OALCF Task Cover Sheet

Task Title: Breaking Jobs Down into Tasks

Learner Name:
Date Started: **Date Completed:**   **Successful Completion:**   Yes___   No___
Goal Path: Employment   Apprenticeship   Secondary School   Post Secondary   Independence✓
Task Description: Learner will organize the tasks in sequential order of when and what order they need to be completed.

Competency: B: Communicate Ideas and Information	**Task Group(s):** B2 Write continuous text

Level Indicators: B2.2: Write texts to explain and describe information and ideas
Performance Descriptors: see chart on last page
Materials Required: • Learner information and instructions (next page)   • Breaking Jobs Down into Tasks Sheet (answer sheet)   • Pen or pencil   **Alternate task:** Depending on your learner's experience, you can scramble the steps listed in the answer key and have them put them into the right order.

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Learner Information and Tasks:

Task 1:   You need to paint your bedroom. List the various steps in the order you would need to complete them that are needed to complete the job. This will start from deciding to paint to either putting the furniture back in the room or uncovering it after you have completed painting.

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Answer Key

These are just suggestions. Make sure the learner has covered a logical set of steps and not missed any major tasks.

Task 1:

1	Measure your room and calculate how much paint you will need
2	Choose a paint colour
3	Buy the paint and supplies (buy filler, masking tape, paint brushes, rollers and a roller tray)
4	Take down pictures
5	May need to patch walls (apply filler, sand patches)
6	Move and/or cover furniture
7	Tape windows, trims, etc.
8	Paint first coat
9	Let first coat dry
10	If second coat needed paint again and let dry
11	Remove tape
12	Hang pictures
13	Put furniture back or uncover it

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	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.2	• writes texts to explain and 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)			
	• uses limited range of vocabulary and punctuation appropriate to the task			
	• begins to select words and tone appropriate to the task			

This task: was successfully completed___   needs to be tried again___

Learner Comments

_____   _____

Instructor (print)   **Learner Signature**