive.

Share information about programs and services available in the community:

At this stage, the client may be interested in pursuing his/her training options and developing a plan of action. You can now present the client with information about the programs and services available in the community. Remember, you can use an intake form (see sample intake form provided in Appendix A) as a tool to record results and agreed upon next steps.

- Share information about different Essential Skills programs, adult skills upgrading and training programs in the community.
- Provide details about program approaches, e.g. describe whether the program allows learners to work at their own pace, if they set their own learning goals and curriculum, and if they would use real tasks and materials in training.
- Talk about the different teaching environments e.g. whether programming is provided in a large group, small group, in a one-to-one fashion, or online and whether the client would have flexibility in setting a learning schedule.
- Discuss start and end dates.
- Outline time commitment and any costs.
- Provide information about how to apply or register for programs. You can provide contact information so that the client can make his/her own arrangements or you could offer to make the arrangements on the client's behalf.
- Describe how progress will be monitored, e.g. tests, self-evaluation, informal assessment.

Close the meeting:

- Thank the client for participating in the process and congratulate him/her on their efforts.
- Ask the client if he/she has any questions.
- Encourage the client to call you if there are questions or if more information about adult skills upgrading and training programs is needed.

Step 8 – Record Results

Using the appropriate assessor booklet, complete the “Results and Observations” section following each task, or use the alternate Essential Skills Needs Assessment Summary table (see Appendix B). Add any pertinent comments that the client made while debriefing the results of the assessments, e.g., areas of confidence with tasks, areas where the client was hesitant or unsure of his/her abilities. These observations can be helpful when discussing training objectives, such as skills upgrading programs. The needs assessment results can be photocopied and provided to other intermediaries with the consent of the client.

Here is a completed sample of the “results and observations section” from an assessor booklet :

| | | |
|---|--|---|
| Numeracy Task | Simple operation | Indicate the tasks demonstrated by checking-off the boxes. |
| Occupation | NOC 6611 - Cashiers | |
| Numeracy Application | Money Math <input checked="" type="checkbox"/> Makes change by subtraction <input checked="" type="checkbox"/> Understands dollars and cents <input type="checkbox"/> Places decimals correctly | Indicate if the question was successfully completed and whether assistance was required. |
| Did the client successfully complete the task? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input checked="" type="checkbox"/> Required Assistance Comments: <i>Client had difficulty understanding the question but was able to successfully complete the task after clarification was provided.</i> | |
| Additional Observations | <i>Client placed the decimal in the wrong spot after subtracting.</i> | Record comments and observations about the approach the client used to respond to tasks, and the skills demonstrated. |
| Record client's strengths and areas that may require upgrading observed during the assessment (e.g. client took a long time to respond to questions, or found certain types of tasks easy). | | |

Identifies the type of task for a particular Essential Skill.

The National Occupational Code (NOC) which denotes the occupation from which the Essential Skills task was taken.

Record client's strengths and areas that may require upgrading observed during the assessment (e.g. client took a long time to respond to questions, or found certain types of tasks easy).

Record comments and observations about the approach the client used to respond to tasks, and the skills demonstrated.

This is an authentic Client intake form and has been reproduced in this publication with the permission of the “Essential Skills for Aboriginal Futures” (ESAF) team located in New Westminster, British Columbia. This is an example only, you may use your own intake form or design another that better suits your purposes.

Student Number: _____

Application

| | | | | |
|--|--|--|---|--------------------|
| Section A - PERSONAL IDENTIFICATION | | | | |
| Last Name: | | First Name: | | |
| Home Address: | | | | |
| | | | Postal Code: | |
| Telephone #: | | Message #: | | |
| Cell: | | E-mail Address: | | |
| Client reference #: | Date of Birth: dd-mm-yyyy - - | | Gender: Male <input type="checkbox"/> Female <input type="checkbox"/> | |
| Status: <input type="checkbox"/> Registered Indian <input type="checkbox"/> Non-Status <input type="checkbox"/> Inuit <input type="checkbox"/> Metis <input type="checkbox"/> | | | | |
| Marital Status: <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Common Law <input type="checkbox"/> Divorced <input type="checkbox"/> Widow <input type="checkbox"/> | | | | |
| Emergency Contact: Name | | | Phone Number: | |
| What is your source of income? | Full Time Work: <input type="checkbox"/> | Part-Time Work: <input type="checkbox"/> | Social Assistance: <input type="checkbox"/> | |
| Other: | Pension: <input type="checkbox"/> | No Income: <input type="checkbox"/> | Student Loan: <input type="checkbox"/> | |
| Section B - EDUCATION & TRAINING | | | | |
| Highest Grade Completed: | | Year Completed: | Province: | |
| Best Subject: | | Most Challenging Subject: | | |
| Diploma or Certificate yes <input type="checkbox"/> no <input type="checkbox"/> | | | | |
| Additional Information: | | | | |
| Section C – EMPLOYMENT HISTORY | | | | |
| Work History: List your last three jobs starting with the most recent. | | | | |
| Employer | Position Held | Start Date | End Date | Reason for Leaving |
| | | | | |
| | | | | |
| | | | | |
| Section D – GOALS/COMMITMENT | | | | |
| Are you currently employed? Yes <input type="checkbox"/> No <input type="checkbox"/> | | Your position/title: | | |
| What are your top 2 employment goals: | | | | |
| Are you seeking: full-time work <input type="checkbox"/> or part time work <input type="checkbox"/> | | | | |
| Are you willing and able to commit to the full time training program: | | | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Are you willing to commit to completing the assignments of the program: | | | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Are you willing and able to commit to the employment being offered: | | | Yes <input type="checkbox"/> No <input type="checkbox"/> | |

Application

| | | |
|--|---|--|
| Section E – CHALLENGES TO EMPLOYMENT | | |
| Please check which of the following may interfere with your ability to find and or keep a job? | | |
| Difficulty with English <input type="checkbox"/> | Transportation <input type="checkbox"/> | Drug/Alcohol Problems <input type="checkbox"/> |
| Learning Disability <input type="checkbox"/> | Physical Disability <input type="checkbox"/> | Lack of Job Search Skills <input type="checkbox"/> |
| Legal Issues <input type="checkbox"/> | Family Member Health <input type="checkbox"/> | Family Issues <input type="checkbox"/> |
| Limited Work Experience <input type="checkbox"/> | Education <input type="checkbox"/> | Child Care <input type="checkbox"/> |
| Housing <input type="checkbox"/> | Other <input type="checkbox"/> | |
| Section F – Where/how did you hear about this program? | | |
| Case Manager <input type="checkbox"/> | Poster <input type="checkbox"/> | Brochure <input type="checkbox"/> |
| Friend or Relative <input type="checkbox"/> | Website <input type="checkbox"/> | Other <input type="checkbox"/> |
| Section G – FOR OFFICE USE ONLY | | |
| Referred by: | ES Assessment Interview using (identify booklets(s) level and domain (i.e. reading, writing, numeracy)) | |
| Reason for administering the ES Assessment Interview | | |
| | | |
| | | |
| Intake Results/Comments: | | |
| | | |
| | | |

Client Signature: _____ Date: _____

ESAF Staff Signature: _____ Date: _____

I, _____, authorize my counsellor to share results of the Essential Skills assessment interview to anyone who is willing to assist me with my employment and training goals.

ESSENTIAL SKILLS NEEDS ASSESSMENT SUMMARY

*Use this **Essential Skills Needs Assessment Summary** table to conveniently record all the results in one place. The Summary can be shared with other intermediaries such as adult educators and skills trainers that can support the employment and training needs of the client. Written consent **must** be obtained from the client before sharing any of the assessment results.*

Booklet: _____ **Level:** _____

Date of Assessment: _____

Location of Assessment: _____

Assessor Name: _____

Candidate Name: _____

| Question 1 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 2 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

Question 3

Did the client complete the task successfully?

Yes No Did not attempt Required assistance

Observations:

Question 4

Did the client complete the task successfully?

Yes No Did not attempt Required assistance

Observations:

Question 5

Did the client complete the task successfully?

Yes No Did not attempt Required assistance

Observations:

Question 6

Did the client complete the task successfully? Yes No Did not attempt Required assistance

Observations:

Question 7

Did the client complete the task successfully? Yes No Did not attempt Required assistance

Observations:

Question 8

Did the client complete the task successfully? Yes No Did not attempt Required assistance

Observations:

| Question 9 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 10 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

I, _____, authorize my counsellor to share results of the Essential Skills needs assessment with anyone who is willing to assist me with my employment and training goals.

These results were collected through an informal Essential Skills Needs Assessment process and do not provide formal assessment scores. They are intended to be used to support employment and career counsellors to engage clients in a discussion about training objectives, such as skills upgrading programs. For more information, please refer to the Introduction to an Essential Skills Needs Assessment tool available at hrsdc.gc.ca/essentialskills.

SECTION 2: ASSESSMENT MODULES

Reading Modules

Level 1: Assessor Booklet
Level 1: Client Booklet

Level 2: Assessor Booklet
Level 2: Client Booklet

Writing Modules

Level 1: Assessor Booklet
Level 1: Client Booklet

Level 2: Assessor Booklet
Level 2: Client Booklet

Numeracy Modules

Level 1: Assessor Booklet
Level 1: Client Booklet

Level 2: Assessor Booklet
Level 2: Client Booklet

Assessor's Booklet: Reading Level 1



This Assessor's Booklet is divided into two parts.

Part One includes:

- Assessor's instructions for administering the Reading Level 1: Client Assessment Booklet.

Part Two includes:

- An introduction and detailed instructions for the client on the assessment process;
- Answers and explanations for each assessment task; and
- A section for the assessor to record a client's assessment results and observations.

Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

PART ONE

Assessor's Instructions

Please ensure that you have read the accompanying *Guide for Conducting an Essential Skills Needs Assessment* prior to administering any of the assessment booklets. The Guide provides a step-by-step process for conducting an informal Essential Skills needs assessment, including useful tips and suggestions.

This is an informal assessment tool that is intended to support career and employment counsellors to work with clients to help them better understand their reading skills strengths and areas that may require improvement. The assessment results will support making more informed decisions on developing training plans and performing job searches. In situations where formal test scores are needed to be compared to other test results or job skill requirements, the use of formal assessment tools may be more suitable.

- Each assessment question in this booklet is a typical workplace task that shows how reading skills are used in different jobs across Canada.
- The questions are organized in order of difficulty starting with simple tasks and progressing to more difficult ones.
- You may read the assessment **instructions** out loud and provide further explanation if required. As this is a **reading** assessment, it is important to encourage clients to read and complete the tasks **independently** so that a more accurate understanding of their abilities can be understood. **Once the client has completed as many reading tasks as possible on their own, you can assist them to complete the remaining tasks.**
- Clients are encouraged to complete the reading tasks without a dictionary.
- Clients are free to highlight or underline any information in the question.
- Clients are permitted to ask questions at anytime during the assessment.
- If clients have difficulty completing any of the tasks, suggest that he/she move on to the next task and return to it later.
- Inform clients that you will review all the tasks and answers together once they have completed the assessment.

Use the Results and Observations section following each assessment task to:

- record results;
- identify the reading skills demonstrated; and
- document any difficulties the client had in completing the tasks, such as problems understanding the meaning of words or locating information in the text.

The Essential Skills Needs Assessment Summary table included at the end of this booklet, can be used to record all the results in one place and allows the assessor to re-use the booklet for other clients.

It is recommended that clients successfully complete **7** of the **10** tasks to advance to the Reading Level 2 Booklet. If they do not achieve this, you should discuss what action they would like to take to improve their reading skills as part of a training plan or job search (e.g. take a course to upgrade their reading skills).



PART TWO

Client Introduction *(as it appears in the Reading Level 1: Client Booklet)*

Reading is the ability to **understand** text written in sentences or paragraphs. Reading skills are important to be able to learn and find information quickly and easily. They are used in every job and in many aspects of life (e.g. reading and understanding emails, letters, instruction manuals, and prescription labels).

You are about to complete a needs assessment for **Reading, Level 1**. This is not a test – it is an opportunity to help identify your reading skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Client Instructions *(as it appears in the Reading Level 1: Client Booklet)*

1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes a typical workplace task that shows how reading skills are used in different jobs across Canada.
3. All questions are in multiple-choice format. Make sure you choose only **one** answer from the options provided.
4. You can circle the letter that corresponds to the answer you choose or you can circle the answer itself.
5. Space is provided after each question if you would like to write down any notes.
6. Please complete the reading questions without a dictionary.
7. Some questions will require that you read the whole text to summarize what it means. In other questions, you will have to skim or scan the text to find a specific piece of information. **It is important that you read the whole question carefully so that you understand what is being asked.**
8. If you have difficulty answering a question, you can move on to the next task and return to it later.
9. Take your time to complete the questions – there is no set time limit.
10. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
11. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a sample question to help familiarize you with the assessment format:

A maintenance worker in an apartment building reads a note from a tenant:

I will be leaving on a business trip this weekend and I am wondering if you could paint my living room while I am away? The office staff said that you might be available.

*Thanks,
Deb Jones (apartment 902)*

What is the maintenance worker being asked to do?

- A. Go on a business trip.
- B. Paint the living room.
- C. Watch the apartment.
- D. Talk to the office staff.

Answer: B

The tenant is asking the following:

*I will be leaving on a business trip this weekend and **I am wondering if you could paint my living room while I am away?** The office staff said that you might be available.*

So, the maintenance worker is being asked to paint the tenant's living room.



Assessment Tasks

Question 1:

A mail carrier opens a mailbox and finds a letter that was delivered yesterday. It has the following message written on it:

Moved 3 months ago. No forwarding address. Return to sender.

What should the mail carrier do with the letter?

- A. Hold the letter for 3 months.
- B. Forward the letter to a new address.
- C. Direct the letter back to the sender.
- D. Place the letter in the junk mail bag.

Answer: C

Answer Discussion:

The note says that the mail carrier should “Return to Sender”. This means that the letter should be returned to the person who sent it.

Results and Observations Section:

| | |
|--|---|
| Reading Task | Follows simple written instructions |
| Occupation | NOC 1462 – Letter Carriers |
| Reading Skill(s) | <input type="checkbox"/> Reads a note to get the overall meaning of content <input type="checkbox"/> Understands familiar words (i.e. return, to, sender) in a new context |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 2:

A guest asks the attendant at a hotel's information desk to suggest a fun outdoor activity. The attendant glances at the hotel's daily event schedule, shown below.

Daily Event Schedule

- *Come and enjoy our indoor swimming pool.*
- *Free in-room movies available.*
- *Sign up for a free 30 minute horse-back riding lesson and enjoy our scenic trails through the woods.*
- *Try our 2 for 1 dinner special at our new location located in the St. Henry Mall.*

Which event should the attendant suggest?

- A: Watching a movie
- B: Going out to dinner
- C: Horseback riding
- D: Swimming

Answer: Event C

Answer Discussion:

The headline for Event C mentions horse-back riding lessons along “scenic trails through the woods” which would take place outdoors.

Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads relatively short texts to locate a single piece of information |
| Occupation | NOC 6671/6672 – Guest Services Attendants/Other Attendants in Accommodation and Travel |
| Reading Skill(s) | <input type="checkbox"/> Scans texts to locate specific information (e.g. a suitable event for the guest) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 3:

A hotel front desk clerk receives the following fax from a person who would like to make a reservation:

| Fax Communication | |
|--|-------------------------|
| To: | The Bella Vista Hotel |
| Attention: | Front Desk |
| Fax number: | 555-515-4567 |
| Date: | January 2, 2008 |
| Subject: | Request for Reservation |
| No. of Pages: | 1 (including cover) |
| Comments: <i>"I would like to make a reservation for the night of January 12, 2008. I would like a room with a king size bed and with a view of the lake."</i> <i>Thank you,</i> <i>Robert</i> | |
| Sender: Robert Smith 312 David Street, Apt. 413, Erin ON, N1B 3C4 Tel: (555) 555-8910 Fax: (555) 555-4019 | |

The clerk must enter the address of the person requesting the room into the hotel's reservation system. What is the person's apartment number?

- A. 12
- B. 312
- C. 413
- D. 525

Answer: C

Answer discussion:

"Apt." is the abbreviation for the word "apartment" so, the reference to "**Apt. 413**" at the bottom of the fax corresponds to the person's apartment number.

Sender: Robert Smith
312 David Street, **Apt. 413**, Erin ON, N0B 3C4
Tel: (555) 555-8910 Fax: (555) 555-4019



Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads relatively short texts to locate a single piece of information |
| Occupation | NOC 6435 – Hotel Front Desk Clerks |
| Reading Skill(s) | <input type="checkbox"/> Locates a specific piece of information (e.g. apartment number) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 4:

Refer to the fax in **Question 3** and identify the date when the person would like to stay at the hotel.

- A. January 2, 2008
- B. January 12, 2008
- C. Next week
- D. Tonight

Answer: B

Answer Discussion:

January 12, 2008 is the correct answer. In the text the customer states: *“I would like to make a reservation for the night of **January 12, 2008.**”*

Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads relatively short texts to locate a single piece of information |
| Occupation | NOC 6435 – Hotel Front Desk Clerks |
| Reading Skill(s) | <input type="checkbox"/> Locates a specific piece of information (e.g. reservation date) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 5:

A maintenance worker at an elementary school is reading a maintenance request to see what needs to be fixed:

| Ashberry Elementary School |
|---|
| Maintenance Request Form |
| <p>Please provide the details of problem or work to be done:</p> <p><i>I was preparing for a presentation to my class this morning and when I tried to pull down on the cord for the projector screen it was jammed. I put an "out of order" sign on it to let the other teachers know about the problem. I would appreciate if it could be fixed as soon as possible so that I do not fall behind with my class material.</i></p> <p>Thank you.</p> <p>Mrs. O'Neil (Class 1B)</p> |
| Request # 1003 |



What is the problem with the projector screen in Ms. O'Neil's classroom?

- A. The screen is out of order.
- B. Ms. O'Neil and the other teachers can't use it.
- C. The screen can't be pulled down.
- D. The screen will be fixed today.

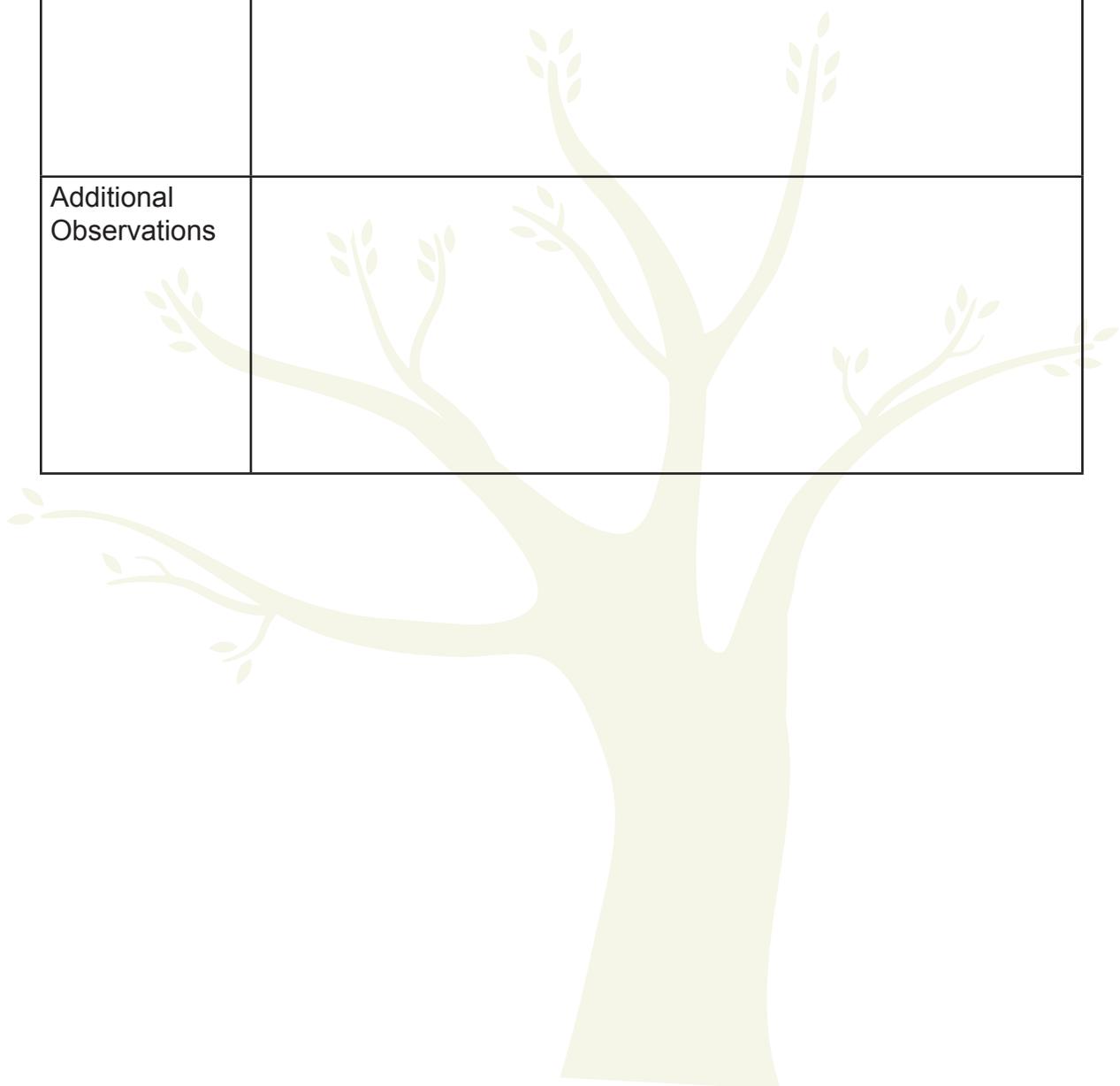
Answer: C

Answer Discussion:

While "out of order" may be enough information for potential users, the maintenance person needs to know exactly what is wrong.

Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads relatively short texts to locate a single piece of information |
| Occupation | NOC 6663 – Janitors, Caretakers and Building Superintendents |
| Reading Skill(s) | <input type="checkbox"/> Scans text for specific information <input type="checkbox"/> Interprets common high-frequency work and phrases in everyday contexts |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 6:

A hotel front desk clerk is reading a logbook to see what needs to be done during his shift.

The clerk reads the following entry:

Received a note from Jane Parent from Holiday Tours requesting a change to her reservation date. I changed her reservation from June 28th to June 29th, but she also has a meeting room and shuttle bus booked. I spoke to the Conference Director and he confirmed that the change to the meeting room was done. The only thing left to do is to call Mary Fellows at the shuttle bus company to inform her of the new schedule.

Thanks,

Sam Thompson

According to the logbook entry, who does the front desk clerk need to contact?

- A. Jane Parent
- B. Conference Director
- C. Mary Fellows
- D. Sam Thompson

Answer: C

Answer Discussion:

The log entry states that "The only thing left to do is to **call Mary Fellows** at the shuttle bus company to inform her of the new schedule." So, the front desk clerk needs to contact Mary Fellows.



Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads relatively short texts to locate a single piece of information; and Follows simple written instructions |
| Occupation | NOC 6435 – Hotel Front Desk Clerks |
| Reading Skill(s) | <input type="checkbox"/> Locates information in a text (who to contact) <input type="checkbox"/> Follows pronoun references within a text (he, she) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 7:

A housekeeper is preparing a vegetable dish using the following directions:

Step 5: Add 1 minced clove of garlic and 1 tsp of basil.

Step 6: Dice the green peppers and add to the pot.

Step 7: Boil the mixture for 1 hour and serve over warm rice.



According to the recipe, how should the green peppers be prepared?

- A. Chopped in half
- B. Minced
- C. Diced
- D. Cut into strips

Answer: C

Answer Discussion:

To **dice** is to cut into small cubes or squares as illustrated in the supporting image.

Results and Observations Section:

| | |
|--|---|
| Reading Task | Follow simple written instructions |
| Occupation | NOC 6471 – Visiting Homemakers, Housekeepers and Related Occupations |
| Reading Skill(s) | <input type="checkbox"/> Reads a recipe to understand the instructions <input type="checkbox"/> Uses illustrations or photographs to assist in interpreting unfamiliar words |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 8:

Mary, a harvest labourer, picks apples from different apple orchards. She reads the following note of instructions from her supervisor:

Rob, I would like you to pick the Red Delicious apples from Field A. Sam, please pick the Granny Smiths from Field B. Mary, you are responsible for the Granny Smiths from Field A, and Alex you pick the Red Delicious apples from Field B.

If there are any questions, you know where to find me.

Tina

Which type of apple is Mary supposed to pick and from which field?

- A. Red Delicious from Field A
- B. Granny Smith from Field B
- C. Red Delicious from Field B
- D. Granny Smith from Field A

Answer: D

Answer Discussion:

The note states that “Mary, you are responsible for **Granny Smiths from Field A**”.

Results and Observations Section:

| | |
|--|--|
| Reading Task | Reads relatively short texts to locate a single piece of information; and Follow simple written instructions |
| Occupation | NOC 8611 – Harvesting Labourers |
| Reading Skill(s) | <input type="checkbox"/> Locates specific information in a short note in order to follow instructions <input type="checkbox"/> Understands basic sentence structure |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 9:

A cashier at a bakery reads the following note from her manager:

*Hi everyone,
I've had to change some prices since the cost of flour has gone up. Pie prices will increase by 25 cents, bread will increase by 50 cents, and cakes will increase by one dollar. I have put a sign up in the store to let customers know about the price changes but don't forget to tell them that the new prices will only go into effect next month. Thanks for all your hard work. Our sales were really up last month!*

*Thanks,
Bob*

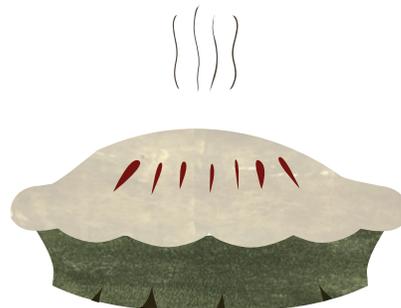
What does the cashier need to remember to tell the customers?

- A. The cost of bread is increasing by 25 cents.
- B. The price changes are only going to start next month.
- C. The cashiers are working hard.
- D. The sales were up last month.

Answer: B

Answer Discussion:

The note states: "...**don't forget to tell them that the new prices will only go into effect next month**". "Them" in the above statement is referring to the "customers".



Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads relatively short texts in order to locate a single piece of information |
| Occupation | NOC 6611 - Cashiers |
| Reading Skill(s) | <input type="checkbox"/> Scans a note to locate specific information (what to tell the customers) <input type="checkbox"/> Interprets contractions |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question10:

A kitchen helper is preparing to clean a meat slicing machine. He reads the important notice posted on the wall above the machine:

***IMPORTANT NOTICE TO ALL KITCHEN STAFF:
PLEASE READ!***

-  *The meat-slicing machine should be cleaned after each use.*
-  *Before cleaning, make sure that the power cord is unplugged from the electrical outlet.*
-  *Remove and clean the blade with hot soapy water.*
-  *Apply a thin layer of olive oil to prevent the blade from rusting.*
-  *Replace the blade immediately after cleaning.*

According to the important notice, what should the kitchen helper do before cleaning the machine?

- A. Rinse the blade with cold water.
- B. Apply olive oil to the blade.
- C. Unplug the meat slicing machine from the electrical outlet.
- D. Turn off the machine.

Answer: C

Answer Discussion:

Step three clearly states: ***“Before cleaning, make sure that the power cord is unplugged from the electrical outlet”.***

Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads relatively short texts in order to locate a single piece of information; and Follows simple written instructions |
| Occupation | NOC 6641 – Food Counter Attendants, Kitchen Helpers and Related Occupations |
| Reading Skill(s) | <input type="checkbox"/> Scans procedure for specific information (what action to take before cleaning machinery) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

ESSENTIAL SKILLS NEEDS ASSESSMENT SUMMARY

Use this **Essential Skills Needs Assessment Summary** table to conveniently record all the results in one place. The Summary can be shared with other intermediaries such as adult educators and skills trainers that can support the employment and training needs of the client. Written consent **must** be obtained from the client before sharing any of the assessment results.

Booklet: _____ Level: _____

Date of Assessment: _____

Location of Assessment: _____

Assessor Name: _____

Candidate Name: _____

| Question 1 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 2 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 3 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 4 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 5 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 6 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 7 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 8 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 9 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 10 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

I, _____, authorize my counsellor to share results of the Essential Skills needs assessment with anyone who is willing to assist me with my employment and training goals.

These results were collected through an informal Essential Skills Needs Assessment process and do not provide formal assessment scores. They are intended to be used to support employment and career counsellors to engage clients in a discussion about training objectives, such as skills upgrading programs. For more information, please refer to the Introduction to an Essential Skills Needs Assessment tool available at hrsdc.gc.ca/essentialskills.

Client Booklet: Reading Level 1



Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

Introduction

Reading is the ability to **understand** text written in sentences or paragraphs. Reading skills are important to be able to learn and find information quickly and easily. They are used in every job and in many aspects of life (e.g. reading and understanding emails, letters, instruction manuals, and prescription labels).



You are about to complete a needs assessment for **Reading, Level 1**. This is not a test – it is an opportunity to help identify your reading skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Instructions

1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes a typical workplace task that shows how reading skills are used in different jobs across Canada.
3. All questions are in multiple-choice format. Make sure you choose only **one** answer from the options provided.
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5. Space is provided after each question if you would like to write down any notes.
6. Please complete the reading questions without a dictionary.
7. Some questions will require that you read the whole text to summarize what it means. In other questions, you will have to skim or scan the text to find a specific piece of information. **It is important that you read the whole question carefully so that you understand what is being asked.**
8. If you have difficulty answering a question, you can move on to the next task and return to it later.
9. Take your time to complete the questions – there is no set time limit.
10. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.

11. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a sample question to help familiarize you with the assessment format:

A maintenance worker in an apartment building reads a note from a tenant:

I will be leaving on a business trip this weekend and I am wondering if you could paint my living room while I am away? The office staff said that you might be available.

Thanks,

Deb Jones (apartment 902)

What is the maintenance worker being asked to do?

