Curriculum Framework: Competency B. Communicate Ideas and Information

Ontario Ministry of Training, Colleges and Universities
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Communicate Ideas and Information

B. Communicate Ideas and Information comprises tasks that involve the different ways in which learners communicate. Learners need to be able to express themselves and to share ideas and information. This competency explores both verbal and written modes of communication. It also explores signed modes of communication, such as American Sign Language.

The competency B. Communicate Ideas and Information is organized into the following four task groups:

- B1. Interact with others
- B2. Write continuous text
- B3. Complete and create documents
- B4. Express oneself creatively

B1. Interact with others

The tasks in this group examine the ways in which adults come together to exchange information, share opinions, and explain and discuss ideas. These tasks are distinct from those within competency F. Engage with Others, which are primarily about achieving shared goals and outcomes.

Typical examples of interacting with others include discussing opinions, presenting information, and explaining how to carry out tasks.

Indicator Overview: Interact with others

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Participate in brief interactions to exchange information with one other person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions</td>
</tr>
<tr>
<td>Level 3</td>
<td>Initiate and maintain lengthier interactions with one or more persons on a range of topics</td>
</tr>
</tbody>
</table>

B2. Write continuous text

The tasks in this group focus on writing sentences and paragraphs, and involve producing both paper-based and computer-generated text. Tasks include those that are primarily functional, such as writing notes to convey information, and those aimed at expressing ideas, such as writing essays. Categorized by their various purposes, writing tasks within this group focus on, but are not limited to, generating instructional, descriptive, narrative, informational, and persuasive texts. Typical examples of writing continuous text include writing notes, emails, letters, reports, and essays.
Writing continuous text can also include entering sentences and paragraphs into documents. Tasks that involve producing text in fillable forms should be examined for their document use requirements within task group B3. *Complete and create documents.* Writing that is intended as self-expression, such as writing poetry and making journal entries, is captured within task group B4. *Express oneself creatively.*

**Indicator Overview:** *Write continuous text*

| Level 1 | Write brief texts to convey simple ideas and factual information |
| Level 2 | Write texts to explain and describe information and ideas |
| Level 3 | Write longer texts to present information, ideas, and opinions |

**B3. Complete and create documents**

Documents refer to material that is organized as non-continuous text and in which information is displayed using graphic elements. Documents make use of different formats and structures, and can include lists, tables, forms, diagrams, and maps.

Documents can be

- Matrix documents organized by using list structure, such as tables
- Graphic documents that provide a visual summary of quantitative information, such as circle graphs, bar charts, and line graphs
- Locative documents that show the location in space of persons, places, or things, such as maps, or that depict characteristics of different geographic regions, such as a population’s characteristics
- Entry documents that require the reader to provide information
- Combination documents, each with two or more displays that must be interpreted together. For example, learners must read and understand map and graph legends to use maps and graphs.¹

Typical examples of completing a document include filling out a form and entering information into a table. Examples of creating a document include generating a list and drawing a map or diagram.

Completing documents can entail producing continuous text. Tasks that involve writing sentences and paragraphs should be examined for their writing requirements within task group B2. *Write continuous text.*

Some document creation tasks have significant numeracy requirements; creating graphs and scale drawings are two such examples. In addition to appearing alongside other drawings in this task group, creating scale drawings can be found in C3. *Use measures.* The demands associated with creating graphs are captured in task group C4. *Manage data.*

**Indicator Overview:** *Complete and create documents*

| Level 1 | Make straightforward entries to complete very simple documents  
Create very simple documents to display and organize a limited amount of information |
|---------|------------------------------------------------------------------|
| Level 2 | Use layout to determine where to make entries in simple documents  
Create simple documents to sort, display, and organize information |
| Level 3 | Decide what, where, and how to enter information in somewhat complex documents  
Create more complex documents to sort, display, and organize information |

**B4. Express oneself creatively**

This task group encompasses both print and non-print communication that is intended primarily as a means of self-expression. Typical examples include maintaining personal blogs and journals, creating collages that depict personal goals, and relating stories and poems.

