



Task-based Activity Cover Sheet

Task Title: Job profile: Machinist

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| Learner Name: | |
| Date Started: | Date Completed: |
| Successful Completion: Yes ___ No ___ | |
| Goal Path: Employment ✓ Apprenticeship Secondary School Post Secondary Independence | |
| Task Description: The learner will watch a job profile video to extract information about different aspects of the job of a machinist. | |
| Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology | Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A |
| Level Indicators: A3.1: Listens/watches broadcast for one piece of information A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.2: Perform well-defined, multi-step digital tasks | |
| Performance Descriptors: see chart on last page | |
| Materials Required: <ul style="list-style-type: none"> • Computer with Internet access equipped with Windows Media Player • http://vector.cfee.org Keyword search: machinist • Logging in will require create a user name and password (you can create a generic one for your LBS agency and have learners use that) | |
| ESKARGO: | |
| Skills and Knowledge Required for Successful Task Performance Comprehension <ul style="list-style-type: none"> • Gets the main idea of a film, broadcast or presentation with familiar subject matter • Uses basic strategies to check and increase understanding (i.e., asks for clarification) | |



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- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important



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Employment Service agencies will often have job seekers watch videos about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Machinist

Task 1: What does the worker like about being a machinist?

Task 2: What does CNC stand for?

Task 3: What educational level is required to become a machinist?

Task 4: List at least three disadvantages of working as a machinist.



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Answer Key

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Employment Service agencies will often have job seekers watch videos about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Machinist

Task 1: What does the worker like about being a machinist?

(At least one of)

- ❖ Dealing with numbers
- ❖ Diversity/variety of work
- ❖ Always learning

Task 2: What does CNC stand for?

- ❖ Computerized Numerical Control

Task 3: What educational level is required to become a machinist?

- ❖ Grade 12 is necessary

Task 4: List at least three disadvantages of working as a machinist.

- ❖ Loud
- ❖ Dirty
- ❖ Sometimes the machines do not run right
- ❖ Having to sharpen drills



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| Suggested Performance Descriptors | | Needs Work | Completes task with support from practitioner | Completes task independently |
|--|--|-------------------|--|-------------------------------------|
| A3.1 | <ul style="list-style-type: none">Listens/watches broadcast for one piece of information | | | |
| A3.2 | <ul style="list-style-type: none">Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors | | | |

This task: was successfully completed____ needs to be tried again____

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| Learner Comments |
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Print Instructor's Name

Learner Signature