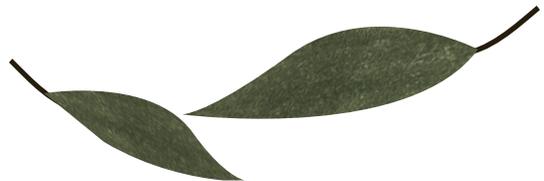
- A. Go on a business trip.
- B. Paint the living room.
- C. Watch the apartment.
- D. Talk to the office staff.

Answer: B

The tenant is asking the following:

*I will be leaving on a business trip this weekend and **I am wondering if you could paint my living room while I am away?** The office staff said that you might be available.*

So, the maintenance worker is being asked to paint the tenant's living room.



Assessment Tasks

Question 1:

A mail carrier opens a mailbox and finds a letter that was delivered yesterday. It has the following message written on it:

Moved 3 months ago. No forwarding address. Return to sender.

What should the mail carrier do with the letter?

- A. Hold the letter for 3 months.
- B. Forward the letter to a new address.
- C. Direct the letter back to the sender.
- D. Place the letter in the junk mail bag.

Question 2:

A guest asks the attendant at a hotel's information desk to suggest a fun outdoor activity. The attendant glances at the hotel's daily event schedule, shown below.

Daily Event Schedule

- *Come and enjoy our indoor swimming pool.*
- *Free in-room movies available.*
- *Sign up for a free 30 minute horse-back riding lesson and enjoy our scenic trails through the woods.*
- *Try our 2 for 1 dinner special at our new location located in the St. Henry Mall.*

Which event should the attendant suggest?

- A: Watching a movie
- B: Going out to dinner
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Question 3:

A hotel front desk clerk receives the following fax from a person who would like to make a reservation:

| Fax Communication | |
|---|-------------------------|
| To: | The Bella Vista Hotel |
| Attention: | Front Desk |
| Fax number: | 555-515-4567 |
| Date: | January 2, 2008 |
| Subject: | Request for Reservation |
| No. of Pages: | 1 (including cover) |
| Comments: | |
| <p><i>"I would like to make a reservation for the night of January 12, 2008. I would like a room with a king size bed and with a view of the lake."</i></p> <p><i>Thank you,</i></p> <p><i>Robert</i></p> | |
| <p style="text-align: center;">Sender: Robert Smith 312 David Street, Apt. 413, Erin ON, N1B 3C4 Tel: (555) 555-8910 Fax: (555) 555-4019</p> | |

The clerk must enter the address of the person requesting the room into the hotel's reservation system. What is the person's apartment number?

- A. 12
- B. 312
- C. 413
- D. 525



Question 4:

Refer to the fax in **Question 3** and identify the date when the person would like to stay at the hotel.

- A. January 2, 2008
- B. January 12, 2008
- C. Next week
- D. Tonight

Question 5:

A maintenance worker at an elementary school is reading a maintenance request to see what needs to be fixed:

| Ashberry Elementary School |
|---|
| Maintenance Request Form |
| <p>Please provide the details of problem or work to be done:</p> <p><i>I was preparing for a presentation to my class this morning and when I tried to pull down on the cord for the projector screen it was jammed. I put an "out of order" sign on it to let the other teachers know about the problem. I would appreciate if it could be fixed as soon as possible so that I do not fall behind with my class material.</i></p> <p>Thank you.</p> <p>Mrs. O'Neil (Class 1B)</p> |
| Request # 1003 |



What is the problem with the projector screen in Ms. O'Neil's classroom?

- A. The screen is out of order.
- B. Ms. O'Neil and the other teachers can't use it.
- C. The screen can't be pulled down.
- D. The screen will be fixed today.

Question 6:

A hotel front desk clerk is reading a logbook to see what needs to be done during his shift.

The clerk reads the following entry:

Received a note from Jane Parent from Holiday Tours requesting a change to her reservation date. I changed her reservation from June 28th to June 29th, but she also has a meeting room and shuttle bus booked. I spoke to the Conference Director and he confirmed that the change to the meeting room was done. The only thing left to do is to call Mary Fellows at the shuttle bus company to inform her of the new schedule.

Thanks,

Sam Thompson

According to the logbook entry, who does the front desk clerk need to contact?

- A. Jane Parent
- B. Conference Director
- C. Mary Fellows
- D. Sam Thompson



A housekeeper is preparing a vegetable dish using the following directions:

Step 5: Add 1 minced clove of garlic and 1 tsp of basil.

Step 6: Dice the green peppers and add to the pot.

Step 7: Boil the mixture for 1 hour and serve over warm rice.



According to the recipe, how should the green peppers be prepared?

- A. Chopped in half
- B. Minced
- C. Diced
- D. Cut into strips

Question 8:

Mary, a harvest labourer, picks apples from different apple orchards. She reads the following note of instructions from her supervisor:

Rob, I would like you to pick the Red Delicious apples from Field A. Sam, please pick the Granny Smiths from Field B. Mary, you are responsible for the Granny Smiths from Field A, and Alex you pick the Red Delicious apples from Field B.

If there are any questions, you know where to find me.

Tina

Which type of apple is Mary supposed to pick and from which field?

- A. Red Delicious from Field A
- B. Granny Smith from Field B
- C. Red Delicious from Field B
- D. Granny Smith from Field A



Question 9:

A cashier at a bakery reads the following note from her manager:

*Hi everyone,
I've had to change some prices since the cost of flour has gone up. Pie prices will increase by 25 cents, bread will increase by 50 cents, and cakes will increase by one dollar. I have put a sign up in the store to let customers know about the price changes but don't forget to tell them that the new prices will only go into effect next month. Thanks for all your hard work. Our sales were really up last month!*

*Thanks,
Bob*

What does the cashier need to remember to tell the customers?

- A. The cost of bread is increasing by 25 cents.
- B. The price changes are only going to start next month.
- C. The cashiers are working hard.
- D. The sales were up last month.



Question10:

A kitchen helper is preparing to clean a meat slicing machine. He reads the important notice posted on the wall above the machine:

***IMPORTANT NOTICE TO ALL KITCHEN STAFF:
PLEASE READ!***

-  *The meat-slicing machine should be cleaned after each use.*
-  *Before cleaning, make sure that the power cord is unplugged from the electrical outlet.*
-  *Remove and clean the blade with hot soapy water.*
-  *Apply a thin layer of olive oil to prevent the blade from rusting.*
-  *Replace the blade immediately after cleaning.*

According to the important notice, what should the kitchen helper do before cleaning the machine?

- A. Rinse the blade with cold water.
- B. Apply olive oil to the blade.
- C. Unplug the meat slicing machine from the electrical outlet.
- D. Turn off the machine.

Notes:



Assessor's Booklet: Reading Level 2



This Assessor's Booklet is divided into two parts.

Part One includes:

- Assessor's instructions for administering the Reading Level 2: Client Assessment Booklet.

Part Two includes:

- An introduction and detailed instructions for the client on the assessment process;
- Answers and explanations for each assessment task; and
- A section for the assessor to record a client's assessment results and observations.

Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

PART ONE

Assessor's Instructions

Please ensure that you have read the accompanying *Guide for Conducting an Essential Skills Needs Assessment* prior to administering any of the assessment booklets. The Guide provides a step-by-step process for conducting an informal Essential Skills needs assessment, including useful tips and suggestions.

This is an informal assessment tool that is intended to support career and employment counsellors to work with clients to help them better understand their reading skills strengths and areas that may require improvement. The assessment results will support making more informed decisions on developing training plans and performing job searches. In situations where formal test scores are needed to be compared to other test results or job skill requirements, the use of formal assessment tools may be more suitable.

- Each assessment question in this booklet is a typical workplace task that shows how reading skills are used in different jobs across Canada.
- The questions are organized in order of difficulty starting with simple tasks and progressing to more difficult ones.
- You may read the **assessment instructions** out loud and provide further explanation if required. As this is a **reading assessment**, it is important to encourage clients to read and complete the **tasks independently** so that a more accurate understanding of their abilities can be understood. **Once the client has completed as many reading tasks as possible on their own, you can assist them to complete the remaining tasks.**
- Clients are encouraged to complete the reading tasks without a dictionary.
- Clients are free to highlight or underline any information in the question.
- Clients are permitted to ask questions at anytime during the assessment.
- If clients have difficulty completing any of the tasks, suggest that he/she move on to the next task and return to it later.
- Inform clients that you will review all the tasks and answers together once they have completed the assessment.

Use the Results and Observations section following each assessment task to:

- record results;
- identify the reading skills demonstrated; and
- document any difficulties the client had in completing the tasks, such as problems understanding the meaning of words or locating information in the text.

The Essential Skills Needs Assessment Summary table included at the end of this booklet, can be used to record all the results in one place and allows the assessor to re-use the booklet for other clients.

If clients do not successfully complete **7** of the **10** tasks, you should discuss what action they would like to take to improve their reading skills as part of a training plan or job search (e.g. take a course to upgrade their reading skills).



PART TWO

Client Introduction *(as it appears in the Reading Level 2: Client Booklet)*

Reading is the ability to **understand** text written in sentences or paragraphs. Reading skills are important to be able to learn and find information quickly and easily. They are used in every job and in many aspects of life (e.g. reading and understanding emails, letters, instruction manuals, and prescription labels).

You are about to complete a needs assessment for **Reading, Level 2**. This is not a test – it is an opportunity to help identify your reading skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Client Instructions *(as it appears in the Reading Level 2: Client Booklet)*

1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes a typical workplace task that shows how reading skills are used in different jobs across Canada.
3. All questions are in multiple-choice format. Make sure you choose only **one** answer from the options provided.
4. You can circle the letter that corresponds to the answer you choose or you can circle the answer itself.
5. Space is provided after each question if you would like to write down any notes.
6. Please complete the reading questions without a dictionary.
7. Some questions will require that you read the whole text to summarize what it means. In other questions, you will have to skim or scan the text to find a specific piece of information. **It is important that you read the whole question carefully so that you understand what is being asked.**
8. If you have difficulty answering a question, you can move on to the next task and return to it later.
9. Take your time to complete the questions – there is no set time limit.
10. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
11. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a sample question to help familiarize you with the assessment format:

A maintenance worker in an apartment building reads a note from a tenant:

I will be leaving on a business trip this weekend and I am wondering if you could paint my living room while I am away? The office staff said that you might be available.

Thanks,

Deb Jones (apartment 902)

What is the maintenance worker being asked to do?

- A. Go on a business trip.
- B. Paint the living room.
- C. Watch the apartment.
- D. Talk to the office staff.

Answer: B

The tenant is asking the following:

*I will be leaving on a business trip this weekend and **I am wondering if you could paint my living room while I am away?** The office staff said that you might be available.*

So, the maintenance worker is being asked to paint the tenant's living room.



Assessment Tasks

Question 1:

Randy, a server at a restaurant, reads a complaint from a customer about the quality of his service.

How did we do? We want to hear from you?

Dear Manager,

I would like to express my disappointment about the very slow service I received at your establishment on the night of February 14th. My wife and I were very much looking forward to a lovely dinner but we were disappointed with our experience. It took over 20 minutes for our server to come to our table and take our order. We then waited for 45 minutes to receive our meal which was cold. We noticed that all the tables around us were served immediately and did not wait very long for their meals to arrive. We have visited your restaurant many times and this is the first time the service has been so slow. I hope that this matter is dealt with promptly.

Thank you.

Thank you for taking the time to provide us with your feedback.

The Manager

According to the note, what was the *main* reason the customer was unhappy with the service?

- A. The server delivered the wrong meal.
- B. The server forgot to take the customer's order.
- C. The meal was cold.
- D. The server was too slow.

Answer: D

Answer Discussion:

The customer specifically states the reason for writing the note of complaint to the restaurant in the first sentence:

I would like to express my disappointment about the very slow service we received from our server on the evening of February 14th.

The note makes other references that imply that the slow service was the main reason for the customer's unhappiness:



Dear Manager,

It took over 20 minutes for our server to come to our table and take our order. We then waited for over 45 minutes to receive our meal which was cold. We noticed that all the tables around us received were served immediately and did not wait very long for their meals to arrive. We have visited your restaurant many times and this is the first time the service has been so slow. I hope that this matter is dealt with promptly.

If the client chose answer "C. The meal was cold", explain that although the customer did mention that the meal was cold, it was not the main reason for the customer's unhappiness.

Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads more complex texts to locate a single piece of information |
| Occupation | NOC 6453 – Food and Beverage Servers |
| Reading Skill(s) | <input type="checkbox"/> Scans a letter for specific information (why customer was not happy with the service) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 2:

An office assistant reviews a note left by a technician who fixed the photocopier machine earlier that day:

To whom it may concern,

I fixed the photocopier machine this morning so it no longer leaves ink smudges on the photocopies. This is the fourth time this month that I have repaired the same problem. I don't want to jump to conclusions, but I think the ink smudges are being caused by the incorrect installation of the toner cartridges. I would suggest that all office staff review the photocopier machine's operating manual to make sure that they are replacing the toner cartridges properly. Hopefully, this will help to prevent any further problems with the ink smudges. If you have any questions, please do not hesitate to contact me. Thank you.

Ben

According to the text, what does the technician think is the cause of the ink smudges?

- A. The toner cartridges are leaking.
- B. Staff are not operating the photocopier machine properly.
- C. The toner cartridges were not replaced correctly.
- D. The technician is not sure what is causing the problem.

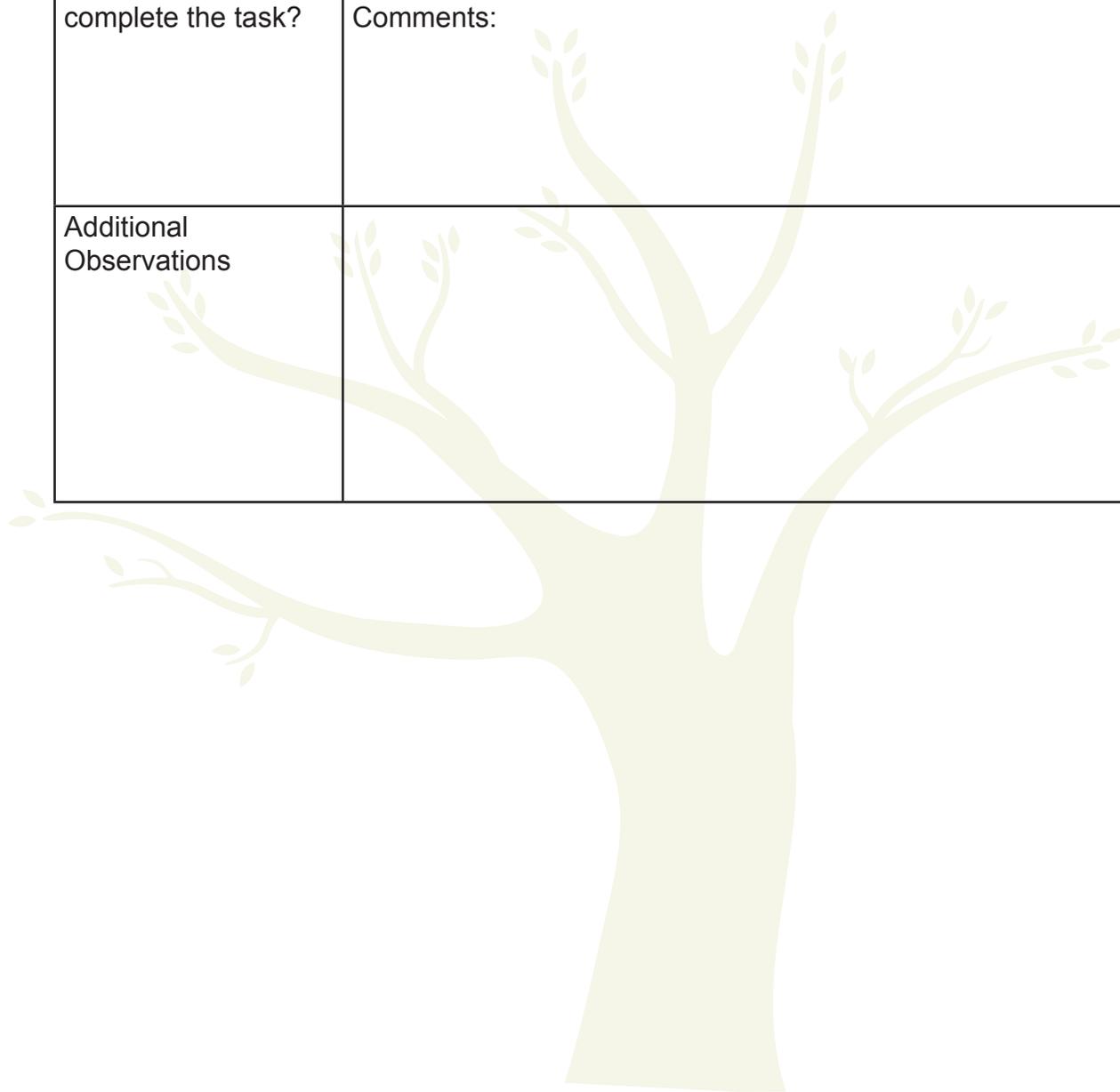
Answer: C

Answer Discussion:

The saying "jump to conclusions" means to guess the facts about a situation without having enough information to know for sure. In this case, the technician thinks the ink smudges are being caused by the incorrect installation of the toner cartridges. The technician is suggesting that the office staff review the operating manual to ensure they are replacing the cartridges correctly to see if this resolves the problem.

Results and Observations Section:

| | |
|--|--|
| Reading Task | Reads more complex texts to locate a single piece of information |
| Occupation | NOC 1411 – General Office Clerks |
| Reading Skill(s) | <input type="checkbox"/> Scans a note for specific information (the cause of the ink smudges) <input type="checkbox"/> Understands the figurative meaning of words (e.g. “jump to conclusions”) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 3:

A kitchen helper reads a food safety poster displayed on the wall.

A Fight BAC!™
Focus on
clean

CLEAN
Wash hands and surfaces often.

SEPARATE
Keep raw meat, poultry, seafood, and eggs separate from other foods.

CHILL
Refrigerate promptly.

COOK
Cook to safe temperatures.

Always wash your hands for at least 20 seconds before handling food and after handling meat, poultry, eggs and seafood and after changing diapers, touching pets and using the washroom.

Clean and then sanitize counter tops, cutting boards and utensils with a mild bleach solution (5ml/1 tsp. bleach per 750ml/3 cups water) before and after food preparation.

Discard worn cutting boards. Consider using paper towels to wipe kitchen surfaces or change dishcloths daily to avoid the possibility of cross-contamination and the spread of bacteria. Avoid using sponges because they are harder to keep bacteria-free.

Tip:
Using a disinfectant cleaner or a mixture of bleach and water on surfaces can provide some added protection against bacteria.

FIGHT BAC!
Keep Food Safe From Bacteria

Source: Partnership for Food Safety Education – www.fightbac.org

The kitchen helper is preparing to sanitize the countertops. The helper has filled a bucket with 3 cups of water and is about to add the bleach. According to the poster, how many millilitres of bleach should be added to the water?

- A. 1 ml
- B. 3 ml
- C. 5 ml
- D. 750 ml

Answer: C

Answer Discussion:

The abbreviation “ml” is short for millilitre and the poster indicates that **5 ml (or 1 tsp) of bleach should be mixed with 3 cups (or 750 ml) of water.**

Results and Observations Section:

| | |
|--|--|
| Reading Task | Reads simple texts to locate multiple pieces of information |
| Occupation | NOC 6641 – Food Counter Attendants, Kitchen Helpers and related Occupations |
| Reading Skill(s) | <input type="checkbox"/> Locates information in a short safety poster (amount of bleach required for 3 cups of water) <input type="checkbox"/> Understands more complex abbreviations (ml, tsp) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 4:

A cashier is learning how to process a credit card payment from a customer and refers to the following instructions for help:

Store #504: Credit Card Instructions

Section 1: How to process credit card payments:

- Step 1) Credit card payments can only be accepted for purchases over \$25.00 and under \$1,000.00.*
- Step 2) Verify that the credit card type the customer wishes to use is accepted by our store.*
- Step 3) Refer to the "Lost or Stolen" cards list and verify that the number on the card does not appear on the list.*
- Step 4) Check the card's expiration date – if the card has expired, politely inform the customer and request another method of payment (another credit card or cash). If the customer wishes to use another credit card, ensure you repeat **Steps 1 through 3.***
- Step 5) Ensure that the back of the credit card has been signed by the customer. If it has not, politely ask the customer to sign it in front of you.*
- Step 6) You may now swipe the card through the authorization machine.*
- Step 7) If the authorization is successful, have the customer sign the credit receipt. If the authorization is declined, proceed to **Section 2.***
- Step 8) Verify the customer's signature on the receipt with the signature on the back of the card to make sure they match. If they do not match proceed to **Section 2.***
- Step 9) Provide the customer with the "customer copy" of the receipt and file the "store copy" in the drawer below the cash register.*

Section 2: What to do if a credit card is declined or if a customer's signature does not match the signature on the credit card.

- Step 1) If authorization of the credit card transaction fails, attempt to authorize the credit card a second time.*
- Step 2) If the second attempt to authorize fails, return the card to the customer and inform him/her that there seems to be a problem with the card. Then, ask the customer if he/she would like to provide an alternate form of payment (another credit card or cash).*
- Step 3) If the customer chooses to use another credit card type, ensure that you repeat the steps outlined in **Section 1.***

What must the cashier check before swiping a credit card through the authorization machine?

- A. Purchase amount is more than \$25 but less than \$1,000
- B. Right type of card, not expired, back signed by customer
- C. Credit card number not on lost or stolen list
- D. All of the above

Answer: D

Answer Discussion:

According to the credit card procedures outlined in Section 1: Steps 1 through 5, all of the above-mentioned items must be checked before the credit card can be swiped.

Results and Observations Section:

| | |
|--|--|
| Reading Task | Reads simpler texts to locate multiple pieces of information |
| Occupation | NOC 6611 – Cashiers |
| Reading Skill(s) | <input type="checkbox"/> Scans a procedures document for specific information <input type="checkbox"/> Makes connections between related information across multiple sections of a text |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations |  |

Question 5:

A construction helper is preparing to use a dangerous chemical and reads the following product warning label:

DANGER! EXTREMELY FLAMMABLE. IRRITATES EYES.

PRECAUTIONS: Keep away from heat, sparks, and flames. Ground containers when pouring. Avoid breathing vapours or mists. Avoid eye contact. Avoid prolonged or repeated contact with skin. Wear splash-proof safety goggles or faceshield and butyl rubber gloves. If acetone is present in concentrations greater than 250 ppm, wear a NIOSH-approved respirator with an organic vapour cartridge. Use with adequate ventilation, especially in enclosed areas. Store in a cool, well-ventilated area, away from incompatibles.



According to the label, what must the construction worker do if the acetone concentration is 180 parts per million (ppm)?

- A. Use a NIOSH-approved respirator.
- B. Store unused product in a warm room.
- C. Use protective eyewear.
- D. Avoid any contact with skin.

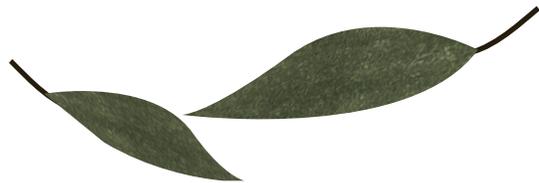
Answer: C

Answer Discussion:

Using protective eyewear is the correct answer. Although the helper can wear a respirator, it is not needed until the concentration is higher than 250 ppm.

Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads more complex texts to locate a single piece of information; and Makes low level inferences |
| Occupation | NOC 7611 – Construction Trades Helpers and Labourers |
| Reading Skill(s) | <input type="checkbox"/> Scans a label for specific information (what should be done if the concentration is 180 ppm) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 6:

After new windows have been delivered and installed, a homeowner tells the installer that he can't pay for the work until the next month. He does not have a charge account with the installer. The installer checks the terms and conditions section of the work order to see if there are other payment options.

The purchaser agrees to the following terms and conditions:

1. ACCEPTANCE

All contracts, quotations and orders are not enforceable until accepted by an authorized management representative of Air Tight Windows Ltd. (hereinafter called Air Tight). Non-acceptance by the management representative may be for credit reasons or otherwise.

2. DELAYS

Air Tight will not be responsible for any loss resulting from delays in supply caused by strikes, lock-outs, labour disputes, raw material shortages, transportation delays or other matters beyond its control.

3. PAYMENT

Approved credit customers will pay the total purchase price within 30 days of the date of delivery. Customers without charge accounts will pay balance upon delivery of product. In default of payment, the purchaser agrees to pay interest on the unpaid balance at the rate of 2% per month (26,8% per annum). Air Tight reserves the right to exercise its Mechanic's Lien rights or the service of a third party collector at any time to ensure collection of all charges.

4. SALES TAX

The purchaser will pay the appropriate adjustment should there be a charge after the date of contact in the rate of federal or provincial sales tax.

5. DELIVERY

The purchaser will provide an authorized representative to accept and acknowledge delivery of the material. If this is not done, previous practice will prevail. The purchaser agrees that shipping damages or shortages not noted at the time of delivery will be the responsibility of the purchaser.



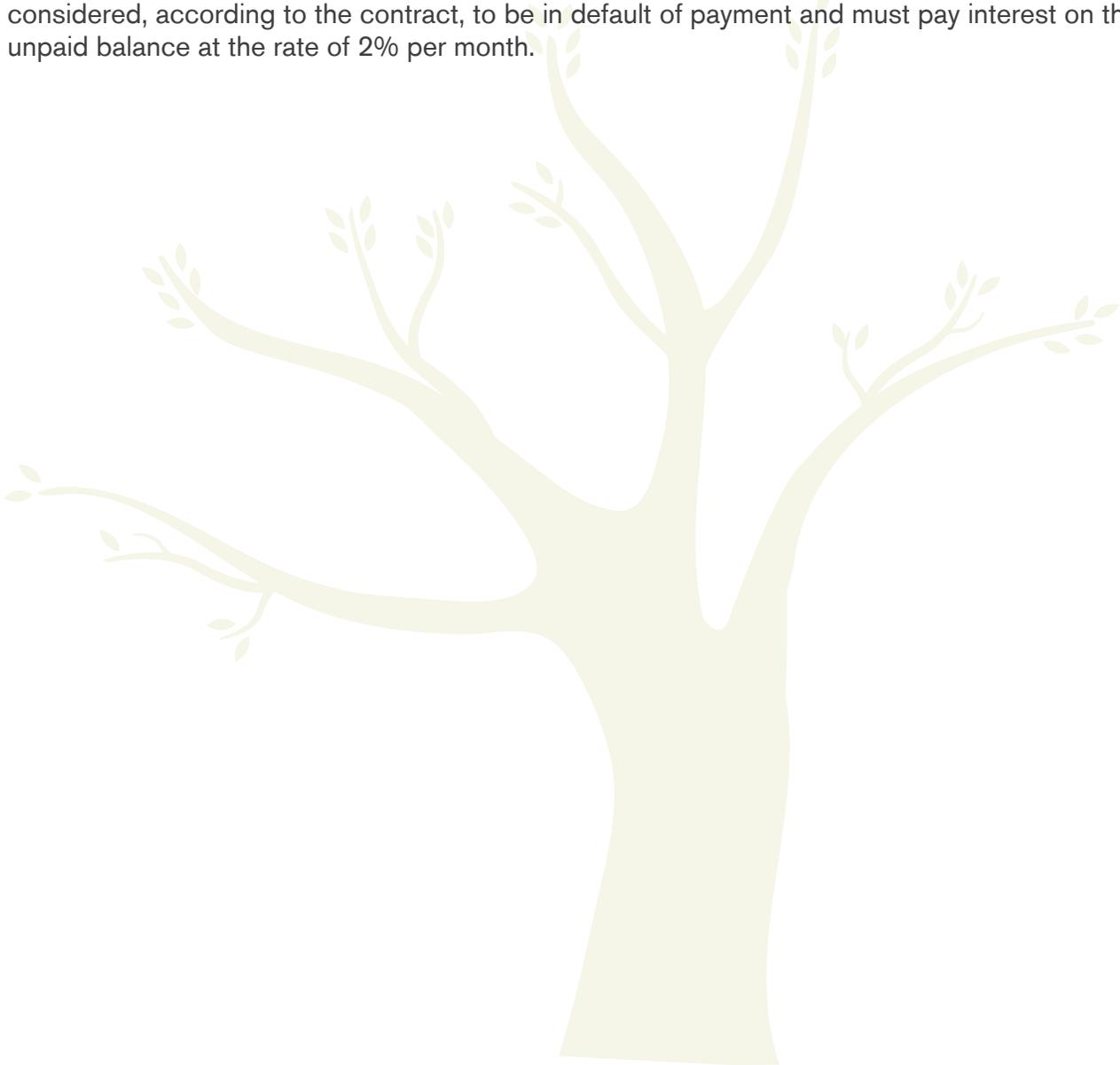
According to the terms and conditions of the work order, which of the following statements is true?

- A. The homeowner is in default, but he still has 30 days to pay for the windows.
- B. The homeowner is in default and he will be charged 2% per month interest until the balance is paid.
- C. Air Tight windows will immediately exercise a mechanic's lien to collect the money.
- D. All of the above

Answer: B

Answer Discussion:

Section 3 of the contractual agreement states that customers without charge accounts must pay the balance upon delivery of the product. Since the customer cannot pay until next month he is considered, according to the contract, to be in default of payment and must pay interest on the unpaid balance at the rate of 2% per month.



Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads simple texts to locate multiple pieces of information; and Makes low level inferences |
| Occupation | NOC 7611 – Trades helpers and Labourers (Window Installer) |
| Reading Skill(s) | <input type="checkbox"/> Locates information in the terms and conditions of a contract <input type="checkbox"/> Makes connections between related information across multiple sections of a text |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 7:

A Correctional Services Officer reviews the inmate escort procedures below:

Red Lakes Institution Inmate Escort Procedures

1. You are responsible for the safe custody and discipline of this (these) inmate(s). You shall under NO circumstances allow (an) inmate(s) in your custody out of your sight.
2. You shall ensure that the inmate(s) is (are) wearing a standard issue uniform clearly displaying the inmate register number.
3. You shall sit directly behind the driver during an escort in vehicles lacking appropriate protective shields.
4. You shall apply handcuffs and leg irons. Other restraint equipment must be authorized by the Warden or officer in charge.
5. You shall notify the officer in charge of the institution or Duty CS upon return of the inmate(s).
6. You shall check bathroom facilities thoroughly prior to use by the inmate(s).
7. You shall report any contraband seized during the escort to the Warden.
8. You shall ensure the safe custody of the inmate(s) under your responsibility while maintaining the protection of the public.
9. When escorting two or more inmates, you shall carry valid photo identification showing the inmates' photographs and identification numbers.
10. When escorting more than three inmates, you shall carry a firearm and pepper spray.