The tasks in this group are not rated for complexity, since personal and creative expression is appropriate for learners at all Levels.
B1.1

Competency B: Communicate Ideas and Information

Task Group B1: Interact with others

At this level, learners:
Participate in brief interactions to exchange information with one other person

Performance Descriptors

The learner:
Conveys information on familiar topics
Shows an awareness of factors such as social, linguistic, and cultural differences that affect interactions in brief exchanges with others
Chooses appropriate language in exchanges with clearly defined purposes
Participates in short, simple exchanges
Gives short, straightforward instructions or directions
Speaks or signs clearly in a focused and organized way
Repeats or questions to confirm understanding
Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)

Task Descriptors

Scope of task is limited
Involves one other person
Is brief
Addresses a familiar audience
Contains concrete and familiar content
Has a highly explicit purpose
Is informal

Interaction Types:
• Exchange information
• Give instructions
• Provide directions
• State preferences
Examples of tasks learners can do at the end of Level 1:

**Participate in brief interactions to exchange information with one other person**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>E</th>
<th>A</th>
<th>SS</th>
<th>PS</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask for directions to a supplier</td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Make an appointment</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Relate a personal experience during a conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Explain how to use a photocopier</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe a routine task</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>State a food preference when ordering in a restaurant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
</tbody>
</table>
Competency B: 
Communicate Ideas and Information

Task Group B1: 
Interact with others

Level 2

At this level, learners:
Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

Performance Descriptors

The learner:
Shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic, and cultural differences

Demonstrates some ability to use tone appropriately

Uses strategies to maintain communication, such as encouraging responses from others and asking questions

Speaks or signs clearly in a focused and organized way

Rephrases to confirm or increase understanding

Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)

Task Descriptors

Scope of task is clearly defined

Involves one or more persons

Can vary in length

Addresses a familiar or unfamiliar audience

May include unfamiliar elements (e.g. vocabulary, context, topic)

Has a clear, well-defined purpose

Is informal

Interaction Types:
- Share ideas and information
- Exchange opinions
- Explain and discuss ideas
Examples of tasks learners can do at the end of Level 2:

**Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>E</th>
<th>A</th>
<th>SS</th>
<th>PS</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a suggestion to improve the learning environment, and provide a rationale</td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Brainstorm to generate solutions to a problem</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Discuss various approaches to a project and express opinions</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Share an opinion about the outcomes of a recent election</td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Explain safety procedures to a co-worker, and answer questions</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Competency B: Communicate Ideas and Information

## Task Group B1: Interact with others

### Performance Descriptors

**The learner:**
- Shows an awareness of factors that affect interactions, such as differences in opinion and ideas, and social, linguistic, and cultural differences.
- Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks.
- Participates in lengthier exchanges to problem solve and explore issues.
- Varies speed, tone, and emphasis to increase effectiveness of exchanges.
- Uses strategies to maintain communication, such as encouraging responses from others and asking questions.
- Speaks or signs clearly in a focused and organized way.
- Chooses appropriate strategies to check and increase understanding.
- Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures).

### Task Descriptors

- **Scope of task** may not be clearly defined.
- Involves one or more persons.
- Is longer in duration.
- Addresses a familiar or unfamiliar audience.
- May include unfamiliar elements (e.g. vocabulary, context, topic).
- May require specialized vocabulary.
- Requires varied communication approaches.

