Task Title: Write an Essay on the Government's Role

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started (m/d/yyyy): _____

Date Completed (m/d/yyyy): _____

Successful Completion: Yes ☐ No ☐

Goal Path:		Employment	☐	Apprenticeship	☐
Secondary School	☑	Post Secondary	☑	Independence	☐

Task Description:

Research and write an opinion article on government roles.

Competency: A: Find and Use Information
B: Communicate Ideas and Information
D: Use Digital Technology

Task Groups: A1: Read continuous text
B2: Write continuous text
D2: Use digital technology

Level Indicators:

- A1.3: Read texts to connect, evaluate and integrate ideas and information
- B2.3: Write longer texts to present information, ideas and opinions
- D.2: Perform well-defined, multi-step digital tasks

Performance Descriptors: See chart on last page

Materials Required:

- Computer with internet access
- Pen and Paper

Learner Information

This task set is to write an article for a newsletter or magazine. It will help you develop your skills to understand how to expand your ideas, provide details and organize your writing.

Tasks

Task 1: Choose one area below to write about. You will discuss what role, if any, you feel the government(s) should have in that area:

- supporting child care
- supporting care for the elderly
- supporting post-secondary education and training programs
- controlling air pollution
- regulating safety in the workplace
- supporting health care
- controlling smoking, drinking and drug use
- supporting job training programs

Answer:

Task 2: Use the internet to search for information on the area you chose. Write down all the details of your choice.

Answer:

Task 3: Develop a rough copy. You must write at least four paragraphs. Edit the essay for layout, vocabulary, sentence structure, and spelling.

Answer:

Task 4: Complete the final copy of the essay using a word processing program.

Performance Descriptors 1

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	Integrates several pieces of information from texts	☐	☐	☐
	Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks	☐	☐	☐
	Identifies the purpose and relevance of texts	☐	☐	☐
	Skims to get the gist of longer texts	☐	☐	☐
	Begins to recognize bias and points of view in texts	☐	☐	☐
	Infers meaning which is not explicit in texts	☐	☐	☐
	Compares or contrasts information between two or more texts	☐	☐	☐
	Uses organizational features, such as headings, to locate information	☐	☐	☐
	Follows the main events of descriptive, narrative, informational and persuasive texts	☐	☐	☐
	Obtains information from detailed reading	☐	☐	☐
	Identifies sources, evaluates and integrates information	☐	☐	☐
B2.3	Writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade	☐	☐	☐
	Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks	☐	☐	☐

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
	Selects and uses vocabulary, tone and structure appropriate to the task	☐	☐	☐
	Organizes and sequences writing to communicate effectively	☐	☐	☐
	Uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details	☐	☐	☐
	Selects and follows appropriate steps to complete tasks	☐	☐	☐
	Locates and recognizes functions and commands	☐	☐	☐
	Makes low-level inferences to interpret icons and text	☐	☐	☐
	Performs simple searches using keywords (e.g. internet, software help menu)	☐	☐	☐

Performance Descriptors 2

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

Learner Comments:

Instructor (print):