The CSO wants to put a hood on an inmate who spits at people. According to the Escort Procedures, what should the CSO do first?

- A. Ensure that the inmate is wearing a standard issue uniform.
- B. Ask the Warden or officer in charge to authorize use of the hood.
- C. Notify the Duty CS or officer in charge.
- D. Apply handcuffs and leg irons.

Answer: B

Answer Discussion:

According to Escort Procedure #4, restraint equipment other than handcuffs and leg irons must be approved by the Warden or officer in charge.

Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads more complex texts to locate a single piece of information; and Makes low level inferences |
| Occupation | NOC 6462 – General Correctional Officers |
| Reading Skill(s) | <input type="checkbox"/> Scans a procedures document for specific information |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 8:

A janitor reads the packaging on a new type of floor wax to understand its benefits.

***Do you want your floors to sparkle like diamonds?
Use Sure Gloss!***

Sure Gloss wax will show results right away and give you weeks of carefree luster. We guarantee that regular use of our incredible floor wax will reduce, if not eliminate, shoe scuff marks and unsightly scratches – no other floor wax on the market can give you that guarantee! Our system comes with all the materials and tools you'll need to apply and maintain that beautiful shine and it will work with any floor waxing machine.

Which of the following features is not mentioned in the packaging information?

- A. Dries faster than other brands
- B. Reduces or eliminates scratches and scuffs
- C. Can be used with any floor waxing machine
- D. Has a long-lasting luster

Answer: A

Answer Discussion:

The product's packaging does not mention the drying time for the floor wax.



Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads simple texts to locate multiple pieces of information; and Makes low level inferences |
| Occupation | NOC 6663 – Janitor, Caretakers, and Building Superintendents |
| Reading Skill(s) | <input type="checkbox"/> Understands the information on a product's package |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 9:

An office clerk is concerned that the many hours she is spending on the computer each day may be causing the pain in her wrists. She reads a section from a bulletin about “repetitive strain injury”:

January Work Health Bulletin

RSI: The Cause

The cause of repetitive strain injury (RSI) is typically from repeating the same physical action repeatedly. People in occupations such as meat packing and carpentry can develop this condition over their working lives. Currently, more and more people are contracting the condition due to the use of computers, especially the keyboard and mouse.

RSI: The Symptoms

Those who suffer from RSI typically indicate a pain, stiffness, or tightness in the limbs (arms, legs, fingers). Sometimes a tingling or numbness can also be experienced. Often, those who have the condition will massage their hands and fingers that are affected in order to reduce the pain.

RSI: The Prevention

Many think the solution to the condition is to purchase supportive devices such as arm supports and foot rests. However proper posture, workstation design and work habits (such as taking breaks) actually have a much greater effect in preventing the condition.

According to the bulletin, what is an effective method of reducing or avoiding RSI?

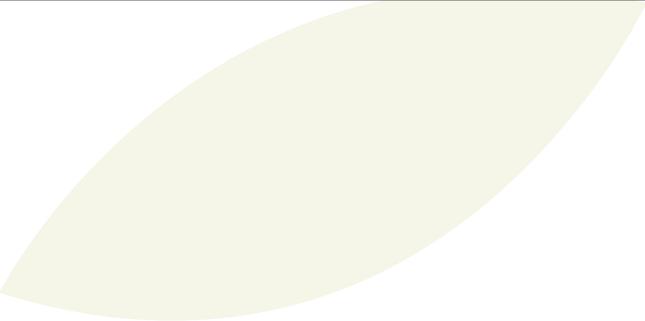
- A. Massaging hands and fingers
- B. Taking breaks from repetitive tasks
- C. Using supportive devices such as arm supports
- D. Avoiding computer tasks using mice and keyboards

Answer: B

Answer Discussion:

The text indicates that “proper posture, workstation design and work habits (**such as taking breaks**)” have a greater effect when reducing the chance of developing repetitive strain injury.

Results and Observations Section:

| | |
|--|---|
| Reading Task | Reads more complex texts to locate a single piece of information; and Makes low level inferences |
| Occupation | NOC 1411 – General Office Clerk |
| Reading Skill(s) | <input type="checkbox"/> Scans a bulletin for specific information (how to reduce the chances of “repetitive strain injuries”) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations |  |

Question10:

A conservation and fishery officer reads the following marine forecast from Environment Canada:

****Warning Issued for Gulf Magdalen****

Issued: 4.30 PM ADT Tuesday 12 November 2012.

Synopsis:

A low pressure system tracking south of the district will continue to move toward Newfoundland waters tonight. Gale to near storm force north-easterlies in the vicinity of the low diminish to strong to gale force northerlies behind it. Elsewhere generally moderate to strong northerlies diminish to light to moderate winds as a ridge of high pressure builds over the Maritimes tonight.

On Wednesday another trough of low pressure will approach the region and move into gulf waters Wednesday night. Winds increase to strong to gale force southerly over all waters ahead of the trough.

Forecast:

Gale warning continued.

Northeast gales 35 to 40 knots backing to northerly winds 25 to gales 35 overnight then diminishing to northerly winds 20 to 25 near dawn Wednesday. Winds diminishing to variable 10 to 15 Wednesday morning. Winds increasing to southerly 20 to 25 Wednesday afternoon then veering to southwest 25 to 30 Wednesday evening. Rain or snow ending this evening. Visibility fair to poor in precipitation. Temperatures zero to 2 rising to near 5 Wednesday evening.

According to the forecast, when will the gale force winds, defined as between 34 and 47 knots, end?

- A. Near dawn Wednesday
- B. Wednesday morning
- C. Wednesday afternoon
- D. Wednesday night

Answer: A

Answer Discussion:

The weather forecast states: “Northeast gales 35 to 40 knots backing to northerly winds 25 to **Gales 35 overnight then diminishing to northerly winds 20 to 25 near dawn Wednesday**”.

Results and Observations Section:

| | |
|--|--|
| Reading Task | Reads more complex texts to locate a single piece of information; and Makes low level inferences |
| Occupation | NOC 2224 – Conservation and Fishery Officers |
| Reading Skill(s) | <input type="checkbox"/> Scans a weather forecast for specific information (when the gales will end and turn to winds) <input type="checkbox"/> Understands industry vocabulary using context |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations |  |

ESSENTIAL SKILLS NEEDS ASSESSMENT SUMMARY

Use this **Essential Skills Needs Assessment Summary** table to conveniently record all the results in one place. The Summary can be shared with other intermediaries such as adult educators and skills trainers that can support the employment and training needs of the client. Written consent **must** be obtained from the client before sharing any of the assessment results.

Booklet: _____ Level: _____

Date of Assessment: _____

Location of Assessment: _____

Assessor Name: _____

Candidate Name: _____

| Question 1 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 2 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 3 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 4 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 5 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 6 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 7 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 8 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 9 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 10 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

I, _____, authorize my counsellor to share results of the Essential Skills needs assessment with anyone who is willing to assist me with my employment and training goals.

These results were collected through an informal Essential Skills Needs Assessment process and do not provide formal assessment scores. They are intended to be used to support employment and career counsellors to engage clients in a discussion about training objectives, such as skills upgrading programs. For more information, please refer to the Introduction to an Essential Skills Needs Assessment tool available at hrsdc.gc.ca/essentialskills.

Client Booklet: Reading Level 2



Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

Introduction

Reading is the ability to **understand** text written in sentences or paragraphs. Reading skills are important to be able to learn and find information quickly and easily. They are used in every job and in many aspects of life (e.g. reading and understanding emails, letters, instruction manuals, and prescription labels).



You are about to complete a needs assessment for **Reading, Level 2**. This is not a test – it is an opportunity to help identify your reading skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Instructions

1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes a typical workplace task that shows how reading skills are used in different jobs across Canada.
3. All questions are in multiple-choice format. Make sure you choose only one answer from the options provided.
4. You can circle the letter that corresponds to the answer you choose or you can circle the answer itself.
5. Space is provided after each question if you would like to write down any notes.
6. Please complete the reading questions without a dictionary.
7. Some questions will require that you read the whole text to summarize what it means. In other questions, you will have to skim or scan the text to find a specific piece of information. **It is important that you read the whole question carefully so that you understand what is being asked.**
8. If you have difficulty answering a question, you can move on to the next task and return to it later.
9. Take your time to complete the questions – there is no set time limit.
10. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.

11. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a sample question to help familiarize you with the assessment format:

A maintenance worker in an apartment building reads a note from a tenant:

I will be leaving on a business trip this weekend and I am wondering if you could paint my living room while I am away? The office staff said that you might be available.

Thanks,

Deb Jones (apartment 902)

What is the maintenance worker being asked to do?

- A. Go on a business trip.
- B. Paint the living room.
- C. Watch the apartment.
- D. Talk to the office staff.

Answer: B

The tenant is asking the following:

*I will be leaving on a business trip this weekend and **I am wondering if you could paint my living room while I am away?** The office staff said that you might be available.*

So, the maintenance worker is being asked to paint the tenant's living room.

Assessment Tasks

Question 1:

Randy, a server at a restaurant, reads a complaint from a customer about the quality of his service.

How did we do? We want to hear from you?

Dear Manager,

I would like to express my disappointment about the very slow service I received at your establishment on the night of February 14th. My wife and I were very much looking forward to a lovely dinner but we were disappointed with our experience. It took over 20 minutes for our server to come to our table and take our order. We then waited for 45 minutes to receive our meal which was cold. We noticed that all the tables around us were served immediately and did not wait very long for their meals to arrive. We have visited your restaurant many times and this is the first time the service has been so slow. I hope that this matter is dealt with promptly.

Thank you.

Thank you for taking the time to provide us with your feedback.

The Manager

According to the note, what was the *main* reason the customer was unhappy with the service?

- A. The server delivered the wrong meal.
- B. The server forgot to take the customer's order.
- C. The meal was cold.
- D. The server was too slow.

Question 2:

An office assistant reviews a note left by a technician who fixed the photocopier machine earlier that day:

To whom it may concern,

I fixed the photocopier machine this morning so it no longer leaves ink smudges on the photocopies. This is the fourth time this month that I have repaired the same problem. I don't want to jump to conclusions, but I think the ink smudges are being caused by the incorrect installation of the toner cartridges. I would suggest that all office staff review the photocopier machine's operating manual to make sure that they are replacing the toner cartridges properly. Hopefully, this will help to prevent any further problems with the ink smudges. If you have any questions, please do not hesitate to contact me. Thank you.

Ben

According to the text, what does the technician think is the cause of the ink smudges?

- A. The toner cartridges are leaking.
- B. Staff are not operating the photocopier machine properly.
- C. The toner cartridges were not replaced correctly.
- D. The technician is not sure what is causing the problem.

Question 3:

A kitchen helper reads a food safety poster displayed on the wall.

A Fight BAC!™
Focus on
clean

CLEAN
Wash hands and surfaces often.

SEPARATE
Raw meat and poultry.

CHILL
Refrigerate promptly.

COOK
Cook to proper temperature.

Always wash your hands for at least 20 seconds before handling food and after handling meat, poultry, eggs and seafood and after changing diapers, touching pets and using the washroom.

Clean and then sanitize counter tops, cutting boards and utensils with a mild bleach solution (5ml/1 tsp. bleach per 750ml/3 cups water) before and after food preparation.

Discard worn cutting boards. Consider using paper towels to wipe kitchen surfaces or change dishcloths daily to avoid the possibility of cross-contamination and the spread of bacteria. Avoid using sponges because they are harder to keep bacteria-free.

Tip:
Using a disinfectant cleaner or a mixture of bleach and water on surfaces can provide some added protection against bacteria.

FIGHT BAC!
Keep Food Safe From Bacteria

Source: Partnership for Food Safety Education – www.fightbac.org

The kitchen helper is preparing to sanitize the countertops. The helper has filled a bucket with 3 cups of water and is about to add the bleach. According to the poster, how many millilitres of bleach should be added to the water?

- A. 1 ml
- B. 3 ml
- C. 5 ml
- D. 750 ml

Question 4:

A cashier is learning how to process a credit card payment from a customer and refers to the following instructions for help:

Store #504: Credit Card Instructions

Section 1: How to process credit card payments:

- Step 1) *Credit card payments can only be accepted for purchases over \$25.00 and under \$1,000.00.*
- Step 2) *Verify that the credit card type the customer wishes to use is accepted by our store.*
- Step 3) *Refer to the “Lost or Stolen” cards list and verify that the number on the card does not appear on the list.*
- Step 4) *Check the card’s expiration date – if the card has expired, politely inform the customer and request another method of payment (another credit card or cash). If the customer wishes to use another credit card, ensure you repeat **Steps 1 through 3.***
- Step 5) *Ensure that the back of the credit card has been signed by the customer. If it has not, politely ask the customer to sign it in front of you.*
- Step 6) *You may now swipe the card through the authorization machine.*
- Step 7) *If the authorization is successful, have the customer sign the credit receipt. If the authorization is declined, proceed to **Section 2.***
- Step 8) *Verify the customer’s signature on the receipt with the signature on the back of the card to make sure they match. If they do not match proceed to **Section 2.***
- Step 9) *Provide the customer with the “customer copy” of the receipt and file the “store copy” in the drawer below the cash register.*

Section 2: What to do if a credit card is declined or if a customer’s signature does not match the signature on the credit card.

- Step 1) *If authorization of the credit card transaction fails, attempt to authorize the credit card a second time.*
- Step 2) *If the second attempt to authorize fails, return the card to the customer and inform him/her that there seems to be a problem with the card. Then, ask the customer if he/she would like to provide an alternate form of payment (another credit card or cash).*
- Step 3) *If the customer chooses to use another credit card type, ensure that you repeat the steps outlined in **Section 1.***

What must the cashier check before swiping a credit card through the authorization machine?

- A. Purchase amount is more than \$25 but less than \$1,000
- B. Right type of card, not expired, back signed by customer
- C. Credit card number not on lost or stolen list
- D. All of the above

Question 5:

A construction helper is preparing to use a dangerous chemical and reads the following product warning label:

DANGER! EXTREMELY FLAMMABLE. IRRITATES EYES.

PRECAUTIONS: Keep away from heat, sparks, and flames. Ground containers when pouring. Avoid breathing vapours or mists. Avoid eye contact. Avoid prolonged or repeated contact with skin. Wear splash-proof safety goggles or faceshield and butyl rubber gloves. If acetone is present in concentrations greater than 250 ppm, wear a NIOSH-approved respirator with an organic vapour cartridge. Use with adequate ventilation, especially in enclosed areas. Store in a cool, well-ventilated area, away from incompatibles.



According to the label, what must the construction worker do if the acetone concentration is 180 parts per million (ppm)?

- A. Use a NIOSH-approved respirator.
- B. Store unused product in a warm room.
- C. Use protective eyewear.
- D. Avoid any contact with skin.

Question 6:

After new windows have been delivered and installed, a homeowner tells the installer that he can't pay for the work until the next month. He does not have a charge account with the installer. The installer checks the terms and conditions section of the work order to see if there are other payment options.

The purchaser agrees to the following terms and conditions:

1. ACCEPTANCE

All contracts, quotations and orders are not enforceable until accepted by an authorized management representative of Air Tight Windows Ltd. (hereinafter called Air Tight). Non-acceptance by the management representative may be for credit reasons or otherwise.

2. DELAYS

Air Tight will not be responsible for any loss resulting from delays in supply caused by strikes, lock-outs, labour disputes, raw material shortages, transportation delays or other matters beyond its control.

3. PAYMENT

Approved credit customers will pay the total purchase price within 30 days of the date of delivery. Customers without charge accounts will pay balance upon delivery of product. In default of payment, the purchaser agrees to pay interest on the unpaid balance at the rate of 2% per month (26,8% per annum). Air Tight reserves the right to exercise its Mechanic's Lien rights or the service of a third party collector at any time to ensure collection of all charges.

4. SALES TAX

The purchaser will pay the appropriate adjustment should there be a charge after the date of contact in the rate of federal or provincial sales tax.

5. DELIVERY

The purchaser will provide an authorized representative to accept and acknowledge delivery of the material. If this is not done, previous practice will prevail. The purchaser agrees that shipping damages or shortages not noted at the time of delivery will be the responsibility of the purchaser.

According to the terms and conditions of the work order, which of the following statements is true?

- A. The homeowner is in default, but he still has 30 days to pay for the windows.
- B. The homeowner is in default and he will be charged 2% per month interest until the balance is paid.
- C. Air Tight windows will immediately exercise a mechanic's lien to collect the money.
- D. All of the above

Question 7:

A Correctional Services Officer reviews the inmate escort procedures below:

Red Lakes Institution Inmate Escort Procedures

1. You are responsible for the safe custody and discipline of this (these) inmate(s). You shall under NO circumstances allow (an) inmate(s) in your custody out of your sight.
2. You shall ensure that the inmate(s) is (are) wearing a standard issue uniform clearly displaying the inmate register number.
3. You shall sit directly behind the driver during an escort in vehicles lacking appropriate protective shields.
4. You shall apply handcuffs and leg irons. Other restraint equipment must be authorized by the Warden or officer in charge.
5. You shall notify the officer in charge of the institution or Duty CS upon return of the inmate(s).
6. You shall check bathroom facilities thoroughly prior to use by the inmate(s).
7. You shall report any contraband seized during the escort to the Warden.
8. You shall ensure the safe custody of the inmate(s) under your responsibility while maintaining the protection of the public.
9. When escorting two or more inmates, you shall carry valid photo identification showing the inmates' photographs and identification numbers.
10. When escorting more than three inmates, you shall carry a firearm and pepper spray.

The CSO wants to put a hood on an inmate who spits at people. According to the Escort Procedures, what should the CSO do first?

- A. Ensure that the inmate is wearing a standard issue uniform.
- B. Ask the Warden or officer in charge to authorize use of the hood.
- C. Notify the Duty CS or officer in charge.
- D. Apply handcuffs and leg irons.

Question 8:

A janitor reads the packaging on a new type of floor wax to understand its benefits.

*Do you want your floors to sparkle like diamonds?
Use Sure Gloss!*

Sure Gloss wax will show results right away and give you weeks of carefree luster. We guarantee that regular use of our incredible floor wax will reduce, if not eliminate, shoe scuff marks and unsightly scratches – no other floor wax on the market can give you that guarantee! Our system comes with all the materials and tools you'll need to apply and maintain that beautiful shine and it will work with any floor waxing machine.

Which of the following features is not mentioned in the packaging information?

- A. Dries faster than other brands
- B. Reduces or eliminates scratches and scuffs
- C. Can be used with any floor waxing machine
- D. Has a long-lasting luster



Question 9:

An office clerk is concerned that the many hours she is spending on the computer each day may be causing the pain in her wrists. She reads a section from a bulletin about “repetitive strain injury”:

January Work Health Bulletin

RSI: The Cause

The cause of repetitive strain injury (RSI) is typically from repeating the same physical action repeatedly. People in occupations such as meat packing and carpentry can develop this condition over their working lives. Currently, more and more people are contracting the condition due to the use of computers, especially the keyboard and mouse.

RSI: The Symptoms

Those who suffer from RSI typically indicate a pain, stiffness, or tightness in the limbs (arms, legs, fingers). Sometimes a tingling or numbness can also be experienced. Often, those who have the condition will massage their hands and fingers that are affected in order to reduce the pain.

RSI: The Prevention

Many think the solution to the condition is to purchase supportive devices such as arm supports and foot rests. However proper posture, workstation design and work habits (such as taking breaks) actually have a much greater effect in preventing the condition.

According to the bulletin, what is an effective method of reducing or avoiding RSI?

- A. Massaging hands and fingers
- B. Taking breaks from repetitive tasks
- C. Using supportive devices such as arm supports
- D. Avoiding computer tasks using mice and keyboards

Question 10:

A conservation and fishery officer reads the following marine forecast from Environment Canada:

****Warning Issued for Gulf Magdalen****

Issued: 4.30 PM ADT Tuesday 12 November 2012.

Synopsis:

A low pressure system tracking south of the district will continue to move toward Newfoundland waters tonight. Gale to near storm force north-easterlies in the vicinity of the low diminish to strong to gale force northerlies behind it. Elsewhere generally moderate to strong northerlies diminish to light to moderate winds as a ridge of high pressure builds over the Maritimes tonight.

On Wednesday another trough of low pressure will approach the region and move into gulf waters Wednesday night. Winds increase to strong to gale force southerly over all waters ahead of the trough.

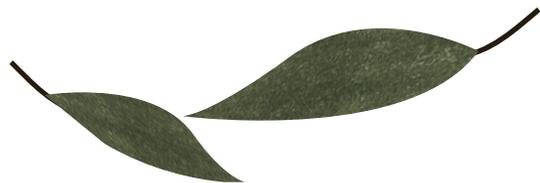
Forecast:

Gale warning continued.

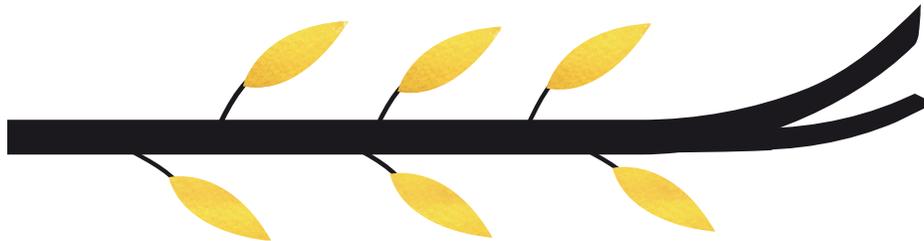
Northeast gales 35 to 40 knots backing to northerly winds 25 to gales 35 overnight then diminishing to northerly winds 20 to 25 near dawn Wednesday. Winds diminishing to variable 10 to 15 Wednesday morning. Winds increasing to southerly 20 to 25 Wednesday afternoon then veering to southwest 25 to 30 Wednesday evening. Rain or snow ending this evening. Visibility fair to poor in precipitation. Temperatures zero to 2 rising to near 5 Wednesday evening.

According to the forecast, when will the gale force winds, defined as between 34 and 47 knots, end?

- A. Near dawn Wednesday
- B. Wednesday morning
- C. Wednesday afternoon
- D. Wednesday night



Assessor's Booklet: Writing Level 1



This Assessor's Booklet is divided into two parts.

Part One includes:

- Assessor's instructions for administering the Writing Level 1: Client Assessment Booklet.

Part Two includes:

- An introduction and detailed instructions for the client on the assessment process;
- Answers and explanations for each assessment task; and
- A section for the assessor to record a client's assessment results and observations.

Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

PART ONE

Assessor's Instructions

Please ensure that you have read the accompanying *Guide for Conducting an Essential Skills Needs Assessment* prior to administering any of the assessment booklets. The Guide provides a step-by-step process for conducting an informal Essential Skills needs assessment, including useful tips and suggestions.

This is an informal assessment tool that is intended to support career and employment counsellors to work with clients to help them better understand their **writing** skills strengths and areas that may require improvement. The assessment results will support making more informed decisions on developing training plans and performing job searches. In situations where formal test scores are needed to be compared to other test results or job skill requirements, the use of formal assessment tools may be more suitable.

- Each assessment question in this booklet is a typical workplace task that shows how writing skills are used in different jobs in Canada.
- The questions are organized in order of difficulty starting with simple tasks and progressing to more difficult ones.
- All tasks in this assessment are in open answer format – clients are to write their answers in the space provided after each question. There is no set length for the answers but some questions do have a suggested length (e.g. “write a short note” or “your answer should be no more than 1 or 2 sentences”). If clients require more room to write their answers, they can use the extra pages at the end of the assessment booklet.
- You may read the assessment **instructions** out loud and provide further explanation if required. It is important to encourage clients to read and complete the tasks **independently** so that a more accurate understanding of their abilities can be understood. **Once the client has completed as many tasks as possible on their own, you can assist them to complete the remaining tasks.**
- Clients are free to highlight or underline any information in the question.
- Clients are permitted to ask questions at anytime during the assessment.
- If clients have difficulty completing any of the tasks, suggest that he/she move on to the next task and return to it later.
- Inform clients that you will review all the tasks and answers together once they have completed the assessment.

- Use the Results and Observations section following each assessment task to:
 - record results;
 - identify the writing skills demonstrated; and
 - document any difficulties the client had in completing the tasks, such as problems understanding the task.

The Essential Skills Needs Assessment Summary table included at the end of this booklet, can be used to record all the results in one place and allows the assessor to re-use the booklet for other clients.

- It is recommended that clients successfully complete **7** of the **10** tasks to advance to the Writing Level 2 Booklet. If they do not achieve this, you should discuss what action they would like to take to improve their writing skills as part of a training plan or job search (e.g. take a course to upgrade their grammar skills).



PART TWO

Client Introduction *(as it appears in the Writing Level 1: Client Booklet)*

Writing is the ability to communicate a thought or idea by arranging words, numbers and symbols - whether on paper or on a computer. Writing skills are used in every job and in many aspects of life (e.g. writing memos, emails, letters and greeting cards).

You are about to complete a needs assessment for **Writing, Level 1**. This is not a test – it is an opportunity to help identify your writing skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Client Instructions *(as it appears in the Writing Level 1: Client Booklet)*

1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes a typical workplace task that shows how writing skills are used in different jobs in Canada.
3. All tasks in this assessment are in open answer format – there will be a space provided after each question for you to write out your answer. There is no set length but some questions will suggest that your answer be “short” or “between 1 and 2 sentences”. If you require more room for your answers, there are extra pages at the end of the assessment booklet.
4. If you have difficulty answering a question, you can move on to the next task and return to it later.
5. Take your time to complete the questions – there is no set time limit.
6. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
7. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a **sample** question to help familiarize you with the assessment format:

A tour guide has run out of BC Forest pamphlets to give to tour participants. Write a short note (about 1 or 2 sentences in length) to the office assistant requesting more pamphlets.

Sample Answer:

Please order more pamphlets on the BC forests since we are out of them.

Assessment Tasks

Question 1:

Mary, an office clerk, mailed an invoice to a client named Dave Simpson on January 31, 2011. The client's invoice number is 8012976. Mary needs to send an email to her co-worker in the accounting department to confirm that the invoice has been paid. In the space below, write a short email to the co-worker.

Sample Answer:

Good morning,

Can you please confirm whether you have received payment from Dave Simpson, invoice number 8012976. The invoice was mailed to Mr. Simpson on January 31, 2011.

Thank you,

Mary

Assessment Criteria:

- Did the client include all of the important information in the sample answer (i.e. the reason for the email; the client's name; and the invoice number)?
- Did the client use an appropriate tone and proper grammar and spelling?
- Was the note clear and easy to understand?

Results and Observations Section:

| | |
|--|---|
| Writing Task | Writing that is less than a paragraph long Writing is intended to inform Content is about concrete, day-to-day matters |
| Occupation | NOC 1441 – Administrative Clerks |
| Writing Skill(s) | <input type="checkbox"/> Writes an email to a co-worker |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 2:

A cooking assistant notices that the storage room is almost out of garlic, potatoes and lettuce. The assistant needs to write a note to the head chef to ask him to order these items as soon as possible. In the space below, write a short note to the head chef.

Sample Answer:

We are almost out of garlic, potatoes and lettuce. Can you please order more as soon as possible?

Thanks

Assessment Criteria:

- Did the client include all the items to be ordered?
- Did the client get the point across that the chef needs to order the items immediately?
- Did the client use an appropriate tone and proper grammar and spelling?
- Was the note clear and easy to understand?

Results and Observations Section:

| | |
|--|---|
| Writing Task | Writing is less than a paragraph long Writing is intended to inform Writing is informal Content is about concrete, day-to-day matters |
| Occupation | NOC 6641 – Kitchen Helpers and Line Cooks |
| Writing Skill(s) | <input type="checkbox"/> Writes note to inform chef of items out of stock <input type="checkbox"/> Lists all items to be ordered <input type="checkbox"/> Uses appropriate tone, grammar and spelling |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 3:

A hotel front desk clerk listens to the following voice mail from a potential guest:

“Good morning, I would like to make a reservation for November 23rd. My name is Robert Carlisle and you can reach me at (243)122-2312. Thank you.”

The clerk’s shift is ending and must leave a note for the clerk on the next shift with the details of the voicemail. Write a short note below:

Sample Answer:

Please call Robert Carlisle at (243)122-2312 about a reservation for November 23rd.

Answer Criteria:

- Did the client include all of the information that is in the sample answer?
- Did the client use an appropriate tone, proper grammar and spelling?
- Was the note clear and easy to understand?

Results and Observations Section:

| | |
|--|--|
| Writing Task | Writing is less than a paragraph long Writing is intended to inform Writing is informal Content is about concrete, day-to-day matters |
| Occupation | NOC 6435 – Hotel Front Desk Clerks |
| Writing Skill(s) | <input type="checkbox"/> Describes purpose of the call <input type="checkbox"/> Includes all contact information <input type="checkbox"/> Uses proper tone, grammar and spelling |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 4:

A printing machine operator receives a phone call from a client who wants to make a change to his print order. Modify the order form shown below so that it requests 100 copies in colour and 200 copies in black and white. Write a note (in the additional information section) to explain that the customer requested the change.

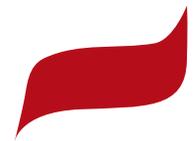
| Zoom Printing Order Form | |
|--------------------------------|-------------------------|
| Document number: | 56-2007 |
| Customer Name: | Jerry Wilson |
| Company Name: | Wakefield Distributing |
| Phone Number: | 705-555-1234 |
| Job Details: | Print 300 colour copies |
| Pick-up date: | June 13th, 8 a.m. |
| <u>Additional information:</u> | |

Sample Answer:

Client has requested a change to the original print order. Please print 100 copies in colour and 200 in black and white. Thank you.