### Interaction Types:

- Share ideas and information.
- Exchange opinions.
- Explain and discuss concepts.
- Give presentations.
- Participate in interviews.
Examples of tasks learners can do at the end of Level 3:

**Initiate and maintain lengthier interactions with one or more persons on a range of topics**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>E</th>
<th>A</th>
<th>SS</th>
<th>PS</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in a job interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present project results to peers</td>
<td>●</td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Negotiate with a service provider to obtain a discount</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss and support opinions in extended exchanges with peers during an online course</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Explore concepts in an extended discussion about politics, comparing and contrasting ideas</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
</tbody>
</table>
Competency B:
Communicate Ideas and Information

Task Group B2:
Write continuous text

At this level, learners:
Write brief texts to convey simple ideas and factual information

Performance Descriptors

The learner:
- Writes simple texts to request, remind, or inform
- Conveys simple ideas and factual information
- Demonstrates a limited understanding of sequence
- Uses sentence structure, upper and lower case, and basic punctuation
- Uses highly familiar vocabulary

Task Descriptors

- Scope of task is limited
- Addresses concrete, day-to-day topics
- Addresses a small, familiar audience
- Is informal
- Is up to a paragraph in length
- Has a familiar context
- Has a highly explicit purpose

Text types:
- instructional, descriptive, narrative, and brief informational texts

Examples:
- Notes
- Brief emails
- Directions
- Instructions
- Text messages

Examples of tasks learners can do at the end of Level 1:

Write brief texts to convey simple ideas and factual information

<table>
<thead>
<tr>
<th>Tasks</th>
<th>E</th>
<th>A</th>
<th>SS</th>
<th>PS</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a reminder note about upcoming plans</td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Write a thank you note</td>
<td></td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a brief email to request information</td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Write a telephone message</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write instructions to describe a simple procedure</td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Send a text message with directions to a destination</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Competency B: Communicate Ideas and Information

Task Group B2: Write continuous text

At this level, learners:
Write texts to explain and describe information and ideas

Performance Descriptors

The learner:
- Writes texts to explain or describe
- Conveys intended meaning on familiar topics for a limited range of purposes and audiences
- Begins to sequence writing with some attention to organizing principles (e.g. time, importance)
- Connects ideas using paragraph structure
- Uses a limited range of vocabulary and punctuation appropriate to the task
- Begins to select words and tone appropriate to the task
- Begins to organize writing to communicate effectively

Task Descriptors

- Scope of task is clearly defined
- Content of writing is routine
- Addresses a familiar or unfamiliar audience
- Requires a degree of formality, such as appropriate tone
- Is one paragraph or longer
- Requires organization to support the message (e.g. sentence order, paragraphs)
- May include unfamiliar elements (e.g. vocabulary, context, topic)

Text types:
- Instructional, descriptive, narrative, and informational texts

Examples:
- Emails
- Brief letters
- Notices

Examples of tasks learners can do at the end of Level 2:

Write texts to explain and describe information and ideas

<table>
<thead>
<tr>
<th>Tasks</th>
<th>E</th>
<th>A</th>
<th>SS</th>
<th>PS</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a notice to advertise an event</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write an email to explain steps involved in a project</td>
<td>●</td>
<td></td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Write a letter to request a refund for a product</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Write an email explaining why an extension is needed on an assignment</td>
<td>●</td>
<td></td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
</tbody>
</table>
Competency B: Communicate Ideas and Information

Task Group B2: Write continuous text

Level 3

At this level, learners:
Write longer texts to present information, ideas, and opinions

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Task Descriptors</th>
<th>Text types:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner:</strong></td>
<td>Scope of task may not be clearly defined</td>
<td>instructional, descriptive, narrative, informational, and persuasive texts</td>
</tr>
<tr>
<td>Writes texts to present information, summarize, express opinions, present arguments, convey ideas, or persuade</td>
<td>Content of writing may be non-routine</td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</td>
<td>Addresses a familiar and unfamiliar audience</td>
<td>- Letters</td>
</tr>
<tr>
<td>Selects and uses vocabulary, tone, and structure appropriate to the task</td>
<td>Uses conventions of formality, such as tone, appropriate to the occasion, intent, and content</td>
<td>- Reports</td>
</tr>
<tr>
<td>Organizes and sequences writing to communicate effectively</td>
<td>Is up to a few pages long</td>
<td>- Essays</td>
</tr>
<tr>
<td>Uses a variety of vocabulary, structures, and approaches to convey main ideas with supporting details</td>
<td>Requires organization to support the message (e.g. paragraphs, headings, sub-headings)</td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td></td>
<td>May include unfamiliar elements (e.g. vocabulary, context, topic)</td>
<td>- Letters</td>
</tr>
<tr>
<td></td>
<td>May contain specialized vocabulary</td>
<td>- Reports</td>
</tr>
</tbody>
</table>

Text types:
- instructional
- descriptive
- narrative
- informational
- persuasive

Examples:
- Letters
- Reports
- Essays
Examples of tasks learners can do at the end of Level 3:

**Write longer texts to present information, ideas, and opinions**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>E</th>
<th>A</th>
<th>SS</th>
<th>PS</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a letter to a public official outlining concerns about neighbourhood safety</td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Write a summary to express an opinion on a topic</td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Write an incident report describing the events leading up to an accident</td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Write a research essay</td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Write a letter to a post-secondary institution to request accommodations in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
</tbody>
</table>
Competency B: Communicate Ideas and Information

Task Group B3: Complete and create documents

Level 1

At this level, learners:

Make straightforward entries to complete very simple documents

Create very simple documents to display and organize a limited amount of information

<table>
<thead>
<tr>
<th>Performance Descriptors</th>
<th>Task Descriptors</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To complete documents, the learner:</strong></td>
<td>Scope of task is limited</td>
<td>• Lists</td>
</tr>
<tr>
<td>Makes a direct match between what is requested and what is entered</td>
<td>Involves one document up to a page in length</td>
<td>• Labels</td>
</tr>
<tr>
<td>Makes entries using familiar vocabulary</td>
<td>Has a very simple format</td>
<td>• Simple forms</td>
</tr>
<tr>
<td><strong>To create documents, the learner:</strong></td>
<td>Requires few entries</td>
<td>• Cheques</td>
</tr>
<tr>
<td>Follows conventions to display information in lists, labels, simple forms, signs (e.g. images support the message, text is legible)</td>
<td>Contains clearly labeled entry fields</td>
<td>• Signs</td>
</tr>
<tr>
<td>Organizes lists to suit purpose (e.g. chronologically, alphabetically, numerically, sequentially)</td>
<td>Entries require common, familiar vocabulary</td>
<td></td>
</tr>
<tr>
<td>Includes titles where required</td>
<td>Has a familiar context</td>
<td></td>
</tr>
<tr>
<td>Uses labels and headings to organize content</td>
<td>Addresses concrete, day-to-day topics</td>
<td></td>
</tr>
<tr>
<td>Presents text and numbers below one or more headings in lists</td>
<td>Has a highly explicit purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Documents at this level may require entering up to one paragraph of text</td>
<td></td>
</tr>
</tbody>
</table>
Examples of tasks learners can do at the end of Level 1:

**Make straightforward entries to complete very simple documents**

**Create very simple documents to display and organize a limited amount of information**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>E</th>
<th>A</th>
<th>SS</th>
<th>PS</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a simple personal information form</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Record an appointment in an agenda or calendar</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Write a cheque</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Create a sign to inform visitors that an elevator is out of order</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a “to do” list</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>
Competency B: Communicate Ideas and Information

Task Group B3: Complete and create documents

Level 2

At this level, learners:

Use layout to determine where to make entries in simple documents
Create simple documents to sort, display, and organize information

**Performance Descriptors**

The learner:
May draw on additional simple sources, such as a list

To complete documents, the learner:
Uses layout to determine where to make entries
 Begins to make some inferences to decide what information is needed, where and how to enter the information
 Makes entries using a limited range of vocabulary
 Follows instructions on documents

To create documents, the learner:
Follows conventions to display information in simple documents (e.g. use of font, colour, shading, bulleted lists)
 Sorts entries into categories
 Displays one or two categories of information organized according to content to be presented
 Identifies parts of documents using titles, row and column headings, and labels