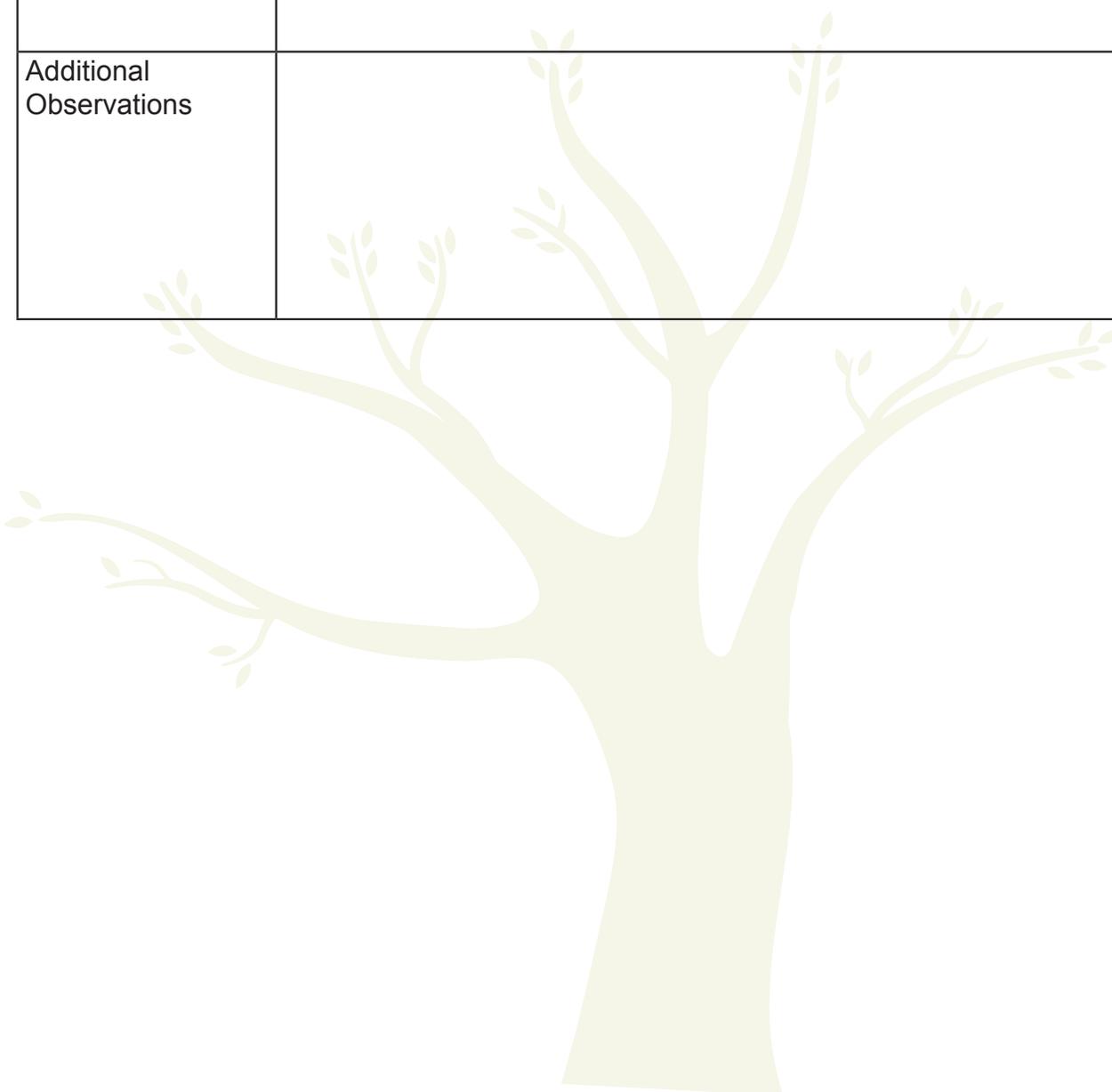
Answer Criteria:

- Did the client include all the necessary information?
- Did the client use an appropriate tone and proper grammar and spelling?
- Was the note clear and easy to understand?



Results and Observations Section:

| | |
|--|---|
| Writing Task | Writing is less than a paragraph long Writing is intended to organize Uses pre-set format |
| Occupation | NOC 9471 – Printing Machine Operators |
| Writing Skill(s) | <input type="checkbox"/> Writes a brief comment on an order form <input type="checkbox"/> Includes all required information on the order form |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 5:

A server at a restaurant is taking a customer's order. The customer would like 2 eggs with bacon and white bread, toasted without butter. The customer wants the eggs scrambled and the bacon very well done. Use the order slip below to write the customer's order so that it will be easy for the cook to understand.

| Kitchen Order Slip | |
|--------------------|---------------------------|
| Server: Sara | Time submitted: 9:05 a.m. |
| | |

Sample Answer:

- 2 scrambled eggs
- Bacon, very well done
- White toast, no butter

Answer Criteria:

- Did the client include all of the relevant information?
- Did the client use an appropriate tone and proper grammar and spelling?
- Was the note clear and easy to understand?



Results and Observations Section:

| | |
|--|--|
| Writing Task | Writing is less than a paragraph long Writing is intended to inform Writing is informal Content is about concrete, day-to-day matters |
| Occupation | NOC 6453 – Food and Beverage Servers |
| Writing Skill(s) | <input type="checkbox"/> Records customer's order <input type="checkbox"/> Includes all information required <input type="checkbox"/> Makes all words understandable |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 6:

Bob, a receptionist at a travel agency, receives a phone call from a client named Darryl Cross. Mr. Cross informs the receptionist that he will have to cancel his trip scheduled for January 12 because of a family emergency. Mr. Cross informs the receptionist that his travel reference number is 5684BTX.

The receptionist must write a note to Jane, the agent responsible for Mr. Cross's travel arrangements, to inform her about the cancellation. Use the space below to write a note to Jane (the note should be about 1 or 2 sentences long).

Sample Answer:

*Jane,
Darryl Cross called today to cancel his trip for January 12 due to a family emergency. His travel reference number is 5684BTX. Thanks.
Bob*

Answer Criteria:

- Did the client include all of the relevant information?
- Did the client use an appropriate tone and proper grammar and spelling?
- Was the note clear and easy to understand?

Results and Observations Section:

| | |
|--|---|
| Writing Task | Writing is less than a paragraph long Writing is intended to inform Writing is informal Content is about concrete, day-to-day matters |
| Occupation | NOC 1441 – Administrative Clerks |
| Writing Skill(s) | <input type="checkbox"/> Includes all information required <input type="checkbox"/> Makes all words understandable |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 7:

A mail carrier reads a note from her supervisor about a change to her regular mail delivery route.

Good morning,

As of today, please add the Harvest Manor retirement residence to your delivery route. The Harvest Manor is located directly across the street from the Mansfield Arms apartment. If you have any questions, feel free to drop by my office to discuss. Thanks.

Ed



This is the mail carrier's regular route plan:

- *Walk north on James Street until you reach Bailey Street.*
- *Turn left on Bailey Street and deliver to the "Mansfield Arms" apartment building.*
- *Turn left onto Springland Drive and deliver to the Cedar Woods apartment building.*

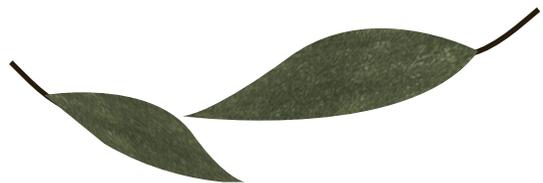
Re-write the mail route for the carrier so that it includes the Harvest Manor retirement residence.

Sample Answer:

- Walk north on James Street until you reach Bailey Street.
- Turn left on Bailey Street and deliver to the "Mansfield Arms" apartment building.
- Cross the street and deliver to the Harvest Manor retirement residence.
- Turn left onto Springland Drive and deliver to the Cedar Woods apartment building.

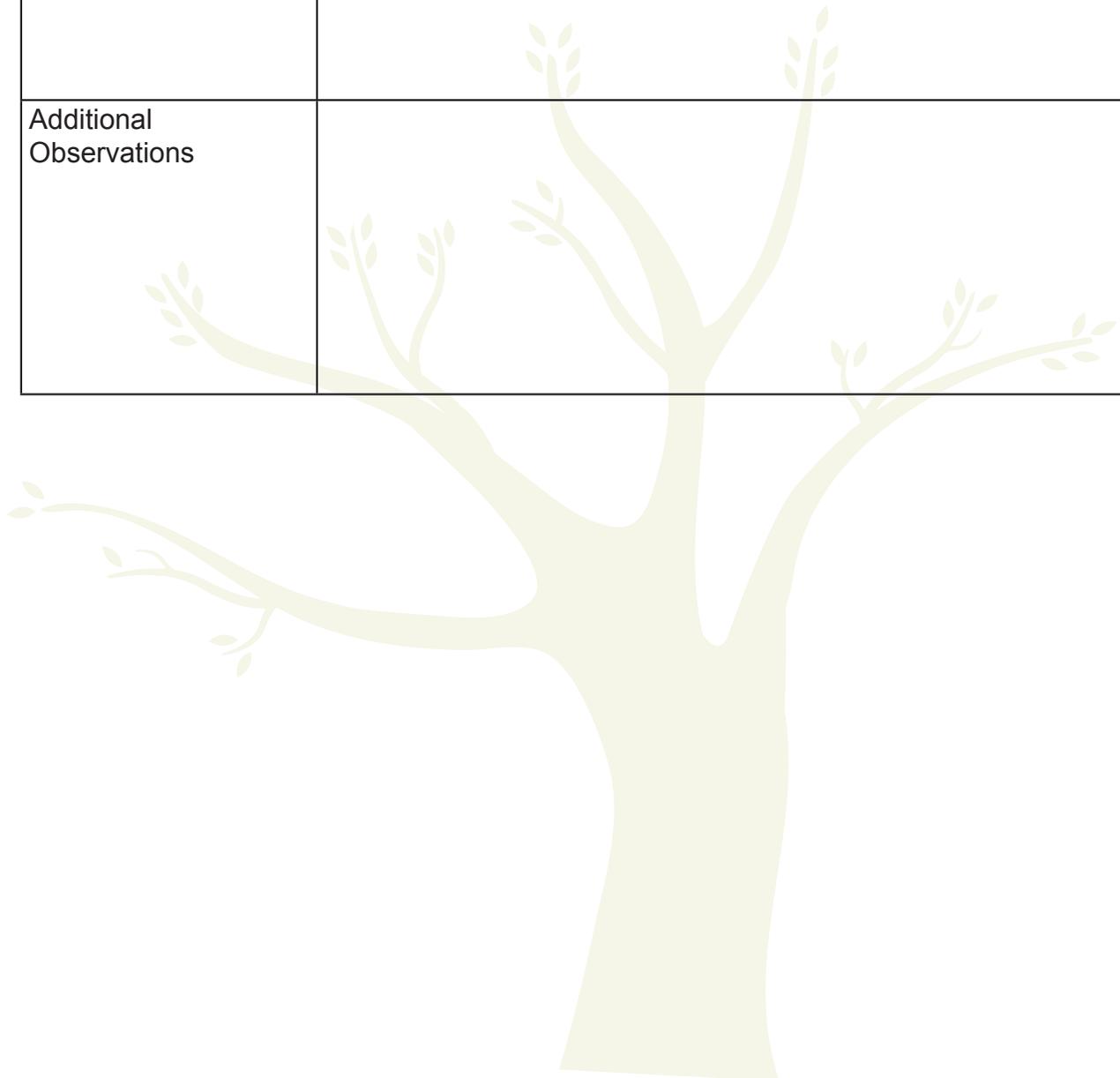
Answer Criteria:

- Did the client add the instruction to deliver for Harvest Manor?
- Are all of the directions in the right order?



Results and Observations Section:

| | |
|--|---|
| Writing Task | Writing is less than a paragraph long Writing is intended to organize Writing is informal Content is about concrete, day-to-day matters |
| Occupation | NOC 1462 – Letter Carriers |
| Writing Skill(s) | <input type="checkbox"/> Re-writes route directions <input type="checkbox"/> Includes new directions in correct places |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 8:

A ranch hand is going on a two week holiday and needs to leave a note for a co-worker who will be taking over some of her duties while she is away. One of the worker's daily tasks is mixing the feed for the horses. She mixes 3 parts soybean meal with 4 parts corn and 1 part nutrition mix. The mixture should never be changed because it could cause digestion problems for the horses.

Write a short note below to instruct the co-worker on how to feed the horses.

Sample Answer:

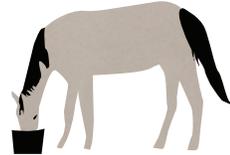
You will need to feed the horses every day using the following mixture:

➤ 3 parts soybean meal

➤ 4 parts corn

➤ 1 part nutrition mix

Never change the mixture, it can upset the horses' stomachs.



Answer Criteria:

- Did the client include all of the relevant information?
- Did the client use an appropriate tone and proper grammar and spelling?
- Was the note clear and easy to understand?

Results and Observations Section:

| | |
|--|---|
| Writing Task | Writing is less than a paragraph long Writing is intended to inform Writing is informal Content is about concrete, day-to-day matters |
| Occupation | NOC 8431 – General Farm Workers |
| Writing Skill(s) | <input type="checkbox"/> Includes the purpose of the note <input type="checkbox"/> Informs co-worker of formula required <input type="checkbox"/> Includes all ingredients in the mixture <input type="checkbox"/> Mentions that feed mixture should not be altered <input type="checkbox"/> Makes all words in the note understandable |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 9:

A gardener will be transplanting a small tree tomorrow and reviews his notes to see what supplies he will need for the job:

First, dig around the roots of the tree with a shovel and then wrap them in a burlap sack and tie it with twine. Then, move the tree to its new spot using a wheelbarrow. Next, dig a hole a bit bigger than the root ball and place the wrapped tree in the hole. Put compost around the ball and water it gently using a watering can.

The gardener needs to write a brief note to the warehouse helper to ask him to prepare all the necessary supplies and have them ready by 9:00 a.m. tomorrow. Please write a short note in the space below.

Sample Answer:

Hi,

I will need the following supplies for a job tomorrow morning:

- a shovel,*
- a burlap sack,*
- twine,*
- a wheelbarrow,*
- a bag of compost, and*
- a watering can.*

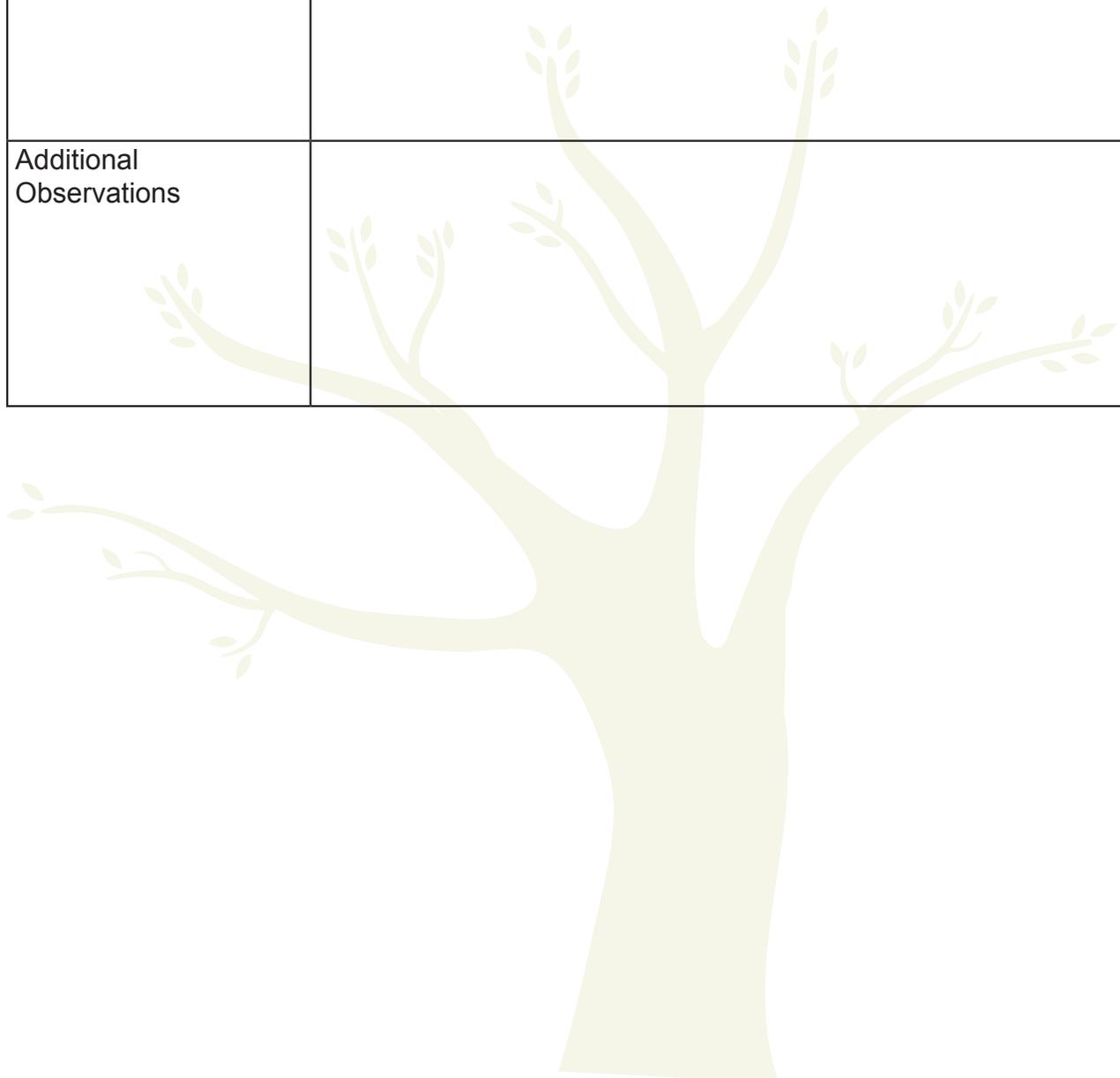
Please have the supplies ready by 9:00 a.m. Thank you.

Answer Criteria:

- Did the client include all of the required supplies?
- Did the client mention that the supplies needed to be ready by 9:00 a.m.?
- Did the client use an appropriate tone and proper grammar and spelling?
- Was the note clear and easy to understand?

Results and Observations Section:

| | |
|--|--|
| Writing Task | Writing is less than a paragraph long Writing is intended to remind Writing is informal Content is about concrete, day-to-day matters |
| Occupation | NOC 8255 – Landscaping and Grounds Maintenance Contractors and Managers |
| Writing Skill(s) | <input type="checkbox"/> Writes a note to a co-worker requesting supplies for a job <input type="checkbox"/> Includes all necessary supplies and other important details <input type="checkbox"/> Makes all words understandable |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 10:

A cashier at a grocery store is approached by a customer with a complaint. The customer explains that she has visited the store three times this week to purchase some Mean Bean Coffee and all three times she has been told that the product is sold out. The coffee has been advertised as “on sale” in the store window all week and the customer is frustrated that it is not available. She wants the supervisor to be told so that more coffee can be ordered for when she visits next week, and expects to pay the sale price.

The cashier needs to write a short note to the supervisor to report the customer’s complaint. Write the note to the supervisor.

Sample Answer:

A customer complained today that she has been to the store three times this week and each time, there were no cans of Mean Bean Coffee left on the shelves. The customer is frustrated and asked that you be informed about the situation so that the coffee can be ordered and available when she returns next week. She expects to pay the sale price.

Answer Criteria:

- Did the client include all the main points of the customer’s complaint? Why the customer is unhappy and what can be done to fix the situation?
- Did the client use an appropriate tone and proper grammar and spelling?
- Was the note clear and easy to understand?



Mean Bean Coffee
SALE

Results and Observations Section:

| | |
|--|---|
| Writing Task | Writing is less than a paragraph long Writing is intended to inform Writing is informal Content is about concrete, day-to-day matters |
| Occupation | NOC 6611 – Cashiers |
| Writing Skill(s) | <input type="checkbox"/> Informs supervisor of customer request by writing a short note <input type="checkbox"/> Conveys that more coffee needs to be ordered <input type="checkbox"/> Makes all words in the note understandable |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

ESSENTIAL SKILLS NEEDS ASSESSMENT SUMMARY

Use this **Essential Skills Needs Assessment Summary** table to conveniently record all the results in one place. The Summary can be shared with other intermediaries such as adult educators and skills trainers that can support the employment and training needs of the client. Written consent **must** be obtained from the client before sharing any of the assessment results.

Booklet: _____ Level: _____

Date of Assessment: _____

Location of Assessment: _____

Assessor Name: _____

Candidate Name: _____

| Question 1 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 2 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 3 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 4 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 5 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 6 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 7 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 8 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

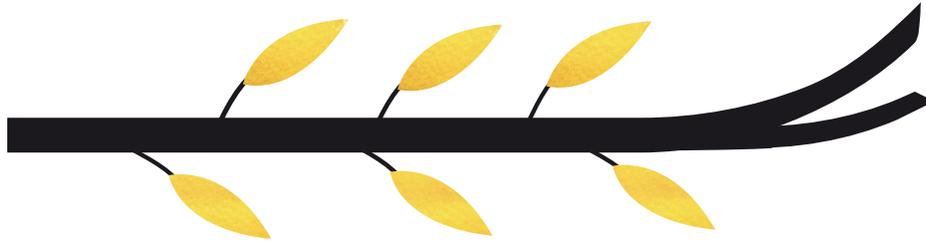
| Question 9 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 10 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

I, _____, authorize my counsellor to share results of the Essential Skills needs assessment with anyone who is willing to assist me with my employment and training goals.

These results were collected through an informal Essential Skills Needs Assessment process and do not provide formal assessment scores. They are intended to be used to support employment and career counsellors to engage clients in a discussion about training objectives, such as skills upgrading programs. For more information, please refer to the Introduction to an Essential Skills Needs Assessment tool available at hrsdc.gc.ca/essentialskills.

Client's Booklet: Writing Level 1



Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

Introduction

Writing is the ability to communicate a thought or idea by arranging words, numbers and symbols - whether on paper or on a computer. Writing skills are used in every job and in many aspects of life (e.g. writing memos, emails, letters and greeting cards).



You are about to complete a needs assessment for **Writing, Level 1**. This is not a test – it is an opportunity to help identify your writing skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Instructions

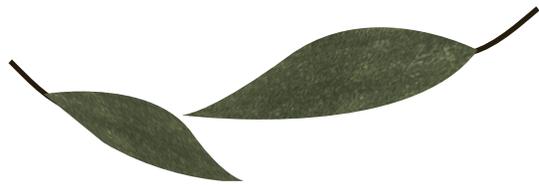
1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes a typical workplace task that shows how writing skills are used in different jobs in Canada.
3. All tasks in this assessment are in open answer format – there will be a space provided after each question for you to write out your answer. There is no set length but some questions will suggest that your answer be “short” or “between 1 and 2 sentences”. If you require more room for your answers, there are extra pages at the end of the assessment booklet.
4. If you have difficulty answering a question, you can move on to the next task and return to it later.
5. Take your time to complete the questions – there is no set time limit.
6. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
7. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a sample question to help familiarize you with the assessment format:

A tour guide has run out of *BC Forest* pamphlets to give to tour participants. Write a short note (about 1 or 2 sentences in length) to the office assistant requesting more pamphlets.

Answer:

Please order more pamphlets on the BC forests since we are out of them.



Question 1:

Mary, an office, clerk mailed an invoice to a client named Dave Simpson on January 31, 2011. The client's invoice number is 8012976. Mary needs to send an email to her co-worker in the accounting department to confirm that the invoice has been paid. In the space below, write a short email to the co-worker.



Question 2:

A cooking assistant notices that the storage room is almost out of garlic, potatoes and lettuce. The assistant needs to write a note to the head chef to ask him to order these items as soon as possible. In the space below, write a short note to the head chef.

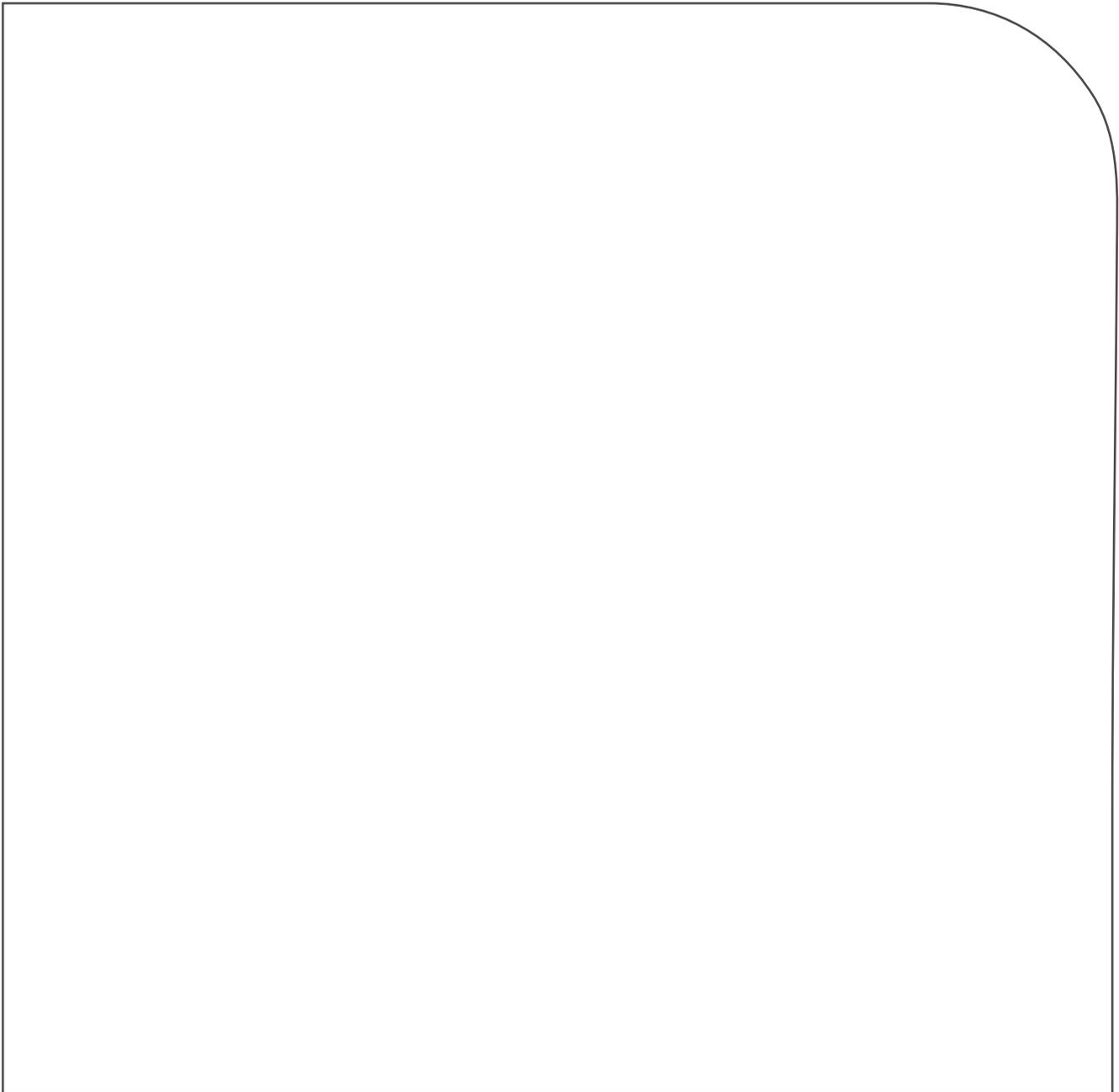


Question 3:

A hotel front desk clerk listens to the following voice mail from a potential guest:

*“Good morning, I would like to make a reservation for November 23rd.
My name is Robert Carlisle and you can reach me at (243)122-2312.
Thank you.”*

The clerk's shift is ending and must leave a note for the clerk on the next shift about the voicemail. Write a short note with the information the clerk will need to follow-up on the reservation request.



Question 5:

A server at a restaurant is taking a customer's order. The customer would like 2 eggs with bacon and white bread, toasted without butter. The customer wants the eggs scrambled and the bacon very well done. Use the order slip below to write the customer's order so that it will be easy for the cook to understand.

| Kitchen Order Slip | |
|---------------------|----------------------------------|
| Server: <i>Sara</i> | Time submitted: <i>9:05 a.m.</i> |
| | |



Question 6:

Bob, a receptionist at a travel agency, receives a phone call from a client named Darryl Cross. Mr. Cross informs the receptionist that he will have to cancel his trip scheduled for January 12 because of a family emergency. Mr. Cross informs the receptionist that his travel reference number is 5684BTX.

The receptionist must write a note to Jane, the agent responsible for Mr. Cross's travel arrangements, to inform her about the cancellation. Use the space below to write a note to Jane (the note should be about 1 or 2 sentences long).



Question 7:

A mail carrier reads a note from her supervisor about a change to her regular mail delivery route.

Good morning,

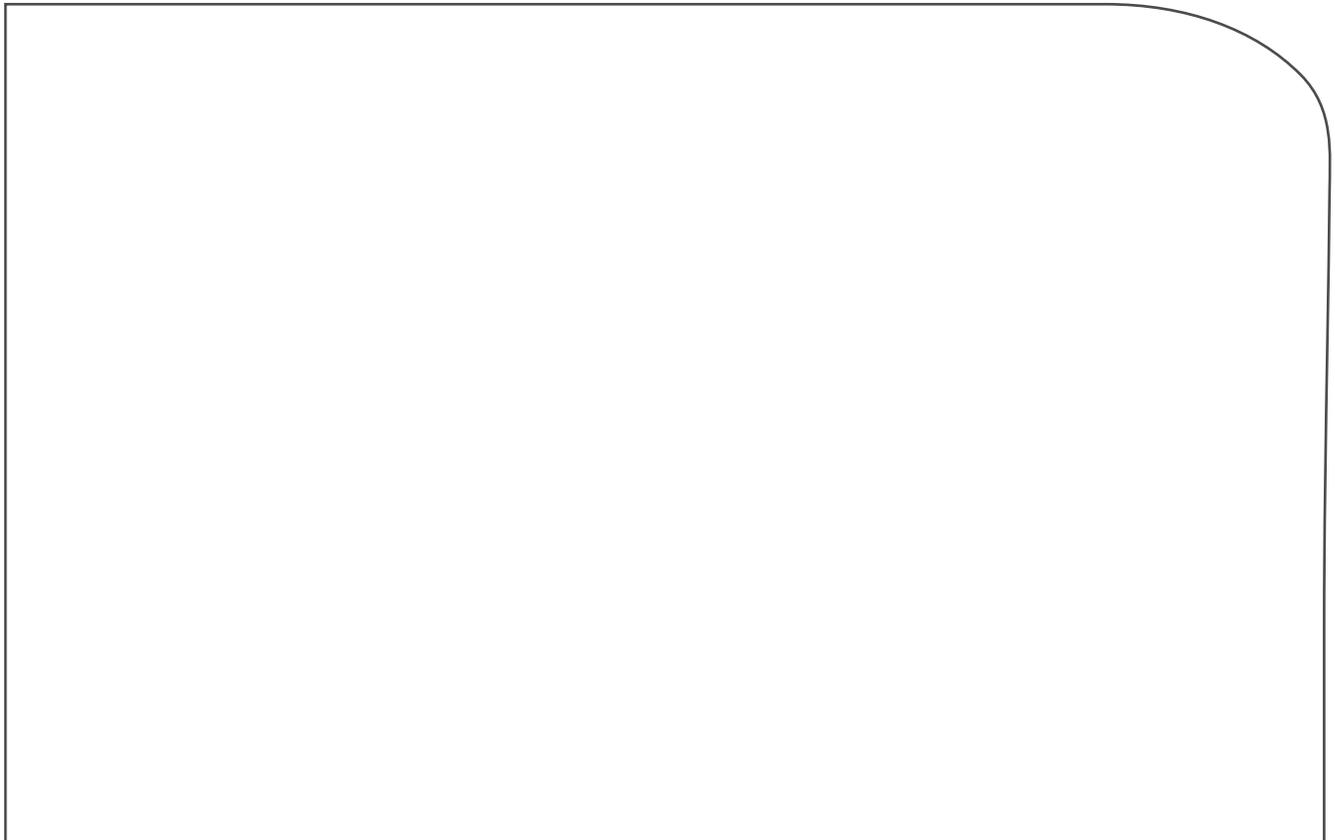
As of today, please add the Harvest Manor retirement residence to your delivery route. The Harvest Manor is located directly across the street from the Mansfield Arms apartment. If you have any questions, feel free to drop by my office to discuss. Thanks.

Ed

This is the mail carrier's regular route plan:

- *Walk north on James Street until you reach Bailey Street.*
- *Turn left on Bailey Street and deliver to the "Mansfield Arms" apartment building.*
- *Turn left onto Springland Drive and deliver to the Cedar Woods apartment building.*

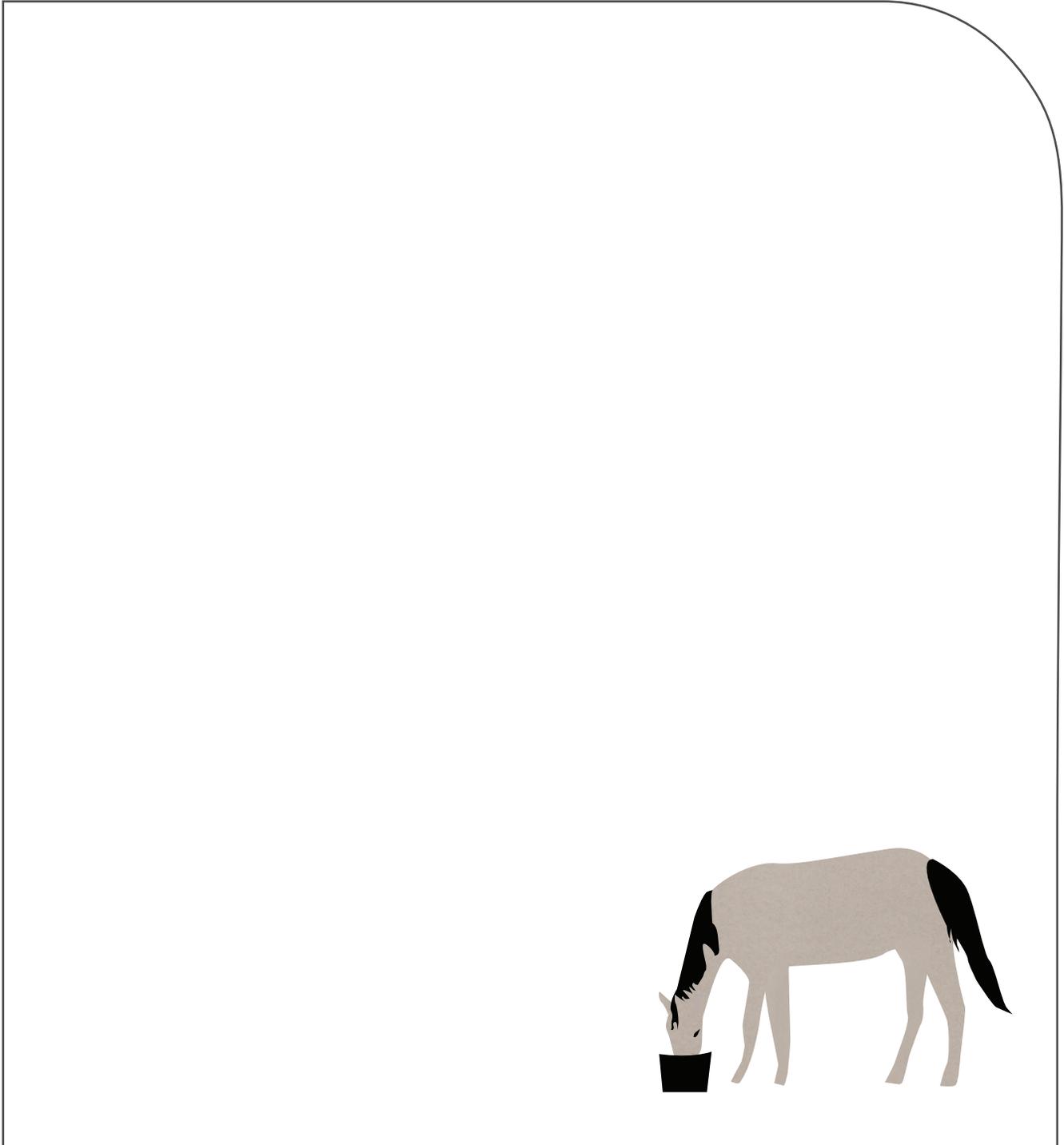
Re-write the mail route for the carrier so that it includes the Harvest Manor retirement residence.



Question 8:

A ranch hand is going on a two week holiday and needs to leave a note for a co-worker who will be taking over some of her duties while she is away. One of the worker's daily tasks is mixing the feed for the horses. She mixes 3 parts soybean meal with 4 parts corn and 1 part nutrition mix. The mixture should never be changed because it could cause digestion problems for the horses.

Write a short note below to instruct the co-worker on how to feed the horses.



Question 9:

A gardener will be transplanting a small tree tomorrow and reviews his notes to see what supplies he will need for the job:

First, dig around the roots of the tree with a shovel and then wrap them in a burlap sack and tie it with twine. Then, move the tree to its new spot using a wheelbarrow. Next, dig a hole a bit bigger than the root ball and place the wrapped tree in the hole. Put compost around the ball and water it gently using a watering can.



The gardener needs to write a brief note to the warehouse helper to ask him to prepare all the necessary supplies and have them ready by 9:00 a.m. tomorrow. Please write a short note in the space below.

A large, empty rectangular box with rounded corners, intended for writing a note. The box is white with a thin black border. On the left side of the page, there is a faint, light green silhouette of a tree branch with leaves, which partially overlaps the left edge of the writing box.

Question 10:

A cashier at a grocery store is approached by a customer with a complaint. The customer explains that she has visited the store three times this week to purchase some Mean Bean Coffee and all three times she has been told that the product is sold out. The coffee has been advertised as “on sale” in the store window all week and the customer is frustrated that it is not available. She wants the supervisor to be told so that more coffee can be ordered for when she visits next week, and expects to pay the sale price.

The cashier needs to write a short note to the supervisor to report the customer’s complaint. Write the note to the supervisor.



Mean Bean Coffee
SALE

Notes:



Assessor's Booklet: Writing Level 2



This Assessor's Booklet is divided into two parts.

Part One includes:

- Assessor's instructions for administering the Writing Level 2: Client Assessment Booklet.

Part Two includes:

- An introduction and detailed instructions for the client on the assessment process;
- Answers and explanations for each assessment task; and
- A section for the assessor to record a client's assessment results and observations.

Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

PART ONE

Assessor's Instructions

Please ensure that you have read the accompanying *Guide for Conducting an Essential Skills Needs Assessment* prior to administering any of the assessment booklets. The Guide provides a step-by-step process for conducting an informal Essential Skills needs assessment, including useful tips and suggestions.

This is an informal assessment tool that is intended to support career and employment counsellors to work with clients to help them better understand their writing skills strengths and areas that may require improvement. The assessment results will support making more informed decisions on developing training plans and performing job searches. In situations where formal test scores are needed to be compared to other test results or job skill requirements, the use of formal assessment tools may be more suitable.

- Each assessment question in this booklet is a typical workplace task that shows how writing skills are used in different jobs in Canada.
- The questions are organized in order of difficulty starting with simple tasks and progressing to more difficult ones.
- You may read the assessment **instructions** out loud and provide further explanation if required. It is important to encourage clients to read and complete the tasks **independently** so that a more accurate understanding of their abilities can be understood. **Once the client has completed as many tasks as possible on their own, you can assist them to complete the remaining tasks.**
- The assessment uses a number of different answer formats: multiple choice; open answer and fill in the blanks. For multiple choice answers, ensure clients choose only **one** answer from the options provided. They can circle the letter that corresponds to the answer they choose or they can circle the answer itself. For open answer format – clients are to write their answers in the space provided after each question. There is no set length for the answers but some questions do have a suggested length (e.g. “write a short note” or “your answer should be no more than 1 or 2 sentences”). If clients do require more room, there are extra pages at the end of the assessment booklet.
- Clients are free to highlight or underline any information in the question.
- Clients are permitted to ask questions at anytime during the assessment.
- If clients have difficulty completing any of the tasks, suggest that he/she move on to the next task and return to it later.
- Inform clients that you will review all the tasks and answers together once they have completed the assessment.

- Use the Results and Observations section following each assessment task to:
 - record results;
 - identify the writing skills demonstrated; and
 - document any difficulties the client had in completing the tasks, such as problems understanding the task.

The Essential Skills Needs Assessment Summary table included at the end of this booklet, can be used to record all the results in one place and allows the assessor to re-use the booklet for other clients.

- If clients do not successfully complete **7** of the **10** tasks, you should discuss what action they would like take to improve their writing skills as part of a training plan or job search (e.g. take a course to upgrade their grammar skills).



PART TWO

Client Introduction (*as it appears in the Writing Level 2: Client Booklet*)

Writing is the ability to communicate a thought or an idea by arranging words, numbers and symbols, whether on paper or on a computer. Writing skills are used in every job and in many aspects of life (e.g. writing memos, emails, letters and greeting cards).

You are about to complete a needs assessment for **Writing, Level 2**. This is not a test – it is an opportunity to help identify your writing skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Client Instructions (*as it appears in the Writing Level 2: Client Booklet*)

1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes or is drawn from a typical workplace task that shows how writing skills are used in different jobs in Canada.
3. The assessment questions use both *multiple* choice and open answer formats. For multiple Choice questions, make sure that you choose only one answer from the options provided. You can circle the letter that corresponds to the answer you choose or you can circle the answer itself. For open answer questions - there will be a space provided after each question for you to write out your answer. There is no set length but some questions will suggest that your answer be “short” or “between **1** and **2** sentences”. If you require more room for your answers, there are extra pages at the end of the assessment booklet.
4. If you have difficulty answering a question, you can move on to the next task and return to it later.
5. Take your time to complete the questions – there is no set time limit.
6. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
7. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a **sample** question to help familiarize you with the assessment format:

A tour guide has run out of *BC Forest* pamphlets to give to tour participants. Write a short note (about 1 or 2 sentences in length) to the office assistant requesting more pamphlets.

Sample Answer:

Please order more pamphlets on the BC forests since we are out of them.



Assessment Tasks

Question 1:

A miner needs to fill out an accident report after being injured on the job. The report requires that the worker write down what happened before, during and after the accident. Review the statements below and re-write them in the correct order (what you think happened first, second, third, and last) in the space below.

A large rock broke off from the wall and rolled onto my leg and broke it. After the rock rolled onto my leg, I blacked out. I was walking through the mine shaft when I saw a cart bang into one of the walls. I heard a loud noise and the wall fell apart.

Accident Report

Please describe the details of the accident:

Sample Answer:

When writing, ideas must be presented in a logical flow to be clear to the reader. The recommended order of the statements is as follows:

*I was walking through the mine shaft when I saw a cart bang into one of the walls.
I heard a loud noise and then the wall fell apart.
A large rock broke off from the wall and rolled onto my leg and broke it.
After the rock rolled onto my leg, I blacked out.*

Results and Observations Section:

| | |
|--|---|
| Writing Task | <input type="checkbox"/> Writing brief text that is intended to serve a variety of puposes <input type="checkbox"/> Writing with a more formal style for an audience other than co-workers <input type="checkbox"/> Standard spelling and grammar is expected |
| Occupation | NOC 8614 – Mine Labourers |
| Writing Skill(s) | <input type="checkbox"/> Re-writes and re-organizes details of an accident in logical sequence |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 2:

A warehouse supervisor wants to tell a new customer that his shipment has arrived. The supervisor also has to remind the customer that before he can pick up his shipment, he must complete, sign and submit the release forms that were sent to him two weeks ago.

Write an e-mail message to the new customer

- Tell him about the shipment's arrival.
- Remind him about the release forms.
- Company policy requires that the supervisor thank new customers for their business.

Sample Answer:

*From: John Banks [john.banks@ace_trucking.com]
To: Steve Carlson [scarlson@empco.org]
Subject: Your shipment is in*

Mr. Carlson,

We are pleased to inform you that your shipment has arrived at our warehouse. Please submit the required paperwork at your earliest convenience so that your order can be released. If you require assistance filling out the necessary forms or have any questions, please do not hesitate to contact me any time.

*Thank you,
John Banks
Warehouse Supervisor
Ace Trucking and Forwarding
john.banks@ace_trucking.com
Cel: 403-555-1479*

Results and Observations Section:

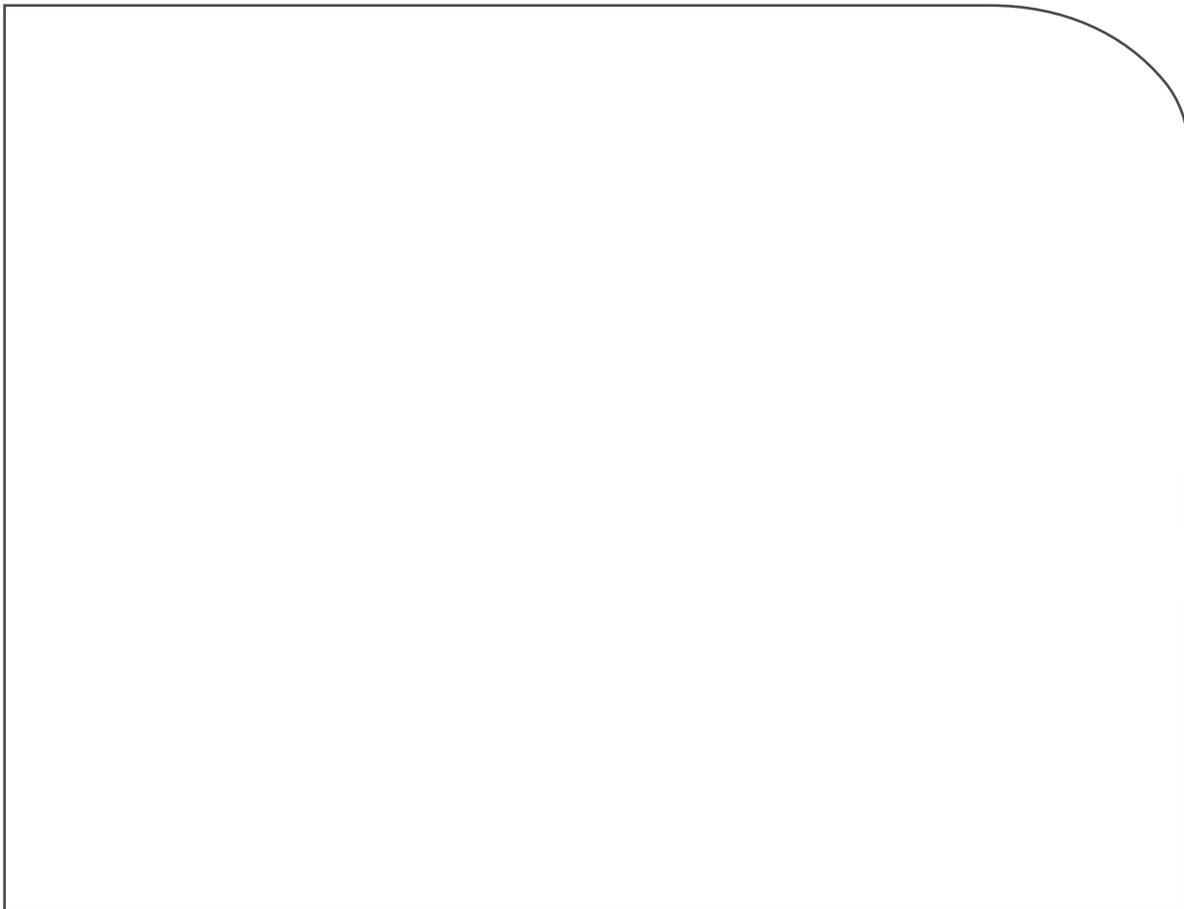
| | |
|--|--|
| Writing Task | <input type="checkbox"/> Writing with a more formal style for an audience other than co-workers <input type="checkbox"/> Writing sets a tone which is appropriate for the occasion (e.g. friendly and respectful) |
| Occupation | NOC 1471 – Shippers and Receivers |
| Writing Skill(s) | <input type="checkbox"/> Uses the appropriate style and tone for the occasion and audience |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 3:

A customer service agent from a snow removal company needs to contact a client, Mr. Charles Horton, about his unpaid bill. The agent has tried to contact Mr. Horton by phone three times but each time, there was no answer. The company policy states that after three attempts to contact the client by phone, a letter of notification must be mailed. The policy also states that if an overdue account is not paid in full within 30 days of the date of the letter, the company will be forced to stop the snow removal service.

Based on the information above, write the letter of notification from the customer service agent to Mr. Horton in the space below.



Sample Answer

Mr. Horton,

This letter is to inform you that your account is overdue. We have attempted to contact you by phone three times without success. According to our company policy, your account must be paid in full within 30 days of the date of this letter or we will be forced to terminate your service. Please contact us immediately so that we can discuss the details of your account.

Thank you for your attention to this matter.

Answer Criteria:

Did the client:

- use an appropriate tone (professional and authoritative)
- include the key pieces of information:
 -  the account is overdue
 -  the company has tried to contact the client three times by phone
 -  the account must be paid in full within 30 days of the date of the letter or snow removal service will stop – as per company policy
- write in complete sentences, including punctuation
- use correct spelling and grammar

Results and Observations Section:

| | |
|--|--|
| Writing Task | <input type="checkbox"/> Writing with a more formal style for an audience other than co-workers <input type="checkbox"/> Writing sets a tone which is appropriate for the occasion (e.g. friendly and respectful) <input type="checkbox"/> Writing is a paragraph or longer <input type="checkbox"/> Content is routine |
| Occupation | NOC 1453 – Customer Service, Information and Related Clerks |
| Writing Skill(s) | <input type="checkbox"/> Uses the appropriate style and tone for the occasion and audience |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 4:

A cashier notices that one of the \$50.00 bills in his till looks different than the others. He suspects that it may be counterfeit. The cashier recalls serving a customer that acted strangely and who was very impatient while paying for his purchase. The cashier informs the store supervisor who decides to contact the police. When the police arrive at the store, they confirm that the bill is counterfeit and ask the cashier to prepare a written statement describing what the customer looked like, and any other details that could be important. The cashier writes down a few notes about the customer and his behaviour:

- The customer came to his cash early in the morning.
- He was wearing a baseball cap.
- He had never seen the customer before.
- It was his first customer of the day.
- He was an older man.
- He bought a pack of gum.
- He acted very nervous and asked me to hurry-up because he was in a rush.
- He seemed around 50 years old with long grey hair.
- He also bought a bus ticket.
- He was wearing a black leather jacket and jeans.
- The baseball cap the customer was wearing was reddish in colour and worn.
- He was not a regular customer.
- He was pretty tall and had a big build.

Using the cashier's notes above, organize the information and write a statement for the police in the space below. The statement should describe the appearance of the customer first, and any other important details second. The statement should be about two paragraphs long.

Sample Answer:

The customer was about 50 years old and had long grey hair. He was wearing a black leather jacket, jeans and a worn, reddish baseball cap. He was tall and had a big build.

He was my first customer of the day. He acted very nervous which made me suspicious. He bought a pack of gum and a bus ticket and asked me to hurry-up because he was in a rush. He is not a regular customer.

Answer Criteria:

- Did the client include all the relevant information?
- Was the statement well organized? Did the client place all the facts about the customer's appearance in the first paragraph and all the remaining facts in the second paragraph?
- Did the client use proper grammar and spelling?
- Did the client use appropriate tone and language?



Results and Observations Section:

| | |
|--|--|
| Writing Task | <ul style="list-style-type: none"><input type="checkbox"/> Writing brief text that is a paragraph in length intended to serve a variety of purposes<input type="checkbox"/> Writing with a more formal style for an audience other than co-workers<input type="checkbox"/> Standard spelling and grammar is expected |
| Occupation | NOC 6611 – Cashier |
| Writing Skill(s) | <ul style="list-style-type: none"><input type="checkbox"/> Uses the appropriate style and tone for the occasion and audience<input type="checkbox"/> Organizes the information<input type="checkbox"/> Uses proper grammar and spelling |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 5:

A server in a coffee shop has been asked by her manager to write a procedure on how to safely serve coffee. The server has learned from her training and experience that there are some key steps to pouring coffee safely. Most importantly, the server always holds the cup away from the customer as she pours the coffee, and is careful to never overfill the cup. She also makes sure that when she is carrying the coffee pot that she holds it to her side - away from her body and anyone who could accidentally bump into it. When the server uses a freshly brewed pot of coffee, she always advises the customer that the coffee may be extremely hot. If children are at the table, the server takes care to place the cups of coffee out of their reach.

Using the server's advice in the introduction as a starting point, write a set of procedures for safely serving coffee.

Sample Answer:

Please follow these procedures when serving coffee:

1. *When carrying the coffee pot, carry it to your side - away from you and from anyone who may bump into it.*
2. *When using a freshly brewed pot of coffee, advise customers that coffee may be extremely hot.*
3. *When pouring coffee near children, make sure to place the cups out of their reach.*
4. *Pour coffee holding the cup away from the customer.*
5. *Never overfill the cup.*

Answer Criteria:

- Did the client include all of the key pieces of information in the text?
- Were the steps clear and easy to understand?
- Did the client use proper spelling and grammar?

Results and Observations Section:

| | |
|--|---|
| Writing Task | <input type="checkbox"/> Writing brief text that is a paragraph or longer intended to serve a variety of purposes <input type="checkbox"/> Standard spelling and grammar expected |
| Occupation | NOC 6453 – Food and Beverage Servers |
| Writing Skill(s) | <input type="checkbox"/> Uses the appropriate style and tone for the occasion and audience <input type="checkbox"/> Includes all of the safe handling procedures <input type="checkbox"/> Ensures that spelling and grammar are correct |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations |  |

Question 6:

A hotel front desk clerk responds to emails from potential guests. The clerk reads an email from Mrs. Sampson who is asking whether the room that she has reserved is wheelchair accessible. The clerk checks the room specifications and finds that the room is fully accessible to wheelchairs and also has a special shower stall equipped with support bars, a bench and adjustable showerhead.

Write a short e-mail response to Mrs. Sampson. Thank her for her business. Let her know you are looking forward to her visit.

Sample Answer:

*From: Amy Wilton [Amy@WhisperingPines.com]
To: Mrs. Sampson [SSampson23@gmail.com]
Subject: Room booking at Whispering pines*

Dear Mrs. Sampson

I have verified that the room you have reserved is fully accessible by wheelchair. I am also pleased to inform you that the room is equipped with a special shower stall that includes support bars, a bench and adjustable showerhead. If you have any additional questions, please do not hesitate to contact me.

We are looking forward to your stay with us.

*Regards,
Amy Wilton
Night Manager
Whispering Pines Hotel
Amy@WhisperingPines.com Cell: 403-555-1479*

Answer Criteria:

- Did the client use the appropriate tone for the audience?
- Was the email clear/easy to understand?
- Did the client include the additional information about the special shower stall?
- Did the client use an acceptable correspondence format? For example:

I have verified that the room you have reserved is fully accessible by wheelchair. I am also pleased to inform you that the room is equipped with a special shower stall that includes support bars, a bench and adjustable showerhead. (This paragraph should respond to Mrs. Sampson's question about wheelchair accessibility. It can also include additional information that may be useful for the client to know). **If you have any additional questions, please do not hesitate to contact me.**

We are looking forward to your stay with us.

Regards, (The clerk should sign-off the letter using a sentence, or a salutation such as "Thank You" or "Regards".)

Results and Observations Section:

| | |
|--|--|
| Writing Task | <ul style="list-style-type: none"><input type="checkbox"/> Writing brief text that is a paragraph or longer<input type="checkbox"/> Writing with a more formal style for an audience other than co-workers<input type="checkbox"/> Standard spelling and grammar is expected |
| Occupation | NOC 6435 – Front Desk Clerks |
| Writing Skill(s) | <ul style="list-style-type: none"><input type="checkbox"/> Answers the customer’s question - informs the customer that the room is wheelchair accessible<input type="checkbox"/> Includes additional information that may be useful for the customer to know<input type="checkbox"/> Uses correct letter format<input type="checkbox"/> Ensures that spelling and grammar are correct |
| Did the client complete the task successfully? | <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance</p> <p>Comments:</p> |
| Additional Observations | |

Question 7:

Workers in a fish processing plant enter information into logbooks to keep track of work that has and has not been completed. A worker has just finished his shift and needs to update the logbook. During his shift, the worker cleaned machines 1, 2, 3, and 4; but did not have time to clean machines 5, 6 and 10. He was able to sweep all of the floors. He also mopped the staff room but not the rest of the shop. He cleaned out the air filters and did the weekly check of the air ducts. The worker did not have time to complete the daily safety inspection.

In the space below, write a short log entry for the next shift worker that includes what work has been completed and what work still needs to be done.

| Log Book | April 26 |
|----------|----------|
| | |

Sample Answer:

Work Completed:

- *Cleaned out all air filters and did the weekly check of the ducts.*
- *Swept all of the floors in the building.*
- *Mopped the staff room.*
- *Completed cleaning of machines 1,2,3, and 4.*

Work Remaining:

- *Clean machines 5, 6 and 10.*
- *Mop all the floors except staff room.*
- *Complete the daily safety inspection.*

Answer Criteria:

- Did the client include all of the information that was in the text?
- Did the client organize the work into tasks that have already been completed and tasks that still need to be done?
- Are the spelling and grammar correct?

Results and Observations Section:

| | |
|--|---|
| Writing Task | <input type="checkbox"/> Writing brief text that is intended to inform <input type="checkbox"/> Content of writing is routine, with little variation from one instance to another <input type="checkbox"/> Standard spelling and grammar expected |
| Occupation | NOC 9463 – Fish Plant Workers |
| Writing Skill(s) | <input type="checkbox"/> Informs next shift worker of tasks already completed and work that still needs to be completed by updating a log book <input type="checkbox"/> Organizes tasks into work completed and work to be done so that it is easy for the next shift worker to follow and understand <input type="checkbox"/> Spelling and grammar are correct |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 8:

An office worker prepares a written summary of what was discussed at a staff meeting so that she can send a copy to all the participants. Review the office worker's email and correct any spelling and grammar mistakes she may have made.

Good morning

Here are the notes from the June 24th Staff Meeting:

- *All staff was present at the meeting.*
- *Sarah gave a update on the budget analysis.*
- *Andre reminded everyone to submit their training forms as soon possible.*
- *Joanne present an overview of what the team will be working on this year.*
- *Clara is colecting contributions for our charity fundraiser and would like to now if any one would like to volunteer to help out.*
- *Fred gave a quik presentation on emailing etiquette*
- *All project reports are due to Tuesday.*
- *Mario would like every one to provide their input on the new poster designs by Wensday.*
- *It is everyones responsibility to clean up after themself when using the kitchen.*

If you have any question, please come see me.

Anne

Answer:

There are 17 mistakes in the email. Below you will find the mistakes corrected.

Good morning,

Here are the notes from the June 24th Staff Meeting:

- All staff were present at the meeting.
- Sarah gave an update on the budget analysis.
- Andre reminded everyone to submit their training forms as soon as possible.
- Joanne presented an overview of what the team will be working on this year.
- Clara is collecting contributions for the charity fundraiser and would like to know if anyone would like to volunteer to help out.
- Fred gave a quick presentation on emailing etiquette.
- All project reports are due on Tuesday.
- Mario would like everyone to provide their input on the new poster designs by Wednesday.
- *It is everyone's responsibility to clean up after themselves when using the kitchen.*

If you have any questions, please come see me.

Anne

Answer Criteria:

- Did the client identify all the spelling and grammar issues?
- Did the client correct the mistakes properly?