**Task Descriptors**

Scope of task is clearly defined
Involves one document up to two pages in length
Has a simple format
Requires multiple entries
May contain entry fields that are not clearly labeled
May include unfamiliar elements (e.g. vocabulary, context, topic)
Documents at this level may require entering a paragraph or more of text

**Examples:**
- Forms
- Tables
- Hand-drawn maps
- Floor plans
### Examples of tasks learners can do at the end of Level 2:

**Use layout to determine where to make entries in simple documents**  
**Create simple documents to sort, display, and organize information**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>E</th>
<th>A</th>
<th>SS</th>
<th>PS</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a job application form</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Book a hotel room online</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Complete a customer satisfaction survey</td>
<td>●</td>
<td>●</td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Draw a floor plan to figure out where to place furniture or equipment</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Create a table to compare products, supplies, or services</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td>●</td>
</tr>
</tbody>
</table>
## Competency B:
**Communicate Ideas and Information**

### Task Group B3:
**Complete and create documents**

**Level 3**

At this level, learners:

**Decide what, where, and how to enter information in somewhat complex documents**

**Create more complex documents to sort, display, and organize information**

### Performance Descriptors

**The learner:**
- Draws from multiple sources as required (e.g. other documents and texts)
- Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete the task

**To complete documents, the learner:**
- Uses layout to determine where to make entries
- Makes inferences to decide what, where, and how to enter information

**To create documents, the learner:**
- Follows conventions to display information in more complex documents (e.g. use of abbreviations, symbols)
- Sorts entries into categories and subcategories
- Displays many categories of information
- Organizes information in a variety of ways
- Identifies parts of documents using titles, row and column headings, subheadings, and labels

### Task Descriptors

- Scope of task may not be clearly defined
- May involve more than one document; documents can vary in length
- Uses a somewhat complex format
- Requires multiple entries
- Contains entry fields that are not clearly labeled
- Contains sub-headings or subparts
- May include unfamiliar elements (e.g. vocabulary, context, topic)
- May contain specialized vocabulary
- Documents at this level may require entering a paragraph or more of text

### Examples:
- Forms
- Tables
- Timelines
- Flow charts
Examples of tasks learners can do at the end of Level 3:

**Decide what, where, and how to enter information in somewhat complex documents**

**Create more complex documents to sort, display, and organize information**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>E</th>
<th>A</th>
<th>SS</th>
<th>PS</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete an Employment Insurance application form</td>
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<tr>
<td>Fill out a student loan application</td>
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<tr>
<td>Complete or create a budget template with sub-categories for expenses and income</td>
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<tr>
<td>Create a flow chart to identify the steps for achieving a goal</td>
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<tr>
<td>Create a multi-phase product or production schedule</td>
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<tr>
<td>Create a reference list of resources used to write an essay</td>
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<tr>
<td>Create a scale drawing for a front yard landscaping project</td>
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</tbody>
</table>
Competency B: Communicate Ideas and Information

Task Group B4: Express oneself creatively

At this level, learners:
Express oneself creatively, such as by writing journal entries, telling a story, and creating art

The tasks in this task group are not rated for complexity

<table>
<thead>
<tr>
<th>Tasks</th>
<th>E</th>
<th>A</th>
<th>SS</th>
<th>PS</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a collage (e.g. vision board)</td>
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<tr>
<td>Write a poem to express oneself</td>
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<td>●</td>
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<tr>
<td>Tell or sign a story</td>
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<tr>
<td>Keep a journal or blog to record experiences, feelings, and thoughts</td>
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<tr>
<td>Make a card for a friend, a relative, an instructor, or a guest presenter</td>
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<td>●</td>
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<td>●</td>
</tr>
<tr>
<td>Select photos to post on a personal social networking page</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td>●</td>
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</tbody>
</table>