Results and Observations Section:

| | |
|--|---|
| Writing Task | <input type="checkbox"/> Standard grammar and spelling are expected |
| Occupation | NOC 1411 – General Office Clerks |
| Writing Skill(s) | <input type="checkbox"/> Provides summary of meeting outcomes to colleagues that is free of grammar and spelling errors |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 9:

A clerk at a newspaper proofreads articles to verify that the correct words have been used. Read the article below and fill in the blanks using the options provided.

An Essential Skills Success Story

Essential Skills help people to carry out different tasks, provide a starting point for learning other skills, and help them adjust to change. (1) _____ are nine Essential Skills:

(Their / There / They're)

reading, document use, numeracy, writing, oral communication, working with others, thinking, computer use, and continuous learning. Here is one worker's story of how upgrading her Essential Skills contributed to improvements in job performance and career choices. Perhaps her story can help you improve (2) _____ success at work.

(you're / your)

Anne McKenna's Story

While I was working on a production line at a canning factory, I found my key to success. Essential Skills training opened new doors for me and my career. I left high school after Grade 10 and went to work on a production line at a local canning company. After a few years, I applied for a job in quality control. The manager, (3) _____ team I have worked with in the

(whose / who's)

past, let me try it out to see if I could do it. Based on my experience and the fact that I'm a quick learner, I got the job. But in order to keep it, I had to work on my Essential Skills.

Fortunately, the company sponsored a continuous learning program. I earned my high school diploma through the General Educational Development (GED) program. Like many people who have been out of school for a long time, I (4) _____ was scared of going back

(to / too)

to the books. Even so, I knew that I was ready and once I got started, I really enjoyed it.

After graduating, I focused on improving the skills that (5) _____

(were / we're / where)

important in my job. I took a night course at a local college to improve my reading, numeracy and oral communication skills and earned a certificate from the Canadian Society for Quality. I felt more confident and better prepared when talking to union representatives and Head Office. Having improved some of my Essential Skills, I had a good understanding of what I could do (6) _____.

(good / well)

I have always loved history and was fascinated by stories about the old building where I worked. I began working with a local writer and historian to find out more about the building and put my writing skills to work. We eventually finished a manuscript which many of my co-workers enjoyed reading. Today, I have a new job with a major food company, (7) _____ been like a dream come true. I'm here because I got over my fear

(its / it's)

and opened doors for myself by investing in Essential Skills training. I look forward to the future and know my life will always be full of learning.

Answers:

- (1) There
- (2) your
- (3) whose
- (4) too
- (5) were
- (6) well
- (7) it's

Results and Observations Section:

| | |
|--|---|
| Writing Task | <input type="checkbox"/> Standard grammar and spelling are expected |
| Occupation | NOC 1452 – Correspondence, Publication and Related Clerks |
| Writing Skill(s) | <input type="checkbox"/> Edits text to verify proper use of words |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 10:

An office clerk reviews and edits texts before they are posted on websites. The text below is awkward to read because it has missing or incorrect punctuation and contains run-on or fragmented sentences. Make changes to the text below by adding punctuation and blending or splitting up sentences so that it reads more smoothly.

Are you the right person for the job. You won't know unless you try?

When William saw the job listing for a parts manager he was eager to apply he had been unemployed for several weeks so he was available to start work right away. William had worked in the parts and service department of a car dealership before his previous employment would be a tremendous asset because of the knowledge he had gained through experience.

A few days after he had applied for the job William received an email regarding an interview, He called to confirm the time. He called to confirm the location of the meeting. During the interview William emphasized that he was flexible. He could work evenings and weekends. William's fluent answers convinced the interviewers that he would be good at oral communication with customers. The company considered William to be the best qualified candidate the manager made William an offer and William accepted the job.



Answer:

Are you the right person for the job? [replace period with a question mark] **You won't know unless you try!** [replace question mark with an exclamation mark] ?

When William saw the job listing for a parts manager he was eager to apply. [added a period to address run-on sentence] He had been unemployed for several weeks, so he was available to start work right away. William had worked in the parts and service department of a car dealership before. [added a period to address run-on sentence] His previous employment would be a tremendous asset because of the knowledge he had gained through experience.

A few days after he had applied for the job, William received an email regarding an interview. He called to confirm the time and location of the meeting. [addressed sentence fragments by combining: "He called to confirm the time." and "He called to confirm the location of the meeting."] During the interview, [added a comma] William emphasized that he was flexible and could work evenings and weekends. [addressed sentence fragments by combining: "During the interview William emphasized that the was flexible." and "He could work evenings and weekends."] William's fluent answers convinced the interviewers that he would be good at oral communication with customers. The company considered William to be the best qualified candidate. [added period to address run-on sentence] The manager made William an offer and he accepted the job.

Results and Observations Section:

| | |
|--|---|
| Writing Task | <input type="checkbox"/> Standard grammar and punctuation are expected |
| Occupation | NOC 1452 – Correspondence, publication and related clerks. |
| Writing Skill(s) | <input type="checkbox"/> Edits text to verify proper use of punctuation and corrects run-on or fragmented sentences. |
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

ESSENTIAL SKILLS NEEDS ASSESSMENT SUMMARY

Use this **Essential Skills Needs Assessment Summary** table to conveniently record all the results in one place. The Summary can be shared with other intermediaries such as adult educators and skills trainers that can support the employment and training needs of the client. Written consent **must** be obtained from the client before sharing any of the assessment results.

Booklet: _____ Level: _____

Date of Assessment: _____

Location of Assessment: _____

Assessor Name: _____

Candidate Name: _____

| Question 1 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 2 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 3 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 4 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 5 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 6 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 7 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 8 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

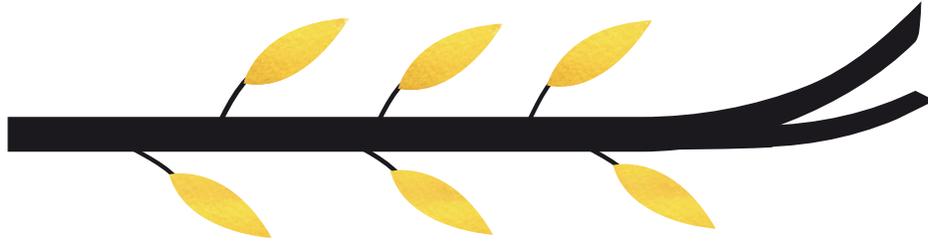
| Question 9 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 10 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

I, _____, authorize my counsellor to share results of the Essential Skills needs assessment with anyone who is willing to assist me with my employment and training goals.

These results were collected through an informal Essential Skills Needs Assessment process and do not provide formal assessment scores. They are intended to be used to support employment and career counsellors to engage clients in a discussion about training objectives, such as skills upgrading programs. For more information, please refer to the Introduction to an Essential Skills Needs Assessment tool available at hrsdc.gc.ca/essentialskills.

Client's Booklet: Writing Level 2



Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

Introduction

Writing is the ability to communicate a thought or an idea by arranging words, numbers and symbols, whether on paper or on a computer. Writing skills are used in every job and in many aspects of life (e.g. writing memos, emails, letters and greeting cards).



You are about to complete a needs assessment for **Writing, Level 2**. This is not a test – it is an opportunity to help identify your writing skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Instructions

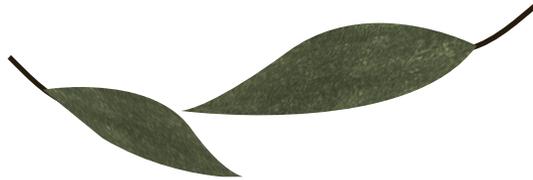
1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes or is drawn from a typical workplace task that shows how writing skills are used in different jobs in Canada.
3. The assessment questions use both *multiple* choice and open answer formats. For multiple Choice questions, make sure that you choose only one answer from the options provided. You can circle the letter that corresponds to the answer you choose or you can circle the answer itself. For open answer questions - there will be a space provided after each question for you to write out your answer. There is no set length but some questions will suggest that your answer be “short” or “between **1** and **2** sentences”. If you require more room for your answers, there are extra pages at the end of the assessment booklet.
4. If you have difficulty answering a question, you can move on to the next task and return to it later.
5. Take your time to complete the questions – there is no set time limit.
6. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
7. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a sample question to help familiarize you with the assessment format:

A tour guide has run out of *BC Forest* pamphlets to give to tour participants. Write a short note (1 to 2 sentences) to the office assistant to ask him to order more pamphlets.

Answer:

Please order more pamphlets on the BC forests since we are out of them.



Assessment Tasks

Question 1:

A miner needs to fill out an accident report after being injured on the job. The report requires that the worker write down what happened before, during and after the accident. Review the statements below and re-write them in the correct order (what you think happened first, second, third, and last) in the space below.

A large rock broke off from the wall and rolled onto my leg and broke it. After the rock rolled onto my leg, I blacked out. I was walking through the mine shaft when I saw a cart bang into one of the walls. I heard a loud noise and the wall fell apart.

Accident Report

Please describe the details of the accident:

Question 2:

A warehouse supervisor wants to tell a new customer that his shipment has arrived. The supervisor also has to remind the customer that before he can pick up his shipment, he must complete, sign and submit the release forms that were sent to him two weeks ago.

Write an e-mail message to the new customer

- Tell him about the shipment's arrival.
- Remind him about the release forms.
- Company policy requires that the supervisor thank new customers for their business.

From: John Banks [john.banks@ace_trucking.com]
To: Steve Carlson [scarlson@empco.org]
Subject: Your shipment is in

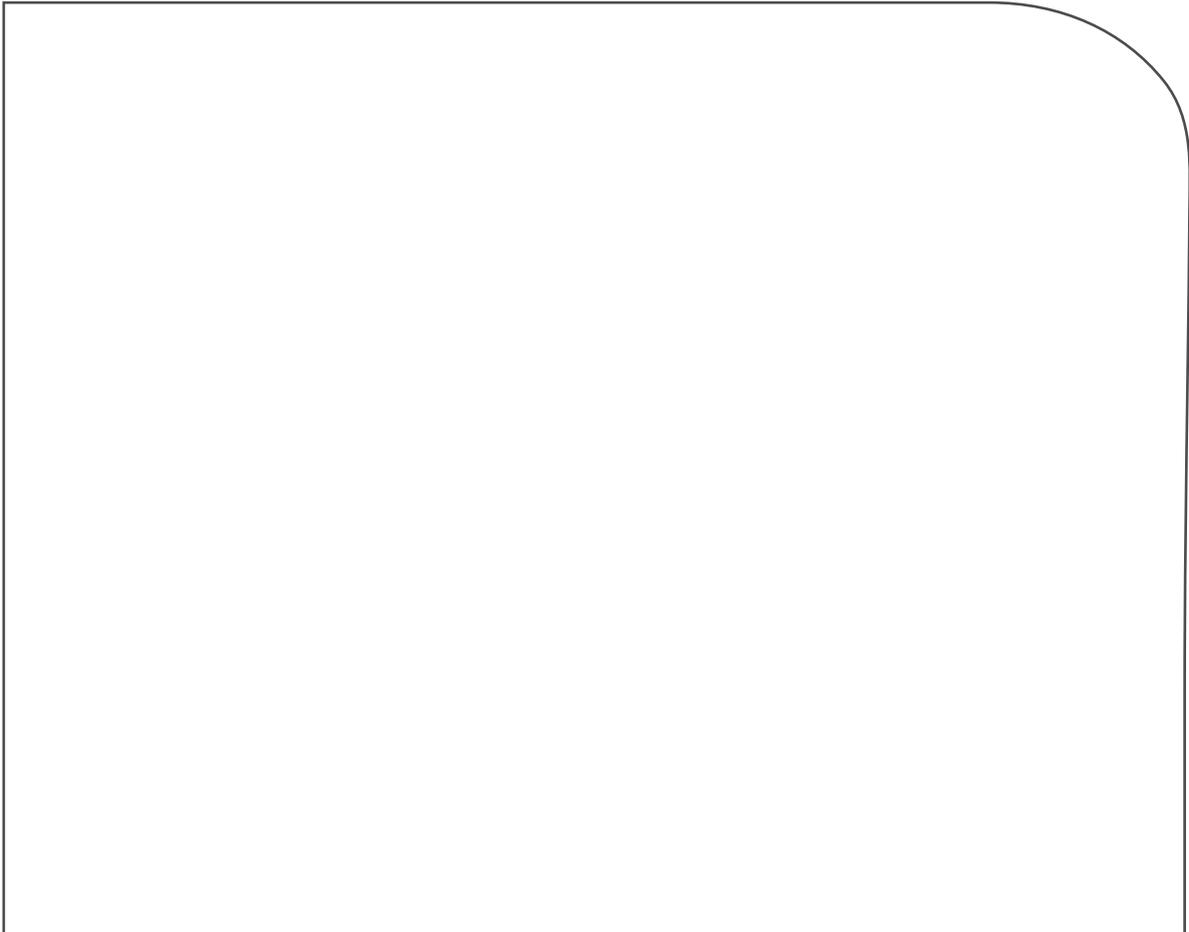
Dear Mr. Carlson,

John Banks
Warehouse Supervisor
Ace Trucking and Forwarding
john.banks@ace_trucking.com
Cel: 403-555-1479

Question 3:

A customer service agent from a snow removal company needs to contact a client, Mr. Charles Horton, about his unpaid bill. The agent has tried to contact Mr. Horton by phone three times, but each time, there was no answer. The company policy states that after three attempts to contact the client by phone, a letter of notification must be mailed. The policy also states that if an overdue account is not paid in full within 30 days of the date of the letter, the company will be forced to stop the snow removal service.

Based on the information above, write the letter of notification from the customer service agent to Mr. Horton in the space below.



Question 4:

A cashier notices that one of the \$50.00 bills in his till looks different than the others. He suspects that it may be counterfeit. The cashier recalls serving a customer that acted strangely and who was very impatient while paying for his purchase. The cashier informs the store supervisor who decides to contact the police. When the police arrive at the store, they confirm that the bill is counterfeit and ask the cashier to prepare a written statement describing what the customer looked like, and any other details that could be important. The cashier writes down a few notes about the customer and his behaviour:

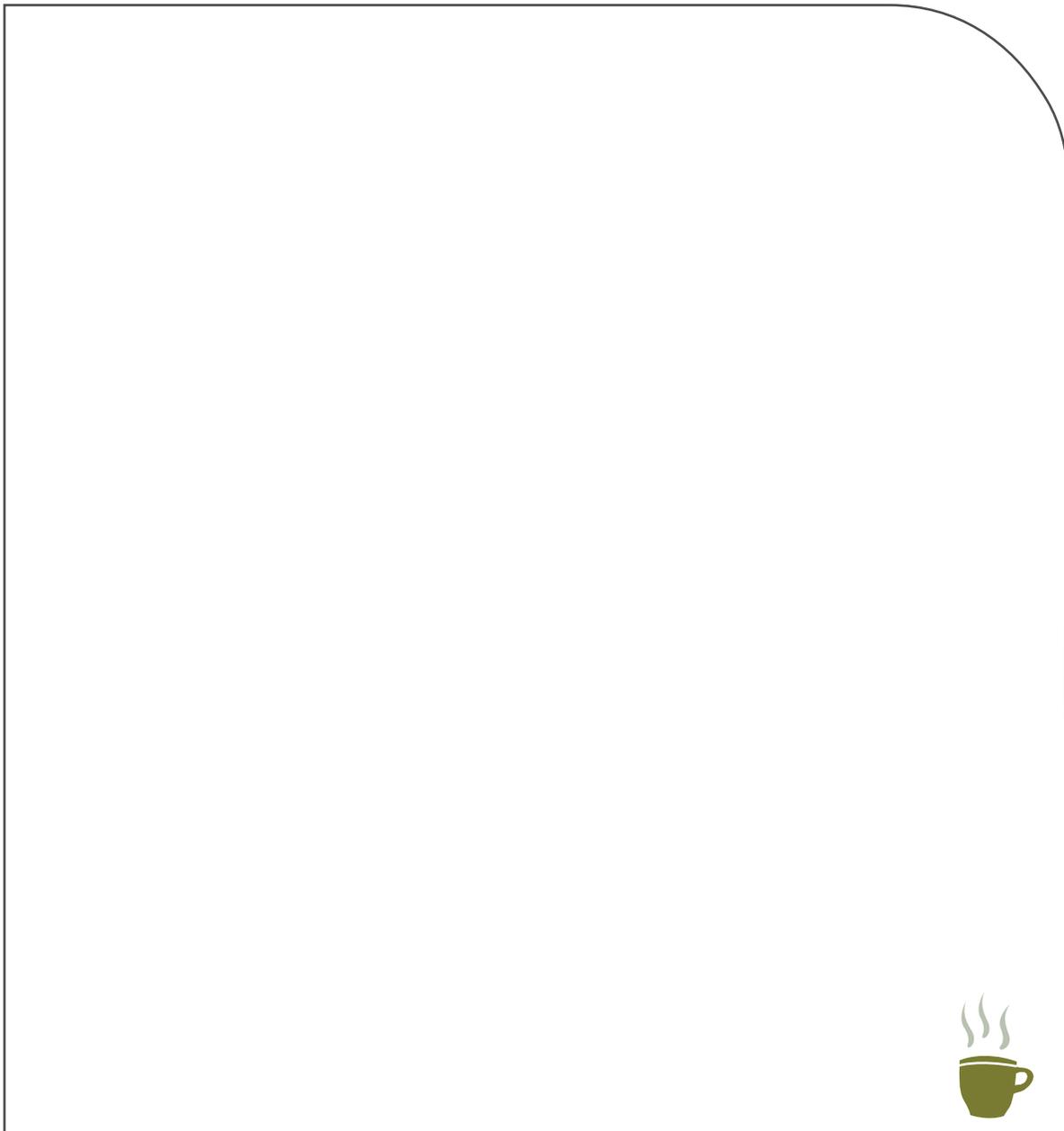
- The customer came to his cash early in the morning.
- He was wearing a baseball cap.
- He had never seen the customer before.
- It was his first customer of the day.
- He was an older man.
- He bought a pack of gum.
- He acted very nervous and asked me to hurry-up because he was in a rush.
- He seemed around 50 years old with long grey hair.
- He also bought a bus ticket.
- He was wearing a black leather jacket and jeans.
- The baseball cap the customer was wearing was reddish in colour and worn.
- He was not a regular customer.
- He was pretty tall and had a big build.

Using the cashier's notes above, organize the information and write a statement for the police in the space below. The statement should describe the appearance of the customer first, and any other important details second. The statement should be about two paragraphs long.

Question 5:

A server in a coffee shop has been asked by her manager to write a procedure on how to safely serve coffee. The server has learned from her training and experience that there are some key steps to pouring coffee safely. Most importantly, the server always holds the cup away from the customer as she pours the coffee, and is careful to never overfill the cup. She also makes sure that when she is carrying the coffee pot that she holds it to her side - away from her body and anyone who could accidentally bump into it. When the server uses a freshly brewed pot of coffee, she always advises the customer that the coffee may be extremely hot. If children are at the table, the server takes care to place the cups of coffee out of their reach.

Using the server's advice in the introduction as a starting point, write a set of procedures for safely serving coffee.



Question 6:

A hotel front desk clerk responds to emails from potential guests. The clerk reads an email from Mrs. Sampson who is asking whether the room that she has reserved is wheelchair accessible. The clerk checks the room specifications and finds that the room is fully accessible to wheelchairs and also has a special shower stall equipped with support bars, a bench and adjustable showerhead.

Write a short e-mail response to Mrs. Sampson. Thank her for her business. Let her know you are looking forward to her visit.

From: Amy Wilton [Amy@WhisperingPines.com]
To: Mrs. Sampson [SSampson23@gmail.com]
Subject: Room booking at Whispering pines

Dear Mrs. Sampson

Amy Wilton
Night Manager
Whispering Pines Hotel
Amy@WhisperingPines.com Cell: 403-555-1479

Question 7:

Workers in a fish processing plant enter information into logbooks to keep track of work that has and has not been completed. A worker has just finished his shift and needs to update the logbook. During his shift, the worker cleaned machines 1, 2, 3, and 4; but did not have time to clean machines 5, 6 and 10. He was able to sweep all of the floors. He also mopped the staff room but not the rest of the shop. He cleaned out the air filters and did the weekly check of the air ducts. The worker did not have time to complete the daily safety inspection.

In the space below, write a short log entry for the next shift worker that includes what work has been completed and what work still needs to be done.

Log Book

April 26

Question 8:

An office worker prepares a written summary of what was discussed at a staff meeting so that she can send a copy to all the participants. Review the office worker's email and correct any spelling and grammar mistakes she may have made.

Good morning

Here are the notes from the June 24th Staff Meeting:

- *All staff was present at the meeting.*
- *Sarah gave a update on the budget analysis.*
- *Andre reminded everyone to submit their training forms as soon possible.*
- *Joanne present an overview of what the team will be working on this year.*
- *Clara is colecting contributions for our charity fundraiser and would like to now if any one would like to volunteer to help out.*
- *Fred gave a quik presentation on emailing etiquette*
- *All project reports are due to Tuesday.*
- *Mario would like every one to provide their input on the new poster designs by Wensday.*
- *It is everyones responsibility to clean up after themself when using the kitchen.*

If you have any question, please come see me.

Anne

Question 9:

A clerk at a newspaper proofreads articles to verify that the correct words have been used. Read the article below and fill in the blanks using the options provided.

An Essential Skills Success Story

Essential Skills help people to carry out different tasks, provide a starting point for learning other skills, and help them adjust to change. (1) _____ are nine Essential Skills:

(Their / There / They're)

reading, document use, numeracy, writing, oral communication, working with others, thinking, computer use, and continuous learning. Here is one worker's story of how upgrading her Essential Skills contributed to improvements in job performance and career choices. Perhaps her story can help you improve (2) _____ success at work.

(you're / your)

Anne McKenna's Story

While I was working on a production line at a canning factory, I found my key to success. Essential Skills training opened new doors for me and my career. I left high school after Grade 10 and went to work on a production line at a local canning company. After a few years, I applied for a job in quality control. The manager, (3) _____ team I have worked with in the

(whose / who's)

past, let me try it out to see if I could do it. Based on my experience and the fact that I'm a quick learner, I got the job. But in order to keep it, I had to work on my Essential Skills.

Fortunately, the company sponsored a continuous learning program. I earned my high school diploma through the General Educational Development (GED) program. Like many people who have been out of school for a long time, I (4) _____ was scared of going back

(to / too)

to the books. Even so, I knew that I was ready and once I got started, I really enjoyed it.

After graduating, I focused on improving the skills that (5) _____

(were / we're / where)

important in my job. I took a night course at a local college to improve my reading, numeracy and oral communication skills and earned a certificate from the Canadian Society for Quality. I felt more confident and better prepared when talking to union representatives and Head Office. Having improved some of my Essential Skills, I had a good understanding of what I could do (6)

_____. I have always loved history and was fascinated by stories about the

(good / well)

old building where I worked. I began working with a local writer and historian to find out more about the building and put my writing skills to work. We eventually finished a manuscript which many of my co-workers enjoyed reading. Today, I have a new job with a major food company,

(7) _____ been like a dream come true. I'm here because I got over my fear

(its / it's)

and opened doors for myself by investing in Essential Skills training. I look forward to the future and know my life will always be full of learning.

Question 10:

An office clerk reviews and edits texts before they are posted on websites. The text below is awkward to read because it has missing or incorrect punctuation and contains run-on or fragmented sentences. Make changes to the text below by adding punctuation and blending or splitting up sentences so that it reads more smoothly.

Are you the right person for the job. You won't know unless you try?

When William saw the job listing for a parts manager he was eager to apply he had been unemployed for several weeks so he was available to start work right away. William had worked in the parts and service department of a car dealership before his previous employment would be a tremendous asset because of the knowledge he had gained through experience.

A few days after he had applied for the job William received an email regarding an interview, He called to confirm the time. He called to confirm the location of the meeting. During the interview William emphasized that he was flexible. He could work evenings and weekends. William's fluent answers convinced the interviewers that he would be good at oral communication with customers. The company considered William to be the best qualified candidate the manager made William an offer and William accepted the job.

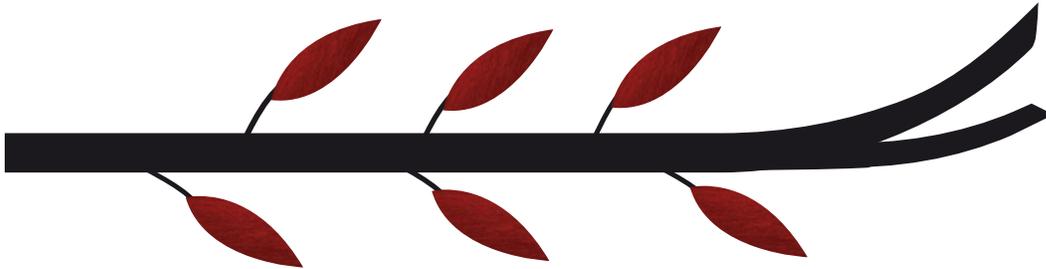
Answer:

A large, empty rectangular box with rounded corners, intended for writing an answer. The box is outlined in black and occupies most of the page's width and height.

Notes:



Assessor's Booklet: Numeracy Level 1



This Assessor's Booklet is divided into two parts.

Part One includes:

- Assessor's instructions for administering the Numeracy Level 1: Client Assessment Booklet.

Part Two includes:

- An introduction and detailed instructions for the client on the assessment process;
- Answers and explanations for each assessment task; and
- A section for the assessor to record a client's assessment results and observations.

Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

PART ONE

Assessor's Instructions

Please ensure that you have read the accompanying **Guide for Conducting an Essential Skills Needs Assessment** prior to administering any of the assessment booklets. The Guide provides a **step-by-step process for conducting an informal Essential Skills needs assessment, including useful tips and suggestions.**

This is an informal assessment tool that is intended to support career and employment counsellors to work with clients to help them better understand their **numeracy** skills strengths and areas that may require improvement. The assessment results will support making more informed decisions on developing training plans and performing job searches. In situations where formal test scores are needed to be compared to other test results or job skill requirements, the use of formal assessment tools may be more suitable.

➤ Each assessment question in this booklet is a typical workplace task that shows how numeracy skills are used in different jobs in Canada.

➤ The questions are organized in order of difficulty starting with simple tasks and progressing to more difficult ones.

➤ You may read the assessment **instructions** out loud and provide further explanation if required. It is important to encourage clients to complete as many tasks as they can **independently** so that a more accurate understanding of their abilities can be understood. **Once the client has completed as many numeracy tasks as possible on their own, you can assist them with the remaining tasks.**

➤ In cases where clients have difficulty with reading and comprehension, you can read the questions out loud and clarify any words or terminology that may be unfamiliar to them.

➤ Clients are encouraged to complete the numeracy tasks without a calculator.

➤ Clients are encouraged to use the space following each question to write down notes and show the steps/process they used to arrive at the answer.

➤ Clients are permitted to ask questions at anytime during the assessment.

➤ If clients have difficulty completing any of the tasks, suggest that they move on to the next task and return to it later.

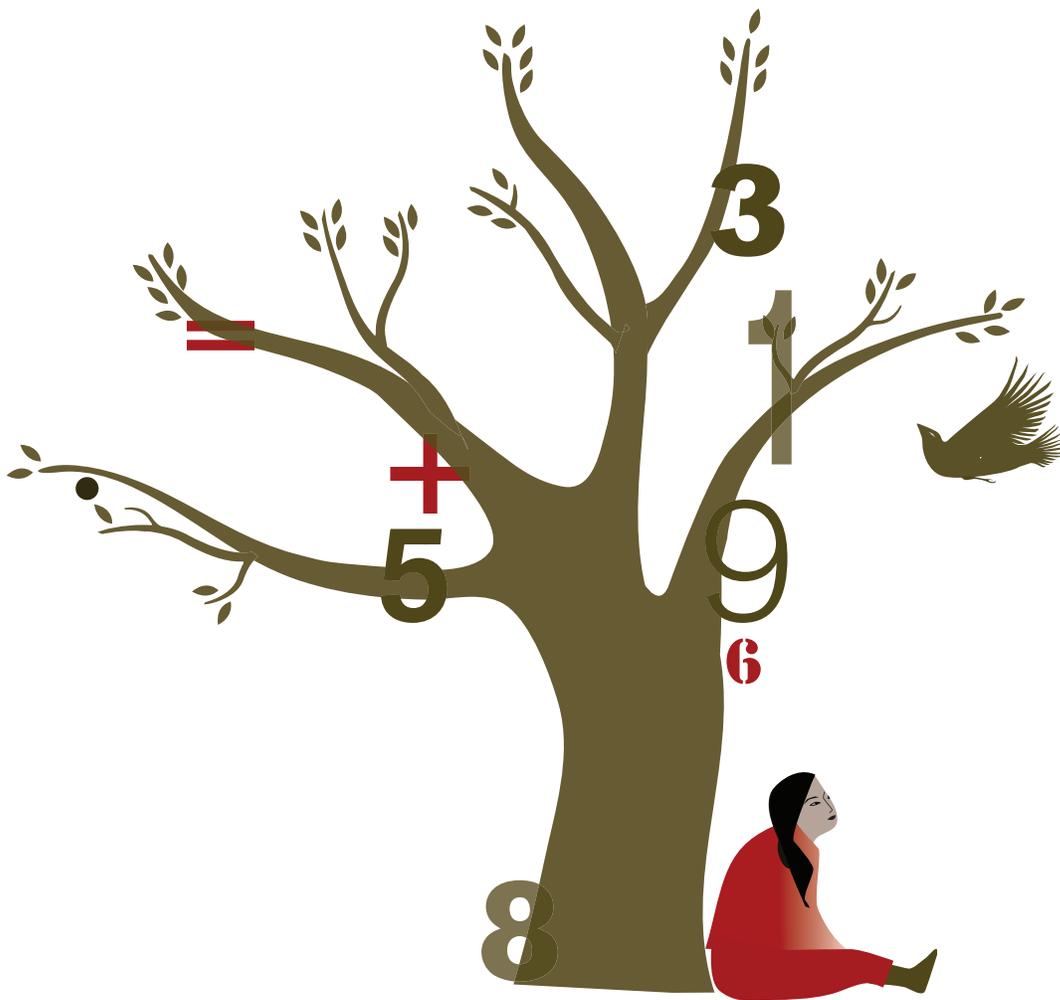
➤ Inform clients that you will review all the tasks and answers together once they have completed the assessment.

➤ While there is only one correct answer for each task, it is important to recognize that there may be more than one method of arriving at the right answer.

- Use the Results and Observations section following each assessment task to:
- record results;
 - identify the numeracy skills demonstrated; and
 - document any difficulties the client had in completing the tasks, such as using the wrong mathematical operation (e.g. using multiplication instead of division).

The Essential Skills Needs Assessment Summary Table included at the end of this booklet can be used to record all the results in one place and allows you to re-use the booklet for other clients.

- It is recommended that clients successfully complete a minimum of **7** of the **10** tasks to advance to the Numeracy Level 2 Booklet. For clients who do not achieve this minimum, you may wish to discuss what action(s) they would like to take to improve their numeracy skills as part of their training plan or job search (e.g. take a course to upgrade their estimation skills).



PART TWO

Client Introduction *(as it appears in the Numeracy Level 1: Client Booklet)*

Numeracy is the ability to use and understand numbers. Numeracy skills are important to be able to manage money and carry out transactions such as paying for a purchase or paying your bills. Numeracy skills are also used to measure and estimate, such as ingredients in a recipe or the size of a room.

You are about to complete a needs assessment for **Numeracy, Level 1**. This is **not** a test – it is an opportunity to help identify your numeracy skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Client Instructions *(as it appears in the Numeracy Level 1: Client Booklet)*

1. You will have an assessor present with you (i.e. an employment or career counsellors) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes or is drawn from a typical workplace task that shows how numeracy skills are used in different jobs in Canada.
3. The questions will be a combination of multiple-choice format and open-answer format:
 - For multiple-choice questions, you will be asked to choose one answer from the options provided. You can circle the letter that corresponds to the answer you choose or you can circle the answer itself.
 - For open-answer questions, you will be asked to write your answer in the space provided.
4. Space is provided in each question to write down notes as you work out your answers.
5. Please complete the numeracy questions without a calculator.
6. If you have difficulty answering a question, you can move on to the next task and return to it later.
7. Take your time to complete the questions – there is no set time limit.
8. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
9. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Results and Observations Section:

| | |
|--|--|
| Numeracy Task | One type of mathematical operation |
| Occupation | NOC 6611 – Cashiers |
| Numeracy Skill(s) | <input type="checkbox"/> Makes change by subtraction <input type="checkbox"/> Understands dollars and cents <input type="checkbox"/> Places decimals correctly |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 2:

A boilermaker monitors pressure gauges to ensure they are within a normal range. The normal operating range for water pressure is 25 to 35 psi (pounds per square inch). If the water pressure gauge reads 39 psi, by how much must it be reduced so that the psi reading is back within the normal range (35 psi)?

Answer: psi

Answer Discussion:

Formula:

Current psi reading – upper limit of normal range = minimum psi reduction required

$$39 \text{ psi} - 35 \text{ psi} = 4 \text{ psi}$$

$$\begin{array}{r} 39 \text{ psi} \\ - 35 \text{ psi} \\ \hline 4 \text{ psi} \end{array}$$

The pressure must be reduced by 4 psi to bring it back within the normal range (35 psi).

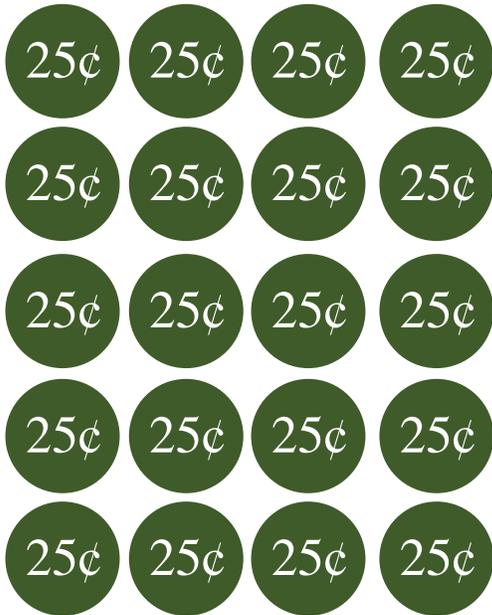
Results and Observations Section:

| | |
|--|---|
| Numeracy Task | One type of mathematical operation |
| Occupation | NOC 7262 – Boilermakers |
| Numeracy Skill(s) | <input type="checkbox"/> Measurement and calculation Math <input type="checkbox"/> Takes measurement through one-step process and records the results |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 3:

A server is counting tips received during the day. The coins are shown in the illustration below. How much money is this in dollars?



Answer: **\$5.00**

Answer Discussion:

Formula:

A quarter is worth 25 cents (or \$0.25).

To figure out what 20 quarters are worth in dollars, multiply 20 by 0.25.

$$20 \times \$0.25 = \$5$$

$$\begin{array}{r} \$0.25 \\ \times 20 \\ \hline \$5.00 \end{array}$$

Add 2 decimal places (because there are two decimal places in 0.25) from the right = 5.00. The answer is \$5.00.

or

There are four quarters in every dollar (4 quarters = \$1.00).

Divide the number of quarters by 4 to calculate the total amount in dollars.

$$20 \div 4 = \$5$$

or

Use the illustration to count by increments of 25 (i.e. 0.25, 0.50, 0.75, 1.00, 1.25, 1.50 etc.)

Results and Observations Section:

| | |
|--|--|
| Numeracy Task | Simple operation (addition or multiplication) |
| Occupation | NOC 6453 – Food and Beverage Servers |
| Numeracy Skill(s) | Money Math: <input type="checkbox"/> Counts change using addition or division or multiplication <input type="checkbox"/> Uses whole numbers by converting cents to dollars <input type="checkbox"/> Places decimals correctly |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 4:

A radio operator for a bus company calculates the total number of calls made each week for tow trucks. The operator uses ticks (or lines) to record the number of calls made in the weekly call log.



According to the call log above, what was the total number of calls made? Use the legend below to help you calculate the total.

| Legend | |
|---|-----|
|  | = 5 |
|  | = 1 |

Answer: **13** calls

Answer Discussion:

Each tick or line represents one call.

As noted in the legend, four ticks with a horizontal line through it () represents 5 calls.

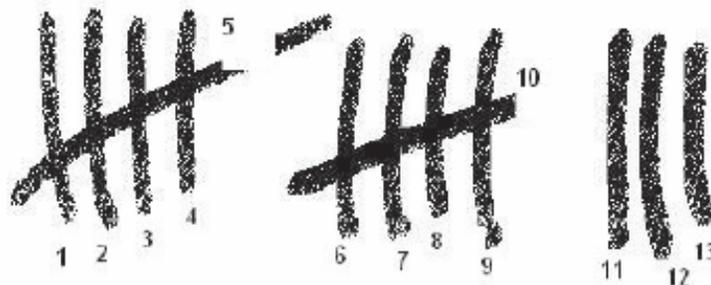
There are two groups of five calls, plus three additional ticks.

$$2 \times 5 = 10$$

$$10 + 3 = 13$$

or

Count each of the tick marks.



Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Simple operation One type of mathematical operation |
| Occupation | NOC 1475 – Dispatchers and Radio Operators |
| Numeracy Skill(s) | Measurement and Calculation Math: <input type="checkbox"/> Adding whole numbers |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations |  |

Question 5:

A printing machine operator needs to reduce the size of a picture before printing copies. The original size of the picture is 5 inches wide by 7 inches long. If the customer would like to make the picture 1 inch shorter in length and width, what will the new measurements be?



Answer: **4** inches wide by **6** inches long

Answer Discussion:

Since the length and the width need to be reduced by 1", then the operator needs to subtract 1 inch from 5 inches (width) and 1 inch from 7 inches (length).

$$5 - 1 = 4 \text{ inches (width)}$$

$$7 - 1 = 6 \text{ inches (length)}$$

The new measurements will be 4 inches wide by 6 inches long.

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Simple operation Operation clearly specified One type of mathematical operation |
| Occupation | NOC 9471 – Printing Machine Operators |
| Numeracy Skill(s) | Measurement and Calculation Math: <input type="checkbox"/> Subtracts whole numbers |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations |  |

Question 6:

A plumber asks his helper to order a piece of pipe for a sink installation. Before he orders the part, the helper calls four different stores to find the lowest price.

Sam's Hardware: \$3.29
Save-a-lot: \$2.99
PlumberMart: \$4.70
Pipetastic: \$3.10

Based on the prices listed above, which store offers the lowest price for the piece of pipe?
Circle the correct answer.

- A. Sam's Hardware
- B. Save-a-lot
- C. PlumberMart
- D. Pipetastic

Answer: B

Answer Discussion:

The lowest price out of the four options is \$2.99 at Save-a-lot.

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Simple operation |
| Occupation | NOC 7611 – Plumber's Helpers (Construction Trades Helpers and Labourers) |
| Numeracy Skill(s) | Scheduling or Budgeting and Accounting Math: <input type="checkbox"/> Makes simple comparisons of decimal numbers |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 7:

A hotel front desk clerk is taking a room reservation over the telephone. The clerk refers to a daily vacancy report to see which rooms are available. According to the report shown below, which type of room is not available?

Room Vacancy Report, June 12

| Room Type | Number |
|-----------------------------|--------|
| Available: | |
| Single Queen with patio | 1 |
| Single Queen with lake view | 3 |
| Double Queen | 0 |
| King | 2 |

- A. Single Queen with patio
- B. Single Queen with lake view
- C. Double Queen
- D. King

Answer: C

Answer Discussion:

The report shows that the only room type with no rooms available is the Double Queen since there is a “0” (zero) under the ‘Number Available’ section.

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Simple operation |
| Occupation | NOC 6435 – Hotel Front Desk Clerks |
| Numeracy Skill(s) | Data Analysis Math: <input type="checkbox"/> Makes simple comparisons of whole numbers |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 8:

A kitchen helper is checking inventory in the storage room. The helper notices that there is only one opened jar of peanut butter on the shelf. It is shown in the illustration below.

Approximately how much peanut butter is left in the jar?



Answer: **500** ml

Answer Discussion:

The label on the jar of peanut butter indicates that it holds 1000ml. Since the jar appears to be half full, it can be estimated that the remaining peanut butter in the jar is about one-half of 1000ml which is equal to 500ml.

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Estimation Procedure is defined One factor (by eyeballing) All information available No precision required |
| Occupation | NOC 6641 – Food Counter Attendants, Kitchen Helpers and Related Occupations |
| Numeracy Skill(s) | Numerical Estimation: <input type="checkbox"/> Estimates by comparing with known quantity <input type="checkbox"/> Uses whole numbers to measure |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 9:

A construction worker needs to prepare a concrete mixture using the following ratio of cement and sand:

Standard Concrete Mixture Ratio

1 part cement

3 parts sand

If the worker needs to double the amount of concrete, what will the new ratio be?

Answer: **2** parts cement and **6** parts sand

Answer Discussion:

The worker needs to “double” the amount of concrete; therefore, the worker should multiply the quantity of cement and sand by 2.

$$2 \times 1 \text{ (part cement)} = 2 \text{ parts cement}$$

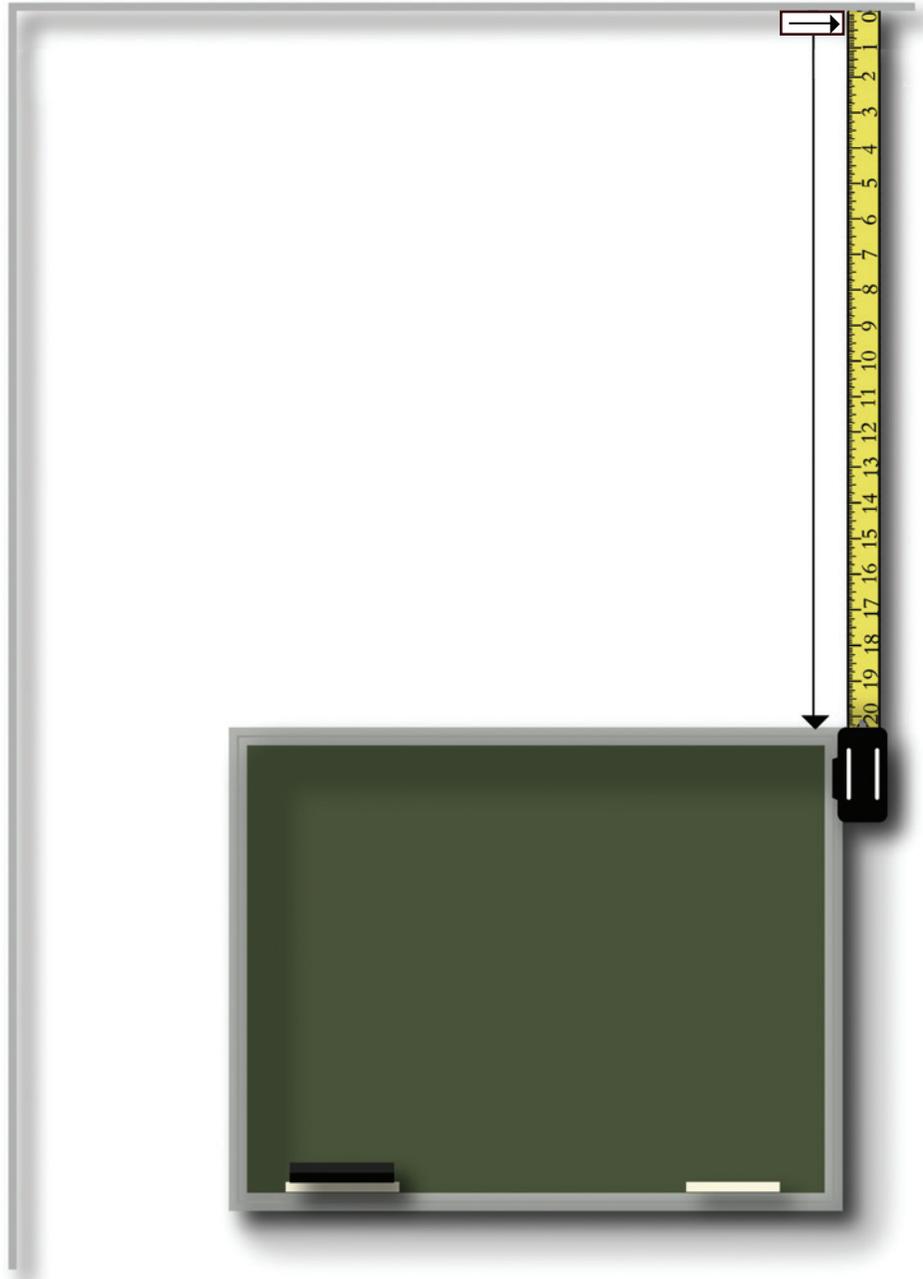
$$2 \times 3 \text{ (parts sand)} = 6 \text{ parts sand}$$

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Simple operation One type of mathematical operation Minimal translation |
| Occupation | NOC 7611 – Construction Trades Helpers and Labourers |
| Numeracy Skill(s) | Measurement and Calculation Math: <input type="checkbox"/> Identifies the factor required to complete the ratio <input type="checkbox"/> Multiplies amounts by the factor |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 10:

A painter needs to measure the height of a chalkboard before removing it to paint the wall. The painter must measure the distance from the ceiling to the top of the chalkboard so that it can be re-hung at the same height after the paint is dry. Use the illustration below to determine the distance from the top of the chalkboard to the ceiling.



Answer: **20** inches

Answer Discussion:

The measuring tape shows that the distance between the ceiling and the top of the chalkboard is 20 inches.

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Simple operation One type of mathematical operation that is clearly specified |
| Occupation | NOC 7294 – Painters and Decorators |
| Numeracy Skill(s) | Measurement and Calculation Math: <input type="checkbox"/> Take measurements through a one-step process and record the results |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

ESSENTIAL SKILLS NEEDS ASSESSMENT SUMMARY

Use this **Essential Skills Needs Assessment Summary** table to conveniently record all the results in one place. The Summary can be shared with other intermediaries such as adult educators and skills trainers that can support the employment and training needs of the client. Written consent **must** be obtained from the client before sharing any of the assessment results.

Booklet: _____ Level: _____

Date of Assessment: _____

Location of Assessment: _____

Assessor Name: _____

Candidate Name: _____

| Question 1 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 2 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 3 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 4 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 5 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 6 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 7 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 8 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

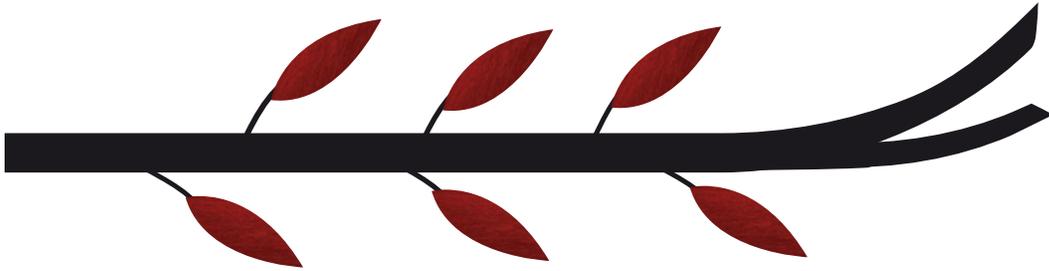
| Question 9 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 10 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

I, _____, authorize my counsellor to share results of the Essential Skills needs assessment with anyone who is willing to assist me with my employment and training goals.

These results were collected through an informal Essential Skills Needs Assessment process and do not provide formal assessment scores. They are intended to be used to support employment and career counsellors to engage clients in a discussion about training objectives, such as skills upgrading programs. For more information, please refer to the Introduction to an Essential Skills Needs Assessment tool available at hrsdc.gc.ca/essentialskills.

Client Booklet: Numeracy Level 1



Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

Introduction

Numeracy is the ability to use and understand numbers. Numeracy skills are important to be able to manage money and carry out transactions such as paying for a purchase or paying your bills. Numeracy skills are also used to measure and estimate, such as ingredients in a recipe or the size of a room.



You are about to complete a needs assessment for **Numeracy, Level 1**. This is **not** a test – it is an opportunity to help identify your numeracy skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Instructions

1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the needs assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes or is drawn from a typical workplace task that shows how numeracy skills are used in different jobs in Canada.
3. The questions will be a combination of multiple-choice format and open-answer format:
 - For multiple-choice questions, you will be asked to choose one answer from the options provided. You can circle the letter that corresponds to the answer you choose or you can circle the answer itself.
 - For open-answer questions, you will be asked to write your answer in the space provided.
4. Space is provided in each question to write down notes as you work out your answers.
5. Please complete the numeracy questions without a calculator.
6. If you have difficulty answering a question, you can move on to the next task and return to it later.
7. Take your time to complete the questions – there is no set time limit.
8. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
9. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.



Here is a sample question to help familiarize you with the assessment format:

A snack bar worker is selling frozen treats. A customer buys one popsicle for \$1.00 and one ice cream cone for \$2.50. What is the customer's total bill?

Answer: \$3.50

Popsicle *Ice Cream*

\$1.00 + \$2.50 = 3.50

 2.50
+ 1.00

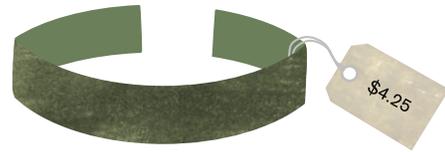
 3.50



Question 1:

A cashier at a jewellery store is processing a purchase for a bracelet. If the total cost for the bracelet is \$4.25 and the customer is paying with a \$10 dollar bill, how much change should the customer receive?

Answer:



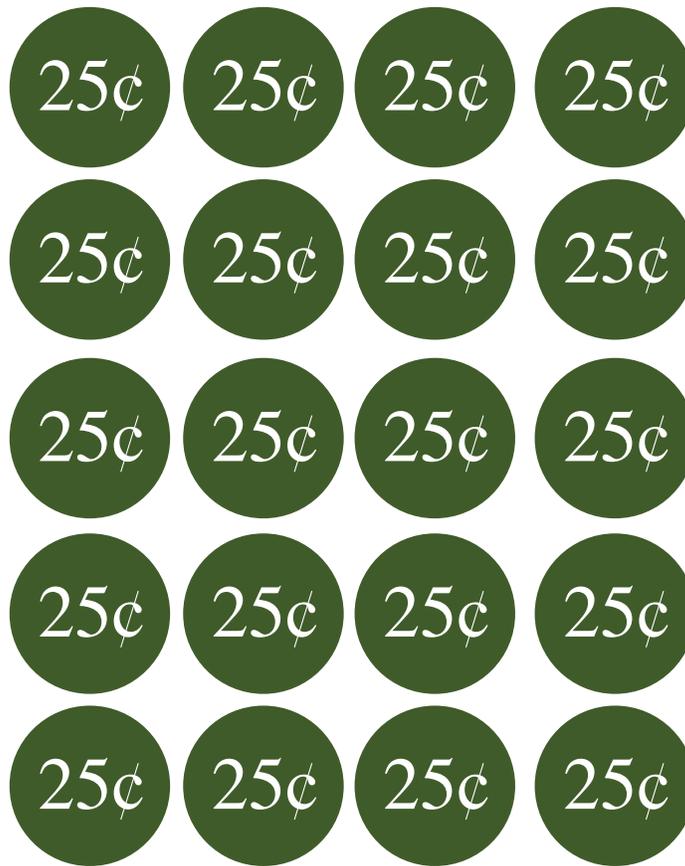
Question 2:

A boilermaker monitors pressure gauges to ensure they are within a normal range. The normal operating range for water pressure is 25 to 35 psi (pounds per square inch). If the water pressure gauge reads 39 psi, by how much must it be reduced so that the psi reading is back within the normal range (35 psi)?

Answer: psi

Question 3:

A server is counting tips received during the day. The coins are shown in the illustration below. How much money is this in dollars?



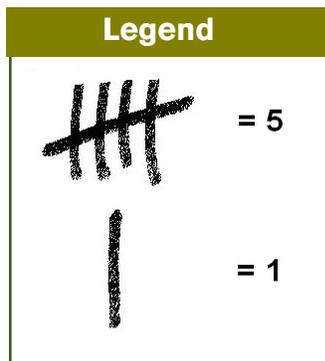
Answer:

Question 4:

A radio operator for a bus company calculates the total number of calls made each week for tow trucks. The operator uses ticks (or lines) to record the number of calls made in the weekly call log.



According to the call log above, what was the total number of calls made? Use the legend below to help you calculate the total.



Answer: calls

Question 5:

A printing machine operator needs to reduce the size of a picture before printing copies. The original size of the picture is 5 inches wide by 7 inches long. If the customer would like to make the picture 1 inch shorter in length and width, what will the new measurements be?



Answer: inches wide by inches long



Question 6:

A plumber asks his helper to order a piece of pipe for a sink installation. Before he orders the part, the helper calls four different stores to find the lowest price.

| | |
|------------------------|---------------|
| Sam's Hardware: | \$3.29 |
| Save-a-lot: | \$2.99 |
| PlumberMart: | \$4.70 |
| Pipetastic: | \$3.10 |

Based on the prices listed above, which store offers the lowest price for the piece of pipe?
Circle the correct answer.

- A. Sam's Hardware**
- B. Save-a-lot**
- C. PlumberMart**
- D. Pipetastic**



Question 7:

A hotel front desk clerk is taking a room reservation over the telephone. The clerk refers to a daily vacancy report to see which rooms are available. According to the report shown below, which type of room is not available?

Room Vacancy Report, June 12

| Room Type | Number |
|-----------------------------|--------|
| Available: | |
| Single Queen with patio | 1 |
| Single Queen with lake view | 3 |
| Double Queen | 0 |
| King | 2 |

- A. Single Queen with patio
- B. Single Queen with lake view
- C. Double Queen
- D. King



Question 8:

A kitchen helper is checking inventory in the storage room. The helper notices that there is only one opened jar of peanut butter on the shelf. It is shown in the illustration below.

Approximately how much peanut butter is left in the jar?



Answer: _____ ml

Question 9:

A construction worker needs to prepare a concrete mixture using the following ratio of cement and sand:

Standard Concrete Mixture Ratio

1 part cement

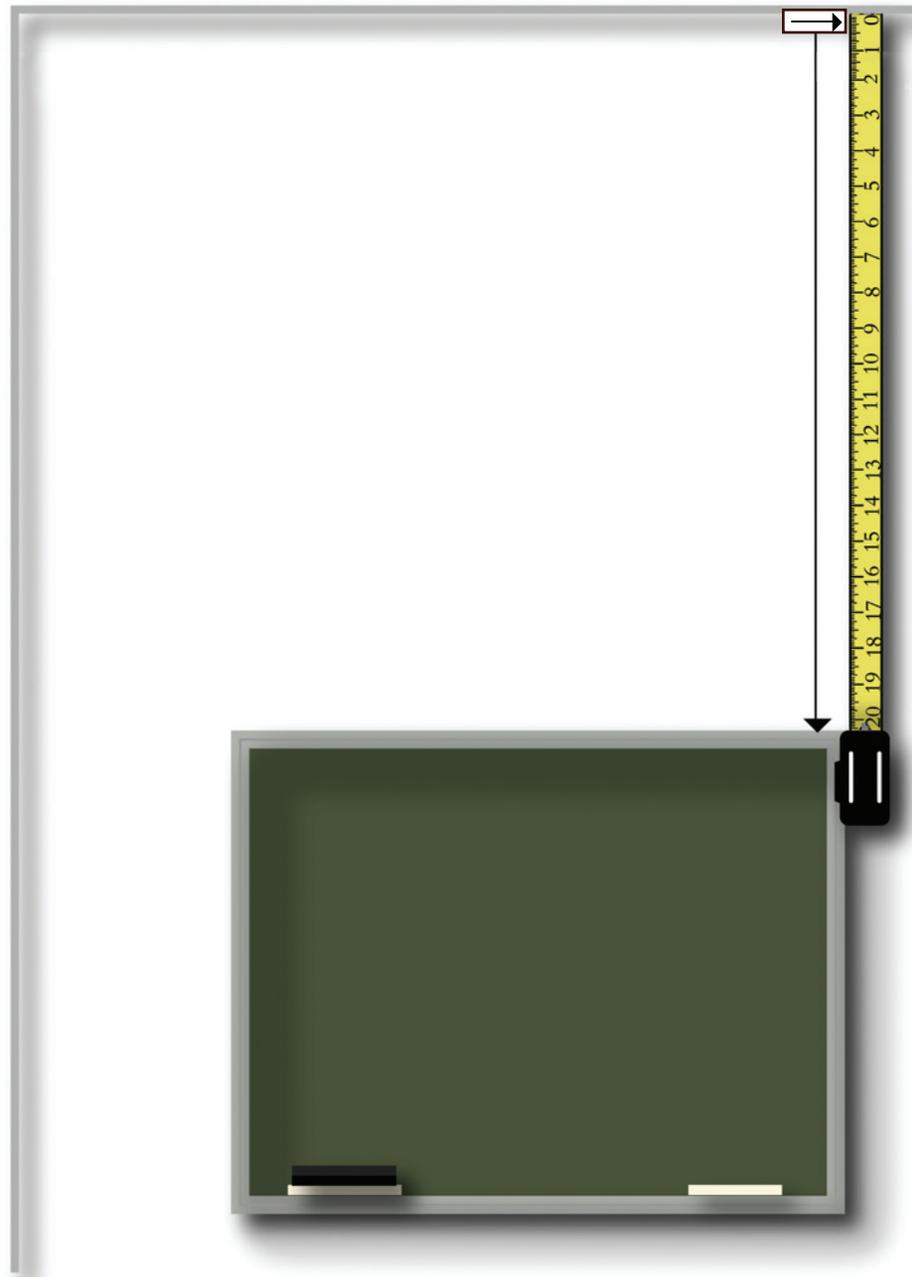
3 parts sand

If the worker needs to double the amount of concrete, what will the new ratio be?

Answer: parts cement and parts sand

Question 10:

A painter needs to measure the height of a chalkboard before removing it to paint the wall. The painter must measure the distance from the ceiling to the top of the blackboard so that it can be re-hung at the same height after the paint is dry. Based on the picture below, what is the distance in inches between the ceiling and the top of the chalkboard?



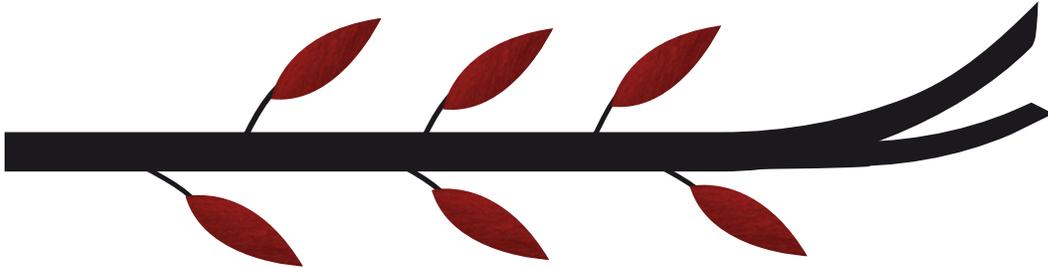
Answer: inches



Notes:



Assessor's Booklet: Numeracy Level 2



This Assessor's Booklet is divided into two parts.

Part One includes:

- Assessor's instructions for administering the Numeracy Level 2: Client Assessment Booklet.

Part Two includes:

- An introduction and detailed instructions for the client on the assessment process;
- Answers and explanations for each assessment task; and
- A section for the assessor to record a client's assessment results and observations.

Candidate's Name: _____

Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

PART ONE

Assessor's Instructions

Please ensure that you have read the accompanying Guide for Conducting an Essential Skills Needs Assessment prior to administering any of the assessment booklets. The Guide provides a step-by-step process for conducting an informal Essential Skills needs assessment, including useful tips and suggestions.

This is an informal assessment tool that is intended to support career and employment counsellors to work with clients to help them better understand their **numeracy** skills strengths and areas that may require improvement. The assessment results will support making more informed decisions on developing training plans and performing job searches. In situations where formal test scores are needed to be compared to other test results or job skill requirements, the use of formal assessment tools may be more suitable.

- Each assessment question in this booklet is a typical workplace task that shows how numeracy skills are used in different jobs in Canada.
- The questions are organized in order of difficulty starting with simple tasks and progressing to more difficult ones.
- You may read the assessment instructions out loud and provide further explanation if required. It is important to encourage clients to complete as many tasks as they can independently so that a more accurate understanding of their abilities can be understood. Once the client has completed as many numeracy tasks as possible on their own, you can assist them with the remaining tasks.
- In cases where clients have difficulty with reading and comprehension, you can read the questions out loud and clarify any words or terminology that may be unfamiliar to them.
- Clients are permitted to use a calculator to complete the numeracy tasks in the Numeracy Level 2 booklet.
- Clients should be encouraged to use the space following each question to show how they arrived at the answer and to write down notes. Ensure that you have additional paper available should clients need it.
- Clients are permitted to ask questions at anytime during the assessment.
- If clients have difficulty completing any of the tasks, suggest that they move on to the next task and return to it later.
- Inform clients that you will review all the tasks and answers together once they have completed the assessment.

While there is only one correct answer for each task, it is important to recognize that there may be more than one method of arriving at the right answer.

Use the Results and Observations section following each assessment task to:

- record results;
- identify the numeracy skills demonstrated; and
- document any difficulties the client had in completing the tasks, such as using the wrong mathematical operation (e.g. using multiplication instead of division).

The Essential Skills Needs Assessment Summary Table included at the end of this booklet can be used to record all the results in one place and allows you to re-use the booklet for other clients.

If clients do not successfully complete **7** of the **10** tasks, you should discuss what action they would like take to improve their numeracy skills as part of a training plan or job search (e.g. take a course to upgrade their estimation skills).



PART TWO

Client Introduction *(as it appears in the Numeracy Level 2: Client Booklet)*

Numeracy is the ability to use and understand numbers. Numeracy skills are important to be able to manage money and carry out transactions such as paying for a purchase or paying your bills. Numeracy skills are also used to measure and estimate, such as ingredients in a recipe or the size of a room.

You are about to complete a needs assessment for **Numeracy, Level 2**. This is not a test – it is an opportunity to help identify your numeracy skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Client Instructions *(as it appears in the Numeracy Level 2: Client Booklet)*

1. You will have an assessor present with you (i.e. an employment or career counsellors) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes a typical workplace task that shows how numeracy skills are used in different jobs in Canada.
3. Space is provided after each question if you would like to write down any notes. You are encouraged to use it to show how you arrived at your answer. If the space provided in the booklet is not enough, your assessor can provide you with additional paper. As displayed in the box below, you can write your final answer in the space provided, or you can circle the answer in your notes.

Answer: 8

$$2 + 4 = 6$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

$$18 - 10 = \textcircled{8}$$

4. You can use a calculator to complete the questions in Numeracy Level 2.

A tip: When you're on the job, using a calculator saves time. Become familiar with your calculator so that you can use all of its features.

5. If you have difficulty answering a question, you can move on to the next task and return to it later.

6. Take your time to complete the questions – there is no set time limit.

7. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.

8. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a **sample** question to help familiarize you with the assessment format:

A snack bar worker is selling frozen treats. A customer buys one popsicle for \$1.00 and one ice cream cone for \$2.50. What is the customer's total bill?

Answer: ~~\$~~ 3.50



The image shows a handwritten math problem on a light green background. On the left, there are two addition problems. The first is $\$1.00 + \$2.50 = 3.50$, where the result 3.50 is circled. The second is a vertical addition: $\begin{array}{r} 2.50 \\ + 1.00 \\ \hline 3.50 \end{array}$. To the right of the math are illustrations of a red popsicle and a chocolate ice cream cone.

Question 1:

A cashier is calculating a customer's bill. The bill subtotal is \$300.00 and an additional 5% sales tax must be added. What is the total amount of the customer's bill including the 5% sales tax?

Answer: 

Answer Discussion:

Step 1:

First convert the sales tax percentage to a decimal.

To convert a percentage to a decimal, remove the '%' sign and divide by 100: $5 / 100 = 0.05$

Step 2:

To calculate the total tax, multiply the decimal by the subtotal.

Multiply 0.05 by 300.00

$$\$300 \times 0.05 = 15$$

The total tax is \$15.

Step 3:

To calculate the total amount of the customer's bill, add the subtotal and the total tax.

$$\$300.00 + \$15.00 = \$315.00$$

Answer = \$315.00

Results and Observations Section:

| | |
|--|--|
| Numeracy Task | Simple operation that is not clearly specified Two types of mathematical operations Few steps of calculation required |
| Occupation | NOC 6611 – Cashiers |
| Numeracy Skill(s) | Money Math: <input type="checkbox"/> Converts sales tax percentage to a decimal <input type="checkbox"/> Multiplies sales tax rate by subtotal <input type="checkbox"/> Adds total sales tax to subtotal to calculate total |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations |  |

Question 2:

A hotel front desk clerk needs to convert United States (US) dollars into Canadian (CDN) dollars. The clerk consults the daily exchange rate below:

$$\$1 \text{ US} = \$1.03 \text{ CDN}$$

Based on the exchange rate above, what would be the total amount of Canadian dollars if you convert \$78 US dollars?

Answer:

Answer Discussion:

To calculate the amount in Canadian dollars:

multiply the exchange rate by the amount of US dollars.

$$1.03 \times \$78 = \$80.34$$

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Simple operation that is not clearly specified |
| Occupation | NOC 6435 – Hotel Front Desk Clerks |
| Numeracy Skill(s) | Money Math: <input type="checkbox"/> Multiply rate of exchange |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 3:

A construction helper needs to calculate the volume of a concrete slab. The slab is 125 centimetres long, 60 centimetres wide and 10 centimetres high. Calculate the volume of the slab in cubic centimetres (cm³).



Answer:



Answer Discussion:

To calculate the volume, multiply the length (L) by the width (W) by the height (H).

Formula: $L \times W \times H = \text{Volume}$
 $125 \times 60 \times 10 = 75,000$

The volume of the slab is 75,000 cubic centimetres.

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Simple operation (formula specified) One type of mathematical operation (multiplication) Few steps of calculation required |
| Occupation | NOC 7611 – Construction Trades Helpers and Labourers |
| Numeracy Skill(s) | Measurement and Calculation Math: <input type="checkbox"/> calculates volume by multiplying dimensions (formula given) |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 4:

A front desk clerk needs to calculate the average rate for a hotel room. Below are the rates for each room:

Room Rates

| | |
|----------|----------|
| Room 101 | \$145.00 |
| Room 105 | \$ 80.00 |
| Room 106 | \$ 95.00 |
| Room 107 | \$ 90.00 |
| Room 206 | \$125.00 |
| Room 209 | \$140.00 |

What is the average rate per room?

Answer: **\$112.50**

Answer Discussion:

To calculate the average, add all of the rates together then divide by the number of rooms.

Formula: Average room rate = $\frac{\text{all individual rates added together}}{\text{number of rooms}}$

$$\text{Average room rate} = \frac{\$145.00 + \$80.00 + \$95.00 + \$90.00 + \$125.00 + \$140.00}{6}$$

$$\text{Average room rate} = \$112.50$$

Results and Observations Section:

| | |
|--|--|
| Numeracy Task | Simple operation that is not clearly specified Two types of mathematical operations Few steps of calculation required |
| Occupation | NOC 6435 – Hotel Front Desk Clerks |
| Numeracy Skill(s) | Data Analysis Math: <input type="checkbox"/> Adds all room rates <input type="checkbox"/> Divides the sum by the number of rooms to calculate average rate |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations |  |

Question 5:

A customer asks a butcher for “three pounds of beef.” If a pound is 0.4536 kilograms, what is the weight of the beef in kilograms?

Answer: kilograms (kg)

Answer Discussion:

Formula:

To convert pounds to kilograms, multiply the weight in pounds by the 0.4536 (conversion factor):

$$3 \text{ (lbs)} \times 0.4536 \text{ (conversion factor for kilograms)} = 1.3608 \text{ kilograms (kg)}$$

or

Add the equivalent of 3 pounds together, in kilograms.

$$\begin{array}{r} 0.4536 \text{ kg (or 1 pound)} \\ 0.4536 \text{ kg (or 1 pound)} \\ + 0.4536 \text{ kg (or 1 pound)} \\ \hline = 1.3608 \text{ kg (or 3 pounds)} \end{array}$$

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Simple operation that is not clearly specified |
| Occupation | NOC 6251 – Butchers, Meat Cutters and Fishmongers |
| Numeracy Skill(s) | Measurement and Calculation Math: <input type="checkbox"/> converts weight in pounds to weight in kilograms |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 6:

A kitchen helper is making cookies using the following recipe:

Grandma Maggie's Scrumptious Sugar Cookies

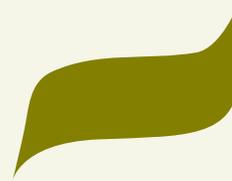
Preparation Time: 15 minutes

Baking time: 25 minutes

Yields: 40 servings/cookies

Ingredients:

2 cups all-purpose flour
1 teaspoon baking soda
1/2 teaspoon baking powder
1 cup butter, softened
1 1/2 cups white sugar
2 eggs
1/4 teaspoon vanilla extract



If the kitchen helper only wants to make 20 cookies, how much sugar is needed?

Answer: $\frac{3}{4}$ cup white sugar

Answer Discussion:

The recipe needs to be decreased proportionally – this means that the ingredients have to be reduced in equal amounts as they relate to each other.

Step 1

To calculate the proportion:

divide the new number of servings (20) by the old number of servings (40)

$$20/40 = \frac{1}{2}$$

Step 2

To calculate the new proportions, each ingredient will have to be multiplied by $\frac{1}{2}$.

| Original proportions | How to calculate | New proportions |
|------------------------|--|-------------------------------|
| 1 1/2 cups white sugar | Convert 1 1/2 to a fraction: $1 = \frac{2}{2}$ $\frac{2}{2} + \frac{1}{2} = \frac{3}{2} = 1\frac{1}{2}$ Then multiple by $\frac{1}{2}$: $\frac{3}{2} \times \frac{1}{2} = \frac{3}{4}$ or $\frac{3}{2} \times \frac{1}{2} = \frac{3}{4}$ $\frac{3}{2} \times \frac{1}{2} = \frac{3}{4}$ | $\frac{3}{4}$ cup white sugar |

Results and Observations Section:

| | |
|--|--|
| Numeracy Task | Simple operation that is not clearly specified One or two types of mathematical operations Few steps of calculation required |
| Occupation | NOC 6641 - Food Counter Attendants, Kitchen Helpers and Related Occupations |
| Numeracy Skill(s) | Measurement and Calculation Math: <input type="checkbox"/> Divides original serving amount by adjusted serving amount to determine the proportion for the new recipe <input type="checkbox"/> Multiplies or divides the amounts in the old recipe for the new recipe <input type="checkbox"/> Divides or multiplies fractions |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |

Question 7:

A worker in a fish processing plant needs to calculate the total time required to clean a fish conveyor. The worker began cleaning the conveyor at 11:30 a.m. and finished at 1:25 p.m.



a.m.



p.m.

How long did it take the worker to clean the conveyor? Provide your answer in hours and minutes.

Answer: hour and minutes

Answer Discussion:

There are many ways to arrive at the answer - Here is one example:

There are 60 minutes in an hour.

11:30 to 12:30 = 1 hour (or 60 minutes)

12:30 to 1:30 = 1 hour (or 60 minutes)

The worker finished at 1:25 (or five minutes less than a full hour)

Therefore:

12:30 to 1:25 = 55 minutes (or 1 hour, minus 5 minutes)

Final Calculation:

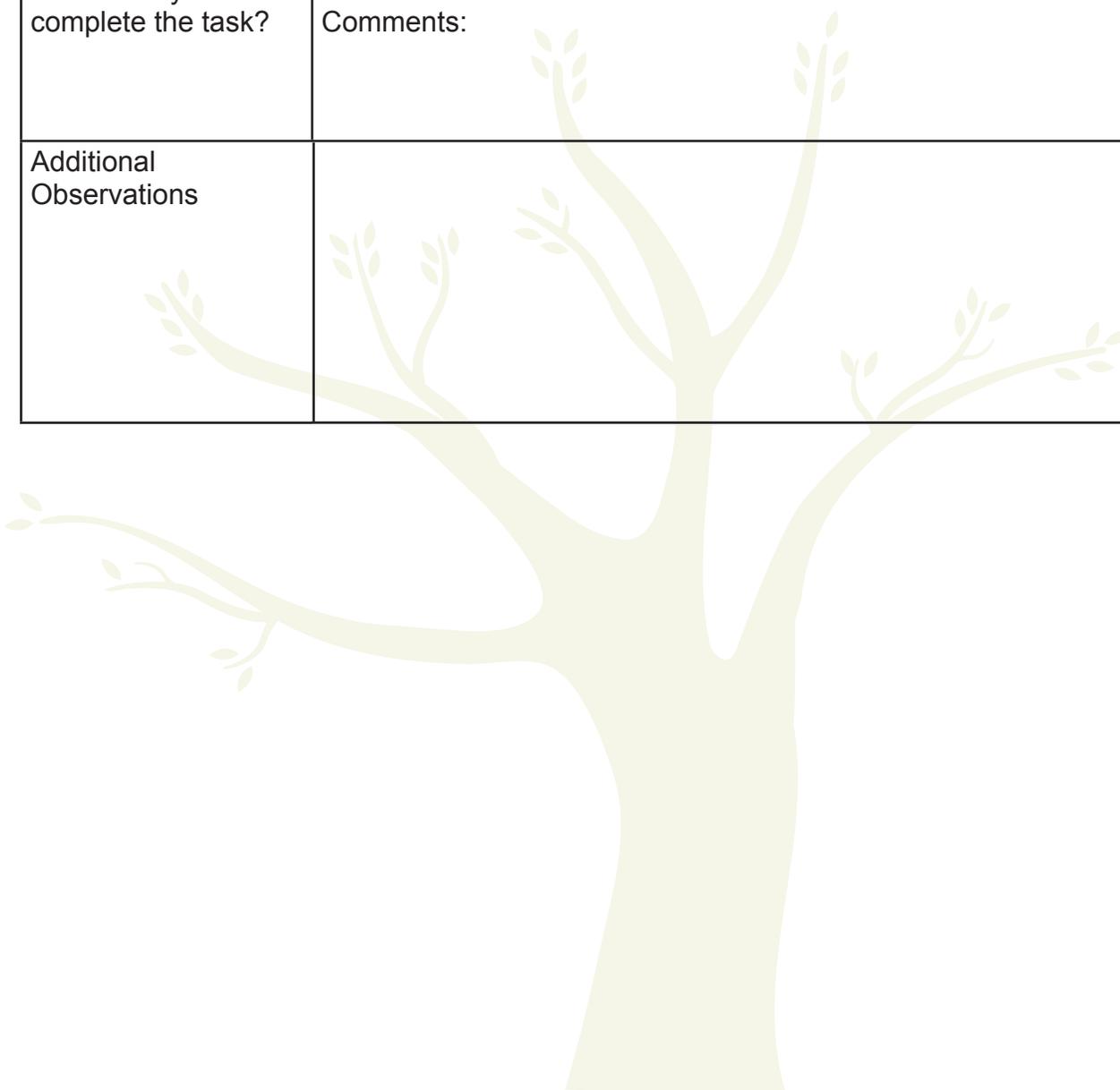
11:30 to 12:30 = 1 hour (or 60 minutes)

12:30 to 1:25 = 55 minutes

Total hours worked: 1 hour and 55 minutes

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Simple operation that is not clearly specified One type of mathematical operation Few steps of calculation required |
| Occupation | NOC 9618 – Labourers in Fish Processing |
| Numeracy Skill(s) | Measurement and Calculation Math: <input type="checkbox"/> Calculates time duration |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



Question 8:

A server at a deli wants to know the average number of sandwiches sold each day. He checks the sales records for the previous week, shown below.

*Sandwich sales for
the week of January 3rd*

| | |
|-----------|----|
| Sunday | 4 |
| Monday | 10 |
| Tuesday | 4 |
| Wednesday | 5 |
| Thursday | 9 |
| Friday | 14 |
| Saturday | 17 |

What is the average number of sandwiches sold each day?

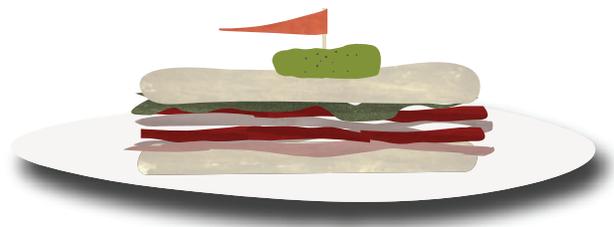
Answer: **9** sandwiches

Answer Discussion:

To calculate the average, add all of the sandwich sales for each day and then divide by the number of days:

$$4 + 10 + 4 + 5 + 9 + 14 + 17 = 63 \div 7 = 9$$

The server sold an average of 9 sandwiches per day.



Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Operation that is not clearly specified Two types of mathematical operations Few steps of calculation required |
| Occupation | NOC 6453 - Food and Beverage Server |
| Numeracy Skill(s) | Data Analysis Math: <input type="checkbox"/> Calculates an average <input type="checkbox"/> Adds whole numbers to determine total number of sandwiches sold in a week <input type="checkbox"/> Divides by the number of days in the week |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations |  |

Question 9:

A cashier is preparing to return unsold magazines to the supplier for a refund. To calculate the total amount of the refund, the cashier uses the information in the following Return Form:

| Magazine Return Form | | | |
|----------------------|-------------|------------------|-----------|
| Magazine | Item Cost | Number to return | Sub Total |
| Fashion Quarterly | \$8.99 each | 13 copies | |
| Build-it | \$2.99 each | 16 copies | |
| Recipes for U | \$2.00 each | 17 copies | |
| Total Refund | | | |

What is the total amount of the refund?

Answer: **\$198.71**

Answer Discussion:

To calculate the refund, you must multiply the number of copies by the unit price for each magazine. Then, add the refund for each magazine for the total refund

| | | |
|---------------------|--------------------|-----------------|
| Fashion Quarterly: | $13 \times 8.99 =$ | \$116.87 |
| Build-It: | $16 \times 2.99 =$ | \$ 47.84 |
| Recipes for U: | $17 \times 2.00 =$ | <u>\$ 34.00</u> |
| Total Refund | | \$198.71 |

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Operation that is not clearly specified Two types of mathematical operations Few steps of calculation required |
| Occupation | NOC 6611 - Cashier |
| Numeracy Skill(s) | Money Math: <input type="checkbox"/> Multiplies the number of magazines remaining by the unit price to determine the total cost of each magazine <input type="checkbox"/> Adds all of the costs to determine the total amount to be refunded to the store |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations |  |



Question 10:

A farm worker needs to find out which supplier offers the best deal on fertilizer. The worker calls four suppliers and obtains the following information:

| | |
|----------------------------|--------------------------|
| Jerry's Food Farm: | \$ 3.00/20kg bag |
| Chicken Run: | \$ 7.50/50kg bag |
| Free Range Compost: | \$ 9.00/75kg bag |
| Mud Farm: | \$13.00/100kg bag |

Based on the information above, which supplier offers the lowest price per kilogram?

Answer: Free Range Compost

Answer Discussion:

To figure out which supplier offers the lowest price per kilogram (kg), you need to calculate the "unit cost". The unit cost is the price of a single unit of product. For example, in a case of pop, each unit would be a can of pop. In this question, you need to find the unit cost of fertilizer which is the price of the fertilizer per kilogram. To do this, you need to divide each dollar amount by the number of kilograms.

| | |
|---------------------|--|
| Jerry's Food Farm: | 3 divided by 20 equals \$0.15 per kilogram |
| Chicken Run: | 7.5 divided by 50 equals \$0.15 per kilogram |
| Free Range Compost: | 9 divided by 75 equals \$0.12 per kilogram |
| Mud Farm: | 13 divided by 100 equals \$0.13 per kilogram |

Free Range Compost offers fertilizer at the lowest unit cost at \$0.12 per kilogram.

Results and Observations Section:

| | |
|--|---|
| Numeracy Task | Operation that is not clearly specified Two types of mathematical operations Few steps of calculation required |
| Occupation | NOC 8431 - General Farm Workers |
| Numeracy Skill(s) | Scheduling or Budgeting and Accounting Math: <input type="checkbox"/> Calculates unit cost by dividing the price of the fertilizer by the quantity <input type="checkbox"/> Compares unit cost to determine which is lowest |
| Did the client successfully complete the task? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance Comments: |
| Additional Observations | |



ESSENTIAL SKILLS NEEDS ASSESSMENT SUMMARY

Use this **Essential Skills Needs Assessment Summary** table to conveniently record all the results in one place. The Summary can be shared with other intermediaries such as adult educators and skills trainers that can support the employment and training needs of the client. Written consent **must** be obtained from the client before sharing any of the assessment results.

Booklet: _____ Level: _____

Date of Assessment: _____

Location of Assessment: _____

Assessor Name: _____

Candidate Name: _____

| Question 1 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 2 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 3 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 4 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 5 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 6 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 7 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 8 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

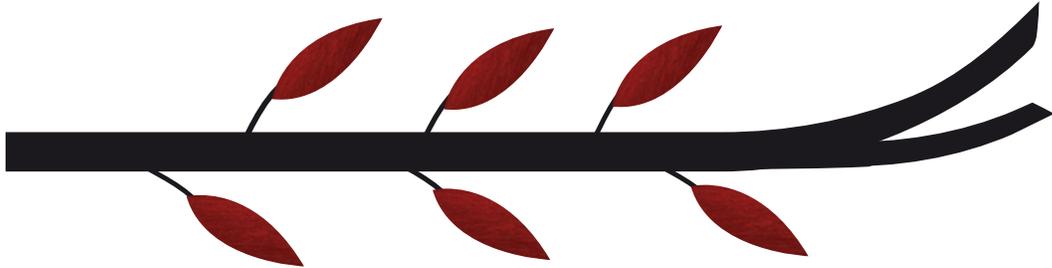
| Question 9 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

| Question 10 | |
|--|--|
| Did the client complete the task successfully? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not attempt <input type="checkbox"/> Required assistance |
| Observations: | |

I, _____, authorize my counsellor to share results of the Essential Skills needs assessment with anyone who is willing to assist me with my employment and training goals.

These results were collected through an informal Essential Skills Needs Assessment process and do not provide formal assessment scores. They are intended to be used to support employment and career counsellors to engage clients in a discussion about training objectives, such as skills upgrading programs. For more information, please refer to the Introduction to an Essential Skills Needs Assessment tool available at hrsdc.gc.ca/essentialskills.

Client Booklet: Numeracy Level 2



Candidate's Name: _____

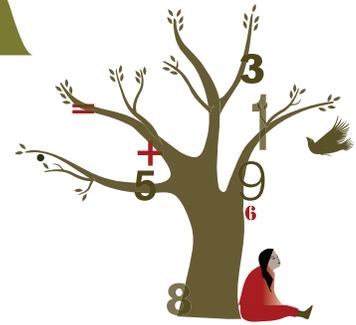
Date of Assessment: _____

Assessment Location: _____

Assessor's Name: _____

Introduction

Numeracy is the ability to use and understand numbers. Numeracy skills are important to be able to manage money and carry out transactions such as paying for a purchase or paying your bills. Numeracy skills are also used to measure and estimate, such as ingredients in a recipe or the size of a room.



You are about to complete a needs assessment for **Numeracy, Level 2**. This is not a test – it is an opportunity to help identify your numeracy skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

Instructions

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Answer: 8

$$2 + 4 = 6$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

$$18 - 10 = \textcircled{8}$$

4. You can use a calculator to complete the questions in Numeracy Level 2.

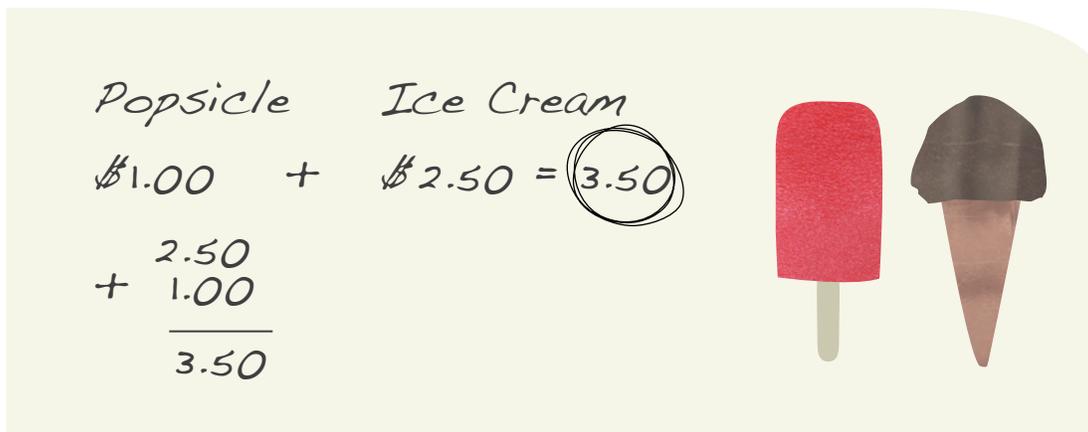
A tip: When you're on the job, using a calculator saves time. Become familiar with your calculator so that you can use all of its features.

5. If you have difficulty answering a question, you can move on to the next task and return to it later.
6. Take your time to complete the questions – there is no set time limit.
7. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
8. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a sample question to help familiarize you with the assessment format:

A snack bar worker is selling frozen treats. A customer buys one popsicle for \$1.00 and one ice cream cone for \$2.50. What is the customer's total bill?

Answer: $\$3.50$



The image shows a handwritten math problem on a light green background. On the left, there are two addition problems. The first is $\$1.00 + \$2.50 = 3.50$, where the result 3.50 is circled. The second is a vertical addition: $\begin{array}{r} 2.50 \\ + 1.00 \\ \hline 3.50 \end{array}$. To the right of the math are two illustrations: a red popsicle and a chocolate ice cream cone.

Question 1:

A cashier is calculating a customer's bill. The bill subtotal is \$300.00 and an additional 5% sales tax must be added. What is the total amount of the customer's bill including the 5% sales tax?

Answer:

Question 2:

A hotel front desk clerk needs to convert United States (US) dollars into Canadian (CDN) dollars. The clerk consults the daily exchange rate below:

\$1 US = \$1.03 CDN

Based on the exchange rate above, what would be the total amount of Canadian dollars if you convert \$78 US dollars?

Answer:



Question 3:

A construction helper needs to calculate the volume of a concrete slab. The slab is 125 centimetres long, 60 centimetres wide and 10 centimetres high. Calculate the volume of the slab in cubic centimetres (cm^3).



Answer: cm^3

Question 4:

A front desk clerk needs to calculate the average rate for a hotel room. Below are the rates for each room:

Room Rates

| | |
|----------|----------|
| Room 101 | \$145.00 |
| Room 105 | \$ 80.00 |
| Room 106 | \$ 95.00 |
| Room 107 | \$ 90.00 |
| Room 206 | \$125.00 |
| Room 209 | \$140.00 |

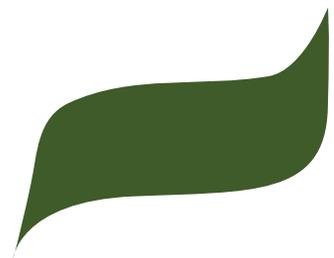
What is the average rate per room?

Answer:

Question 5:

A customer asks a butcher for “three pounds of beef.” If a pound is 0.4536 kilograms, what is the weight of the beef in kilograms?

Answer: kilograms (kg)



Question 6:

A kitchen helper is making cookies using the following recipe:

Grandma Maggie's Scrumptious Sugar Cookies

Preparation Time: 15 minutes

Baking time: 25 minutes

Yields: 40 servings/cookies

Ingredients:

2 cups all-purpose flour
1 teaspoon baking soda
1/2 teaspoon baking powder
1 cup butter, softened
1 1/2 cups white sugar
2 eggs
1/4 teaspoon vanilla extract

If the kitchen helper only wants to make 20 cookies, how much sugar is needed?

Answer: cups



Question 7:

A worker in a fish processing plant needs to calculate the total time required to clean a fish conveyor. The worker began cleaning the conveyor at 11:30 a.m. and finished at 1:25 p.m.



How long did it take the worker to clean the conveyor? Provide your answer in hours and minutes.

Answer: hour and minutes

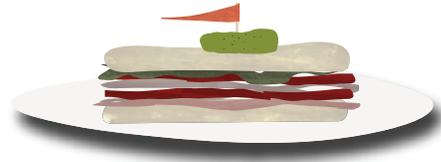


Question 8:

A server at a deli wants to know the average number of sandwiches sold each day. He checks the sales records for the previous week, shown below.

*Sandwich sales for
the week of January 3rd*

| | |
|-----------|----|
| Sunday | 4 |
| Monday | 10 |
| Tuesday | 4 |
| Wednesday | 5 |
| Thursday | 9 |
| Friday | 14 |
| Saturday | 17 |



What is the average number of sandwiches sold each day?

Answer: sandwiches

Question 9:

A cashier is preparing to return unsold magazines to the supplier for a refund. To calculate the total amount of the refund, the cashier uses the information in the following Return Form:

| Magazine Return Form | | | |
|----------------------|-------------|------------------|-----------|
| Magazine | Item Cost | Number to return | Sub Total |
| Fashion Quarterly | \$8.99 each | 13 copies | |
| Build-it | \$2.99 each | 16 copies | |
| Recipes for U | \$2.00 each | 17 copies | |
| Total Refund | | | |

What is the total amount of the refund?

Answer:



Question 10:

A farm worker needs to find out which supplier offers the best deal on fertilizer. The worker calls four suppliers and obtains the following information:

| | |
|----------------------------|---------------------------|
| Jerry's Food Farm: | \$ 3.00/20kg bag |
| Chicken Run: | \$ 7.50/50kg bag |
| Free Range Compost: | \$ 9.00/75kg bag |
| Mud Farm: | \$ 13.00/100kg bag |

Based on the information above, which supplier offers the lowest price per kilogram?

Answer:

Notes: