Getting Ready for the Work Readiness Credential:

A Guide for Trainers and Instructors of Jobseekers

October 2005

Getting Ready for the Work Readiness Credential:

A Guide for Trainers and Instructors of Jobseekers

October 2005

SRI International
in partnership with:

BMC & Associates, Inc.

Center for Applied Linguistics

Center for Workforce Preparation (CWP), U. S. Chamber of Commerce

Center for Literacy Studies (CLS), University of Tennessee, Knoxville

Human Resources Research Organization (HumRRO)

PowerTrain, Inc.

WestEd

This guide, along with information on how to order more copies, is available on the EFF Work Readiness Credential website at:

http://eff.cls.utk.edu/workreadiness/eff_work_library.htm

TABLE OF CONTENTS

I. Introduction 1

II. Overview of the Work Readiness Credential 4

III. Understanding the Work Readiness Credential Profile 10

A. The Profile Detailed 14

B. The Profile in Relation to the Worker Role Map 20

IV. Using the Work Readiness Credential Profile to Plan Instruction 27

A. The EFF Skills Detailed 28

EFF Skill Charts 30

B. Steps for Using the Profile in Planning Instruction 42

C. Are You Ready to Take the Test and Earn the Credential? A Guide to Individual Self-Assessment 58

V. Guidelines for Providing Training and Instruction in EFF Work Readiness Skills 63

Appendix A: Work Readiness Credential Profile Task and Skill Linkages 67

Appendix B: Performance Continua for Work Readiness Credential Profile Skills 74

Introduction to the Performance Continua 75

Communication Skills 77

1. Speak So Others Can Understand 77
2. Listen Actively 82
3. Read With Understanding 92
4. Observe Critically 100

Interpersonal Skills 104

1. Cooperate With Others 104
2. Resolve Conflict and Negotiate 111

Decision Making Skills 116

1. Use Math to Solve Problems and Communicate 116
2. Solve Problems and Make Decisions 126

Lifelong Learning Skills 132

1. Take Responsibility for Learning 132
2. Use Information and Communications Technology 140

I. Introduction

I. INTRODUCTION

The purpose of this guide is to provide workforce preparation trainers and instructors with information on how to help entry-level jobseekers develop the skills and knowledge necessary to meet the standard for work readiness defined by the Work Readiness Credential. This standard is based on consensus across industry clusters of the knowledge, skills, and abilities that are critical to successful performance of entry-level work in the 21st century workplace.

The Work Readiness Credential builds on the solid research foundation of the Equipped for the Future (EFF) Standards Framework, which defines the overall goal of adult learning as helping all adults develop and enhance their skills and knowledge so that they can better carry out their responsibilities as citizens, family members, and workers. To define entry-level worker responsibilities for the purpose of building this credential, EFF researchers worked with businesses to determine a cross-industry consensus on what new workers in entry-level jobs need to know and be able to do. This consensus is represented in the Work Readiness Credential Profile, which lists a set of ten entry-level EFF skills required to carry out 36 entry-level work tasks and behaviors. Nine[1] of these ten skills are assessed in the Work Readiness Credential assessment package. Passing the assessment means individuals will be able to use these nine skills well enough to carry out the tasks and behaviors identified in the Profile.

To prepare jobseekers to pass the Work Readiness Credential assessment, trainers and instructors need to help them develop proficiency in the EFF skills to a level that will allow them to successfully carry out the critical entry-level tasks and behaviors. This guide facilitates the learning process by:

- explaining the Work Readiness Credential Profile;
- describing the EFF skills in detail, with a focus on how the skills are linked to the tasks, and to a specific level of performance associated with those tasks;
- providing specific steps describing how instructors and trainers can help jobseekers improve their proficiency in relevant EFF skills linked to entry-level tasks; and
- providing links to curriculum and teaching materials available on the EFF website. Throughout the guide, "Where to go for more information" boxes or highlighted lists provide references to parts of the guide and places on the EFF website which are useful for deeper understanding of the elements and concepts presented in each section.

[1] Use Information and Communications Technology is not assessed.

Part II gives an overview of the purpose and development process of the Work Readiness Credential.

Part III provides a foundation for using the Work Readiness Credential Profile in preparing jobseekers to pass the EFF Work Readiness Credential assessment, and should be read before planning instruction. Section IIIA explains the elements of the Profile and how they relate to each other. Section IIIB introduces the EFF Worker Role Map, and includes a chart showing the tasks in the Profile organized by worker role key activities; this chart shows how the entry-level tasks fit into the larger perspective of a new worker's lifelong career.

Part IV offers detailed information and specific steps that instructors can use to plan instruction with jobseekers preparing to take the Work Readiness Credential assessment, as well as a set of steps individuals can use for self-assessment of the skills and tasks on the Profile. Section IVA details the EFF skills on the Profile, with charts showing examples of entry-level tasks and workplace activities linked to each skill, at varying performance levels. Section IVB describes steps in planning instruction using the Work Readiness Credential Profile, along with suggested sample materials. Two examples of applying the steps to a selected EFF skill and entry-level task follow.

Part V describes general instructional strategies and ongoing practices to use with adult jobseekers.

The two appendices provide key tools to support the learning process: a chart showing validated linkages between the EFF skills and entry-level tasks on the Profile; and a set of performance continua for the EFF skills on the Profile.

II. Overview of the Work Readiness Credential

II. OVERVIEW OF THE WORK READINESS CREDENTIAL

What is the Work Readiness Credential?

The Work Readiness Credential has been developed to provide a national, portable assessment-based certification that affirms individual jobseekers have demonstrated the foundation knowledge and skills that are needed for successful performance as entry-level workers.[2]

The credential is designed to address the persistent skills gap identified by employers at the first rung of the career ladder. It will:

- Enable adults and older youth to demonstrate to prospective employers that they have the knowledge and skills needed for successful performance as entry-level workers.
- Streamline the hiring process for businesses by identifying a work-ready pool of job applicants.
- Improve the ability of local, regional and state workforce development systems to reliably identify and consistently refer work-ready applicants to their business customers.
- Improve the ability of these systems to help individuals develop the knowledge and skills required to be fully competent entry-level workers in the 21st century workplace.

The Work Readiness Credential is based on a standard defined by business for entry-level work readiness. The standard was specified through a research process that included collecting and aggregating information across industry clusters to create a non-industry-specific composite profile. This profile reflects the knowledge, skills, and abilities that front line workers, supervisors, managers, and other workforce experts agree are most important to successful performance of entry-level work, including the ability to:

- Complete work accurately, on time, and to a high standard of quality;
- Work in teams to achieve mutual goals and objectives;
- Follow work-related rules and regulations;
- Demonstrate willingness to work and show initiative; and

[2] Entry-level jobs are non-supervisory, non-managerial, nonprofessional positions. These may be unskilled positions or they may be skilled positions where the required job-specific skills can be learned while on the job.

- Display responsible behaviors at work, including avoiding absenteeism and demonstrating promptness.

The Work Readiness Credential is the first credential for entry-level workers that assesses practical readiness as well as academic readiness to carry out the tasks and responsibilities that are most important to successful performance of entry-level work in the 21st century workplace.

The skills addressed in the Work Readiness Credential include nine communication, interpersonal, problem solving and learning skills. All of these foundation skills are assessed in the Credential assessment, which will be delivered by computer and will consist of four separate modules:

- Work Readiness Reading Test
- Work Readiness Math Test
- Work Readiness Oral Language Test (assesses Speaking and Listening)
- Work Readiness Situational Judgment Test (assesses five skills: Cooperate with Others, Resolve Conflict and Negotiate, Solve Problems and Make Decisions, Observe Critically, Take Responsibility for Learning)

The Work Readiness Reading and Math modules are both multiple-choice assessments. Each item is designed to provide information on whether test takers can use these skills well enough to meet the standard defined by the work readiness profile.

The Work Readiness Oral Language Test uses a computerized oral proficiency instrument (COPI) to provide a valid surrogate for a face-to-face oral proficiency interview, based on the EFF skills Speak so Others can Understand and Listen Actively. Test takers respond orally to audio prompts and their spoken response is recorded and evaluated by trained human raters.

The Work Readiness Situational Judgment Test asks test takers to make a judgment on the most and least effective actions an individual can take in response to a specific work situation. The scenarios that frame the items have been designed both to reflect specific tasks and behaviors on the Work Readiness Profile and to gather information on whether test takers have the interpersonal, problem-solving, and learning skills that enable them take appropriate action when confronted with the kinds of entry-level work situations employers are concerned about.

The assessment design permits test takers to complete each assessment module separately, if desired. Completion of all four modules will take no more than two and one-half hours for most test takers; however, the test will not be timed so that

test takers can take as much time as they need to complete each module. An individual's "score" on the assessment will be based on passing all four assessments. The score will be pass or no pass, which corresponds with "work ready" or "needs more skill development to demonstrate work readiness." Individuals who do not pass the assessment will receive a report that provides information on strengths and weaknesses, and what additional preparation they need to earn the credential.

Why Create A *New* Work Readiness Credential?

Hundreds of programs have been developed all across the country to build work readiness skills for one or another group of potential jobseekers—including young people, TANF recipients, and new immigrants coming into the American workforce for the first time. Yet employers continue to report difficulty in finding workers that have the skills necessary to meet the demands of the 21st century workplace.

A 2001 American Management Association report found that "38% of job applicants tested for basic reading and math skills in 1999 were deficient in those skills, up from 22% in 1997 as the level of skills necessary to do work in the digital age continues to increase." In the search for applicants with necessary skills, 60% of respondents to the AMA survey were now testing applicants' job skills.[3]

A 2001 National Association of Manufacturers (NAM) survey found an even broader skills gap. While identifying a similar percentage (32%) of applicants for hourly work who were rejected because their reading/writing skills were inadequate, the survey of manufacturers also revealed "a remarkable 69% of applicants with inadequate basic employability skills."[4]

Closing the skills gap: A standards-based approach. With so much good effort, why does this skills gap persist? One theory is that there is *no consensus on what work readiness really means,* and without such agreement it is difficult to effectively teach or accurately assess the skills and behaviors that make someone "work ready." Early in 2002, national advisors to the National Institute for Literacy's (NIFL) Equipped for the Future initiative encouraged the Institute to build that consensus by launching a standards-based approach to defining, measuring, and certifying work readiness on the foundation already established by

[3] American Management Association (2001), *Workplace testing: basic skills, job skills, and psychological management.* (NewYork: AMA).

[4] National Association of Manufacturers (2002). The skills gap 2001; see also Washington Workforce Education and Training Board (2004), *2004 Survey of Employer Education and Training Needs.*

Equipped for the Future. The product of this work would be a research-based and nationally validated tool for certifying entry-level work readiness.

The Work Readiness Credential Partnership

By the end of 2002 four states—Florida, New Jersey, New York, and Washington—had decided to join NIFL in investing to build this new tool. Since then, Rhode Island and the District of Columbia have also joined the partnership, which moved in early 2005 from NIFL, a government agency, to the business-focused Center for Workforce Preparation (CWP) at the U.S. Chamber of Commerce. National advisors to the state partnership also include: the Institute for Educational Leadership; the National Association of Manufacturers; the National Retail Federation Foundation; the National Governors Association; and the National Association of Workforce Boards.

States have invested in the Credential because they see it as an important tool to meet the following goals:

- **To enable jobseekers to signal that they are work ready.** Much has been written about employers' reliance on credentials to signal—in a shorthand way—that a particular job applicant has the knowledge, skills, and abilities they are looking for. Unfortunately, most of the credentials used for this purpose—like a high school diploma or GED—are proxies: they are not well aligned with actual job requirements so they don't do a good job of predicting whether someone has the right skills at the right level to effectively carry out entry level work.

  The Work Readiness Credential *is* designed to provide this information. As a result, it will be particularly useful to jobseekers who have not yet earned a high school diploma and to immigrants with some English language skills whose existing credentials may not be recognized in the United States. Since the Credential will be nationally valid, it will enable jobseekers who move to another state to quickly signal to employers in their new communities that they are prepared to carry out critical work responsibilities and to learn on the job.

- **To streamline the hiring process for businesses.** Reports on the skills gap provide a sense of the difficulty businesses have finding entry-level workers with the right skills. Since the proxy tools that small- and medium-sized businesses rely on for screening applicants don't do a good job of predicting actual job performance, too many find themselves hiring and rehiring, training and retraining, spending more and more in the search for a workforce that can help them stay competitive. The Work

Readiness Credential will streamline the process, helping to identify a pool of candidates with the right skills, knowledge, and abilities.

- **To improve the ability of workforce systems to refer work-ready applicants to business customers.** The accuracy of the Work Readiness Credential in defining and assessing work readiness will enable the workforce system simply and reliably to determine which individuals have the knowledge, skills, and abilities to meet the standard, to certify them, and to refer them to appropriate job openings. Those individuals who cannot yet meet the standard will also receive more streamlined service. Instead of being referred to jobs for which they are not qualified, they can be referred to appropriate education and training opportunities where they can build the knowledge and skills needed to meet the work readiness standard.

- **To improve the ability of programs to help individuals develop the skills they need to be fully competent entry-level workers.** The absence of a common work readiness standard makes it difficult for programs to be sure that the curricula and programs of instruction they design really do build the knowledge and skills participants need to get and keep a job. The Work Readiness Credential Profile provides this standard for programs. Programs also can draw on materials associated with individual EFF skills—like Cooperate with Others, and Solve Problems and Make Decisions—to implement research-based approaches to building competence in the soft skills that are so critical for successful performance at work, at home, and in the community.

  The fact that there is a valid and reliable assessment aligned with this new work readiness standard will enable programs with a workforce strategy to see how well they are doing in preparing participants to get that first job. Programs will be able to use assessment results to tailor instruction to individual learners' strengths and weaknesses. The overall success rate of program participants in earning the credential also will provide a real world metric that programs can use to evaluate their strengths and weaknesses and to put in place new approaches that produce better results for participants.

III. Understanding the Work Readiness Credential Profile

THE WORK READINESS CREDENTIAL PROFILE

What New Workers in Entry Level Jobs Need to Be Able to Do

New workers need to be able to use these EFF Skills...

Communication Skills

1. Speak So Others Can Understand
2. Listen Actively
3. Read With Understanding
4. Observe Critically

Interpersonal Skills

- Cooperate With Others
- Resolve Conflict and Negotiate

Decision Making Skills

1. Use Math to Solve Problems and Communicate
2. Solve Problems and Make Decisions

Lifelong Learning Skills

- Take Responsibility for Learning
- Use Information and Communications Technology*

...well enough to successfully carry out these critical entry level tasks:

Acquire and Use Information

- Acquire, use, and share information accurately and in a timely manner in order to: 1 2 3 4 ▲ 1 ◆ ◆
  - Get work done.
  - Identify appropriate procedures.
  - Respond to requests from internal and external customers.
- Read and understand information presented in written form well enough to get the job done. 2 3
- Communicate in spoken English well enough to get the job done. 1 2 3
- Ask for clarification or help from supervisor or appropriate others when needed. 1 2 4 ▲ ◆

Use Technology

- Learn how to use appropriate computer-based technology to get the job done most efficiently. 3 4 ◆ ◆
- Be able to use a telephone, pager, radio, or other device to handle and process communication. 1 2 2 ◆
- Make sure that all equipment is in safe working order. 4 1 2 ◆
- Use equipment properly to minimize damage to equipment or injury to oneself or others. 3 4 ◆ ◆

* This skill is not currently tested in the WRC.

Use Systems

UNDERSTAND SYSTEMS

- Understand how one's own performance can impact the success of the organization. 1 2 4 ▲ ◆
- Comply with organizational policies and procedures in a consistent manner. 2 3 4 ▲ ◆
- Pay attention to company guidelines regarding: 1 2 3 4 ▲ ◆
  - Personal and professional interactions.
  - Appropriate dress.
  - Health and safety.
- Follow established procedures for handling urgent situations or emergencies. 1 2 3 4 2
- Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations. 2 3 4 ▲ ◆
- Go to the appropriate person/source when approval is needed for work-related activities. 1 2 3 4 ▲ ◆ ◆

MONITOR AND CORRECT PERFORMANCE

- Monitor quality of own work. 4 1 2 ◆ ◆
- Accept and use constructive criticism for continuous improvement of own job performance. 2 4 ▲ 2 ◆
- Keep track of changes within the organization and adapt to them. 1 2 4 ▲ ◆

Work With Others

DIVERSITY

- Work as part of a team to develop and achieve mutual goals and objectives. 1 2 4 ▲ ▲ 2
- Develop and maintain good working relations with coworkers, supervisors, and others throughout the organization, regardless of background or position: 1 2 4 ▲ ▲ ◆
  - Be respectful and open to the thoughts, opinions, and contributions of others.
  - Avoid use of language or comments that stereotype others.

NEGOTIATE

- Work through conflict constructively. 1 2 4 ▲ ▲ 2

SERVE CLIENTS

- Address customer comments, questions, concerns and objections with direct, accurate, and timely responses. 1 2 3 4 ▲ ▲ 2 ◆
- Verify customer or client identification to validate forms, provide services, or carry out procedures. 1 2 3 4 2 ◆

Integrity

- Demonstrate integrity. 1 2 4 ▲ ◆
- Maintain confidentiality, as appropriate, about matters encountered in the work setting. 2 4 ▲

Know How to Learn

- Accept help from supervisors and coworkers. 1 2 4 ▲ ◆
- Learn new/additional skills related to your job. 2 3 4 ▲ 2 ◆
- Learn about the products/ services of the organization. 2 3 4 ◆ ◆

Responsibility

- Demonstrate willingness to work. 1 2 ▲ ◆
- Take responsibility for completing one's own work assignments: 2 3 4 ▲ 1 2 ◆
  - Accurately.
  - On time.
  - To a high standard of quality.
  - Even when the work is physically or mentally challenging.
  - As efficiently as possible, to minimize costs, rework, and production time.
- Show initiative in carrying out work assignments. 1 2 ▲ ◆

Allocate Resources

- Use basic math well enough to get the job done. 3 1 2 ◆
- Manage time effectively to: 2 3 4 ▲ 1 2
  - Get the work done on schedule.
  - Prioritize tasks.
  - Make sure that urgent tasks are completed on time.
- Make sure that materials, tools, and equipment are available to do the job effectively. 4 1 2 ◆

Solve Problems

- Cope with a work situation or tasks that change frequently: 1 4 ▲ ▲ 2 ◆
  - Demonstrate flexibility.
  - Accept new or changed work responsibilities with a positive attitude.
  - Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others.
- Identify actual or potential problems related to one's own work: 1 2 4 ▲ ▲ 1 2
  - Report them in a timely manner, according to company policy.
  - Help to fix them.

Self Management

- Display responsible behaviors at work: 1 2 3 ▲ ▲ 2 ◆
  - Avoid absenteeism.
  - Demonstrate promptness.
  - Maintain appropriate grooming and hygiene.
  - Do not attend to personal business when on the job, except in emergencies.
  - Manage stressful situations effectively.

Based on Equipped for the Future Standards

III. UNDERSTANDING THE WORK READINESS CREDENTIAL PROFILE

The Work Readiness Credential Profile was designed to present all the skills and knowledge expected of new workers in entry-level jobs in a format that is concise and easy to understand for all users—jobseekers, workforce preparation staff, and employers. The Work Readiness Credential Profile was developed by consulting with front-line supervisors from businesses across the country to elaborate the tasks and behaviors that are important to entry-level work in multiple industry sectors and to identify the **knowledge, skills, and abilities** that are important to successful performance of those **tasks and behaviors**. The Work Readiness Credential assessment will measure whether individuals can use those knowledge, skills and abilities *well enough* to carry out those critical tasks and behaviors. Individuals who can pass the assessment will be certified as work ready.

The version of the Profile in this guide was developed specifically for use in preparing jobseekers for success on the Work Readiness Credential assessment. The Profile includes 10 EFF skills that are important to master in order to be work ready. All skills except Use Information and Communications Technology will be assessed for the Work Readiness Credential. Details of the components and organization of this version of the Profile follow.

Why are both EFF Skills and critical entry-level tasks listed in the Profile?

The knowledge, skills, and abilities mentioned above are represented by the **10 EFF skills** listed across the top of the Profile. The tasks and behaviors—**critical entry-level tasks**—are listed below them, grouped under headings based on **10 SCANS categories**. In addition, color- and shape-coded icons show **linkages** between the EFF skills and the main tasks. The linkages emphasize the ways in which the EFF skills are crucially tied to the entry-level tasks; they should not be seen as isolated abilities to develop in and of themselves. For example, the communication skill Read With Understanding needs to be applied in effectively carrying out various critical tasks, such as "Verify customer or client identification to validate forms, provide services, or carry out procedures" (under Work With Others/Serve Clients). Carrying out this task with a customer in person could also involve the skills Speak So Others Can Understand and Listen Actively, and if the customer were upset or angry, Resolve Conflict and Negotiate. Thus, the Profile attempts to represent a dynamic, interrelated set of skills and tasks in a static, two-dimensional form.

Section A, "The Profile Detailed," provides further details on the EFF skills, the SCANS categories, and the linkages between the EFF skills and the critical entry-level tasks. Section B, "The Profile in Relation to the Worker Role Map," explains

how the Work Readiness Credential Profile, as a rich description of the standard for competent entry-level work, represents the first step on a lifelong career pathway.

WHERE TO GO FOR MORE INFORMATION

The EFF Website:

http://eff.cls.utk.edu/workreadiness/eff_work_profile_how.htm
This page describes how the Work Readiness Credential Profile was developed on the foundation of the Worker Role Map and industry-specific skill standards (see section IIIB for more information on the Worker Role Map).

A. The Profile Detailed

The EFF Skills

The EFF skills are the central component of the EFF framework, which encompasses the knowledge and skills necessary for adults to be successful in their roles as family members and community members as well as workers. The framework groups 16 EFF skills under four wider categories that reflect the general interpersonal and cognitive abilities adults draw on when applying the skills in real-world situations. In the process of identifying necessary skills for the Work Readiness Credential, all four categories were found to apply to the world of work, where communication, interaction with others, problem solving, and on-going learning are all important. However, only a subset of 10 of the 16 EFF skills was determined to be critical for new **entry-level** workers. To show how the 10 EFF skills in this subset fit into the bigger picture of adults in all their roles and into the bigger picture of workers on lifelong career paths, a complete list of the 16 EFF skills is provided below. The 10 skills that appear on the Work Readiness Credential Profile are shown with check marks. In addition, on the following page is a version of the EFF Skills Wheel, which shows the full set of skills[5] with the 10 Work Readiness Credential skills highlighted. As new workers progress along their career paths, they may need to develop new skills and demonstrate an appropriate level of performance in all of these skill areas.

Communication Skills

- ☑ Read With Understanding
- ☐ Convey Ideas in Writing
- ☑ Speak So Others Can Understand
- ☑ Listen Actively
- ☑ Observe Critically

Interpersonal Skills

- ☑ Cooperate With Others
- ☐ Guide Others
- ☐ Advocate and Influence
- ☑ Resolve Conflict and Negotiate

Decision Making Skills

- ☑ Solve Problems and Make Decisions
- ☐ Plan
- ☑ Use Math to Solve Problems and Communicate

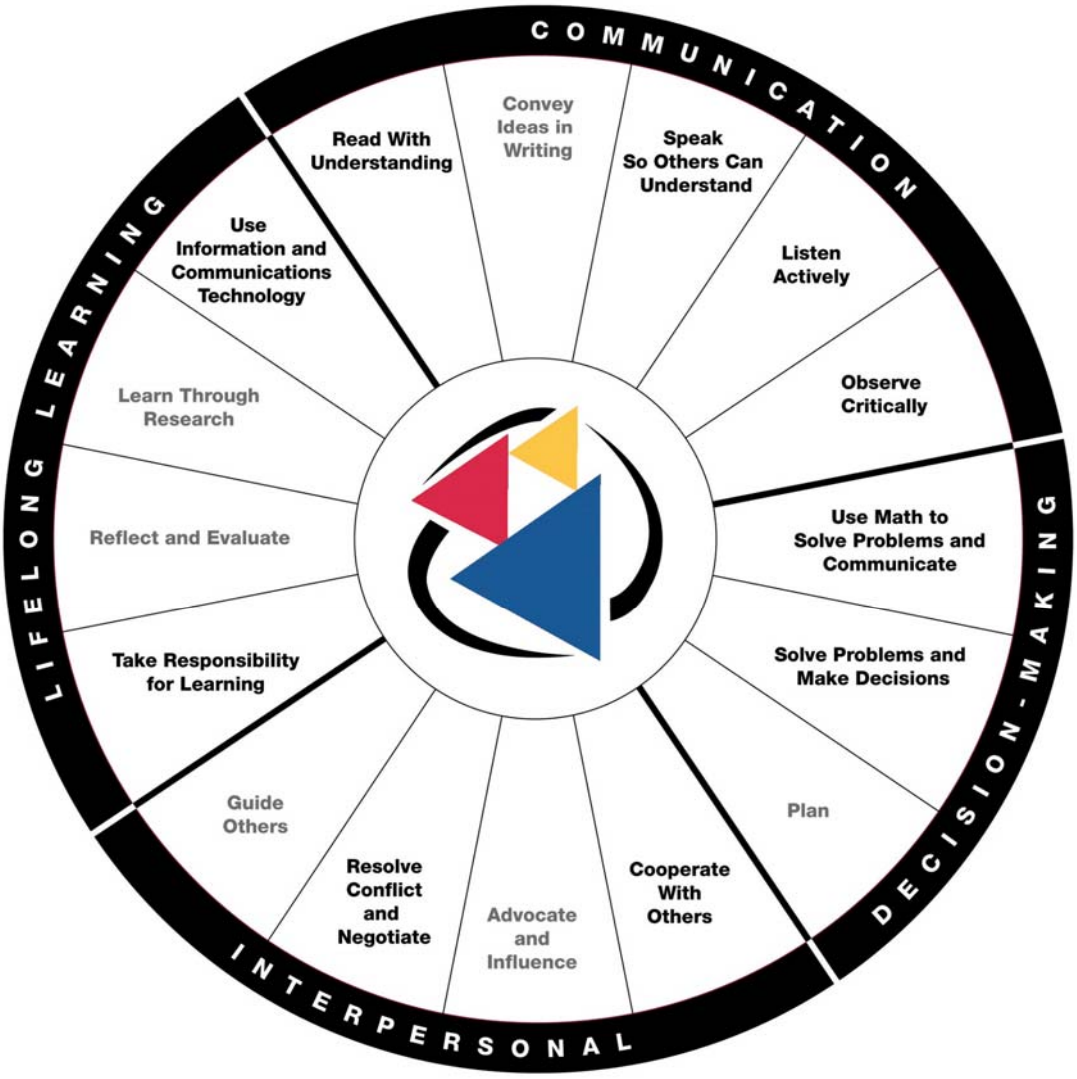
Lifelong Learning Skills

- ☑ Take Responsibility for Learning
- ☐ Learn Through Research
- ☐ Reflect and Evaluate
- ☑ Use Information and Communications Technology[6]

[5] The EFF skills in the Work Readiness Credential Profile are called standards in the EFF framework. The Work Readiness Credential Profile is a standard for entry-level work readiness, in its entirety.

[6] Use Information and Communications Technology is not currently assessed in the Work Readiness Credential; however, it was determined to be an important skill for entry-level workers by some businesses within certain industry groups.

EFF Skills for Adult Literacy and Lifelong Learning



WHERE TO GO FOR MORE INFORMATION

Part IVA
This section of the guide includes the full description of each of the 10 EFF skills in the Profile, along with sample workplace activities at different performance levels.

The EFF Website:

http://eff.cls.utk.edu/fundamentals/default.htm
This page is the starting point for information about the complete EFF framework.

http://eff.cls.utk.edu/fundamentals/eff_standards.htm#knowledge
This page provides a detailed explanation of the EFF skills (called "standards" in the EFF framework).

The SCANS Categories

In 1990, the U.S. Department of Labor convened the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine which skills young people need to succeed in the world of work. The Commission, made up of representatives from business, labor, and education, collected information on workplace skills from business owners, public employers, managers, union officials, and desk and line workers in stores, government offices, and manufacturing facilities. The 1991 SCANS report, *What Work Requires of Schools*, identifies a set of five competencies based on a three-part foundation of skills and personal qualities that describe what employers expect of well-prepared, competitive workers.

The goal of the Commission was to present a comprehensive set of the broad skills and competencies required of workers at all levels, so that schools could better provide students with appropriate preparation. **The Work Readiness Credential Profile, on the other hand, focuses on the first level of skills and competencies required in order to be ready for entry-level work—and then details the individual tasks critical to performing successfully within the broader SCANS areas.** The tasks in the Profile are organized under headings based on SCANS categories, since these categories are probably familiar to people involved in workforce preparation. In addition, this organization provides a way to show how the entry-level tasks in the Profile fit into the larger vision of a worker on a lifelong career path that SCANS encompasses.

Below is an outline of the full set of SCANS Foundation Skills[7] and Competencies.

The SCANS Three-Part Foundation of Skills and Personal Qualities

- **Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens and speaks
- **Thinking Skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
- **Personal Qualities:** Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

The Five SCANS Competencies

- **Resources:** Identifies, organizes, plans, and allocates resources
  - Time
  - Money
  - Material and Facilities
  - Human Resources
- **Interpersonal:** Works with others
  - Participates as a Member of a Team
  - Teaches Others New Skills
  - Serves Clients/Customers
  - Exercises Leadership
  - Negotiates
  - Works with Diversity
- **Information:** Acquires and uses information
  - Acquires and Evaluates Information
  - Organizes and Maintains Information
  - Interprets and Communicates Information
  - Uses Computers to Process Information
- **Systems:** Understands complex inter-relationships
  - Understands Systems
  - Monitors and Corrects Performance
  - Improves or Designs Systems
- **Technology:** Works with a variety of technologies
  - Selects Technology
  - Applies Technology to Task
  - Maintains and Troubleshoots Equipment

[7] Note that the Basic Skills are represented in the WRC Profile under the EFF Communication Skills (for reading, listening, and speaking) and Decision Making Skills (for math).

WHERE TO GO FOR MORE INFORMATION

The SCANS Website:

http://wdr.doleta.gov/SCANS/
This website includes a number of reports on the identification and teaching of SCANS skills. The final report is titled “Learning A Living.”

The Critical Entry-Level Tasks and Linkages to Skills

In the Profile, the main critical entry-level tasks are followed by a set of icons representing certain EFF skills. These icons show at a glance which EFF skills are linked to each of these entry-level tasks, as determined by experts familiar with the context of entry-level work.

Why is it important to show linkages between EFF skills and critical entry-level tasks?

In order to successfully carry out the critical entry-level tasks presented in the Work Readiness Credential Profile, new workers will need to apply the interpersonal and cognitive skills described by the 10 EFF skills. For some of the tasks, determining which skills apply to which tasks is fairly straightforward. For example, it seems clear that Read With Understanding will apply to "Read and understand information presented in written form well enough to get the job done," and that Use Math to Solve Problems and Communicate will apply to "Use basic math well enough to get the job done." But it may be less obvious at first glance which skills apply to tasks such as "Address customer comments, questions, concerns and objections with direct, accurate, and timely responses," or "Show initiative in carrying out work assignments."

In fact, determining which skills apply to a given task will depend on the particular workplace context relevant to a particular new worker or group of workers. At the same time, it is possible to determine some initial linkages that would be likely to generalize across contexts and workers. These linkages can serve as a starting point for planning instruction to prepare jobseekers for success on the Work Readiness Credential assessment, by helping trainers and teachers, as well as jobseekers themselves, to see the connections between individual entry-level tasks and the communicative, interpersonal, and cognitive skills required to carry them out.

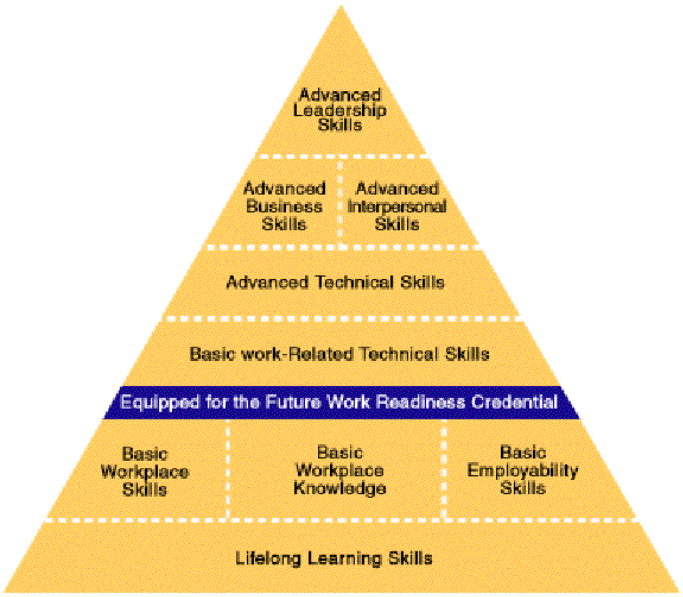
WHERE TO GO FOR MORE INFORMATION

Part IVB
This section of the guide details the steps needed to make connections between the EFF skills and critical entry-level tasks, and to apply these connections in an instructional setting.

Appendix A
This appendix to the guide provides a chart showing the full set of linkages between the EFF skills and critical entry-level tasks, along with a brief explanation of the process undertaken to determine the linkages.

B. The Profile in Relation to the Worker Role Map

The Work Readiness Credential Profile represents a subset, relevant to entry-level jobs, of the overall knowledge and abilities workers need in order to succeed in the 21st century workplace; as such, it should be seen as just the first step toward attaining lifelong career goals. While preparing new workers to succeed on the Work Readiness Credential assessment, it is important to keep in mind the big picture of a lifelong career path. One way to see the Work Readiness Credential in this context is represented in the skills pyramid below, which shows increasingly specialized work-related skills building on a foundation of lifelong learning skills.



How is the EFF Worker Role Map important to understanding work readiness?

In the EFF Framework, the EFF Role Maps describe what adults do when they are effective in carrying out three primary roles—citizen/community member, worker, and parent/family member. Each role map includes a central purpose for the role, broad areas of responsibility that are critical to achieving that purpose, and key activities that further define the broad areas of responsibility. In addition, role indicators for each key activity help to clarify what knowledge and skills to look for to determine whether an activity is being performed well. The EFF Worker Role Map, developed as one of three role maps for the EFF framework, provides a more detailed view of the lifelong career path that starts with proficiency in the skills and tasks in the Work Readiness Credential Profile.

The Worker Role Map was developed using a process similar to the one used in developing the Work Readiness Credential Profile. Working groups of various stakeholders, including employers and employees, met to develop a draft Worker

Role Map. To revise and validate the Worker Role Map, representatives from a variety of sectors and work situations met to identify the key underlying characteristics of workers common to many different work contexts. In addition, the EFF team worked closely with the Department of Labor to ensure that the Worker Role Map was consistent with SCANS and O*NET.

The Worker Role Map describes what adults do in their role as workers across a lifelong career. As a standard of **entry-level** work readiness, The Work Readiness Credential Profile represents the first step on that lifelong career. The entry-level tasks in the Work Readiness Credential Profile can thus be seen as a "first-step" set of role indicators on the Worker Role Map. The following chart, Profile Tasks Organized by Worker Role Map Key Activities, shows how the entry-level tasks from the Profile align to the broad areas of responsibility and the key activities of the overall Worker Role Map. For some of the Key Activities, there is no aligned entry-level task, showing that the Key Activity goes beyond what was determined critical for entry-level workers for the purpose of the Work Readiness Credential.

WHERE TO GO FOR MORE INFORMATION

The EFF Website:

http://eff.cls.utk.edu/fundamentals/eff_roles.htm
This page provides general information on the role maps, as well as links to further reading.

http://eff.cls.utk.edu/fundamentals/eff_masters.htm#rolesindicators
This page includes links to download a color copy of the Worker Role Map, and a copy of the Worker Role Map with indicators.

Worker Role Map

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

BROAD AREAS OF RESPONSIBILITY

Do the Work

Workers use personal and organizational resources to perform their work and adapt to changing work demands

- Organize, plan, and prioritize work
- Use technology, resources, and other work tools to put ideas and work directions into action
- Respond to and meet new work challenges
- Take responsibility for assuring work quality, safety, and results

Work With Others

Workers interact one-on-one and participate as members of a team to meet job requirements

- Communicate with others inside and outside the organization
- Give assistance, motivation, and direction
- Seek and receive assistance, support, motivation, and direction
- Value people different from yourself

Work Within the Big Picture

Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success

- Work within organizational norms
- Respect organizational goals, performance, and structure to guide work activities
- Balance individual roles and needs with those of the organization
- Guide individual and organizational priorities based on industry trends, labor laws/ contracts, and competitive practices

Plan and Direct Personal and Professional Growth

Workers prepare themselves for the changing demands of the economy through personal renewal and growth

- Balance and support work, career, and personal needs
- Pursue work activities that provide personal satisfaction and meaning
- Plan, renew, and pursue personal and career goals
- Learn new skills

KEY ACTIVITIES

NATIONAL INSTITUTE FOR LITERACY

PROFILE TASKS ORGANIZED BY WORKER ROLE MAP KEY ACTIVITIES

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

Broad Area of Responsibility	Key Activities	Work Readiness Credential Profile Tasks
Do the Work *Workers use personal and organizational resources to perform their work and adapt to changing work demands*	Organize, plan, and prioritize work	• Follow established procedures for handling urgent situations or emergencies. • Manage time effectively to: - Get the work done on schedule. - Prioritize tasks. - Make sure that urgent tasks are done on time. • Make sure that materials, tools, and equipment are available to do the job effectively.
	Use technology, resources, and other work tools to put ideas and work directions into action	• Read and understand information presented in written form well enough to get the job done. • Learn how to use appropriate computer-based technology to get the job done most efficiently. • Take responsibility for completing one's own work assignments on time.
	Respond to and meet new work challenges	• Cope with a work situation or tasks that change frequently: - Demonstrate flexibility. - Accept new or changed work responsibilities with a positive attitude. - Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others.
	Take responsibility for assuring work quality, safety, and results	• Acquire, use, and share information accurately and in a timely manner in order to get work done. • Make sure that all equipment is in safe working order. • Use equipment properly to minimize damage to equipment or injury to oneself or others. • Pay attention to company guidelines regarding health and safety. • Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations. • Monitor quality of own work. • Verify customer identification to validate forms, provide services, or carry out procedures. • Take responsibility for completing one's own work assignments: - To a high standard of quality. - Even when the work is physically or mentally challenging. - As efficiently as possible, to minimize costs, rework, and production time. • Use basic math well enough to get the job done. • Identify actual or potential problems related to one's own work.

Broad Area of Responsibility	Key Activities	Work Readiness Credential Profile Tasks
Work with Others *Workers interact one-on-one and participate as members of a team to meet job requirements*	Communicate with others inside and outside the organization	• Respond to requests from internal and external customers. • Communicate in spoken English well enough to get the job done. • Be able to use a telephone, pager, radio, or other device to handle and process communication. • Avoid use of language or comments that stereotype others. • Address customer comments, questions, concerns, and objections with direct, accurate, and timely responses.
	Give assistance, motivation, and direction	• Work as part of a team to develop and achieve mutual goals and objectives.
	Seek and receive assistance, support, motivation, and direction.	• Ask for clarification or help from supervisor or appropriate others when needed. • Go to the appropriate person/source when approval is needed for work-related activities. • Accept and use constructive criticism for continuous improvement of own job performance. • Accept help from supervisors and coworkers.
	Value people different from yourself	• Develop and maintain good working relations with coworkers, supervisors, and others throughout the organization, regardless of background or position: - Be respectful and open to the thoughts, opinions, and contributions of others.

Broad Area of Responsibility	Key Activities	Work Readiness Credential Profile Tasks
Work within the Big Picture *Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success*	Work within organizational norms	• Pay attention to company guidelines regarding: - Personal and professional interactions. - Appropriate dress. • Keep track of changes within the organization and adapt to them. • Demonstrate willingness to work. • Show initiative in carrying out work assignments. • Demonstrate integrity. • Maintain confidentiality, as appropriate, about matters encountered in the work setting. • Display responsible behaviors at work: - Avoid absenteeism. - Demonstrate promptness. - Maintain appropriate grooming and hygiene. - Do not attend to personal business when on the job, except in emergencies.
	Respect organizational goals, performance, and structure to guide work activities	• Identify appropriate procedures. • Understand how one's own performance can impact the success of the organization. • Comply with organizational policies and procedures in a consistent manner. • Learn about the products/services of the organization. • Report actual or potential problems related to one's own work in a timely manner, according to company policy. - Help to fix them.
	Balance individual roles and needs with those of the organization	• Manage stressful situations effectively.
	Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices	[no Profile tasks aligned to this Key Activity]
Plan and Direct Personal and Professional Growth *Workers prepare themselves for the changing demands of the economy through personal renewal and growth*	Balance and support work, career, and personal needs	• Work through conflict constructively.
	Pursue work activities that provide personal satisfaction and meaning	[no Profile tasks aligned to this Key Activity]
	Plan, renew, and pursue personal and career goals	[no Profile tasks aligned to this Key Activity]
	Learn new skills	• Learn new/additional skills related to your job.

How can the Worker Role Map help new workers set goals for their future careers?

Below is an example of how the relationship between the Work Readiness Credential Profile (describing the requirements of entry-level work) and the Worker Role Map (broadly describing the requirements of work at any level) can illustrate the steps along a career pathway. By seeing what is ahead, new workers, and those helping them become work ready, can maintain a vision of future work goals that reach beyond initial entry-level preparedness.

Work Readiness Credential Profile	EFF Worker Role Map
Allocate Resources	**Do the Work** Organize, plan, and prioritize work
Entry-Level Tasks: • Manage time effectively to: - Get the work done on schedule. - Prioritize tasks. - Make sure that urgent tasks are done on time. • Make sure that materials, tools, and equipment are available to do the job effectively.	**Role Indicators:** - Create and manage a work space that effectively allows for organizing, prioritizing, and planning work. - Gather and identify relevant information for the task. - Identify goals in order of importance to develop a work schedule, agenda, or business action plan. - Identify and link like tasks for effective work completion.

Sample Goal-Setting Application

A new worker with a job as a stockroom clerk is responsible for delivering needed supplies to various departments within a company. To get hired, the worker demonstrated the ability to successfully carry out the basic entry-level tasks listed under the Profile category “Allocate Resources.” In the chart earlier in this section titled “Profile Tasks Organized by Worker Role Map Activities,” these entry-level tasks are categorized under the Key Activity “Organize, plan, and prioritize work.”

The role indicators in the Worker Role Map describe how, how well, and with what outcomes workers use personal and organizational resources to perform their work and adapt to changing work demands. For example, a new worker can look to the role indicators listed on the chart above to set goals for improvement in organizing, planning, and prioritizing work. After gaining experience in the entry-level stockroom job, the worker may conclude (or may be told by a supervisor) that the delivery process should become more efficient. The worker will then set new goals for organizing, planning, and prioritizing the stockroom work, requiring higher levels of knowledge and skills as well as more independence and responsibility. In eventually achieving these goals, the worker is demonstrating proficiency in more sophisticated skills than were required of entry-level work.

IV. Using the Work Readiness Credential Profile to Plan Instruction

IV. USING THE WORK READINESS CREDENTIAL PROFILE TO PLAN INSTRUCTION

Since the Work Readiness Credential Assessments measure an individual's ability to use the EFF skills well enough to perform entry-level tasks, preparing someone to earn the credential means focusing on building competence in using the nine skills assessed for the credential. Building work readiness through a focus on skills development also ensures that individuals have the foundation they need to continue building the higher levels of competence required to move along a career pathway.

Section A below discusses the importance of using the full description of each EFF skill when approaching instructional planning. This discussion is followed by a chart for each skill with a list of sample linked tasks and a sample activity that will allow jobseekers to practice the skill related to the task at a particular performance level. Section B provides a set of steps to follow in planning and evaluating instruction in the skills and tasks. A list after each step identifies recommended materials to consult or use, drawn from this Guide and from the EFF website's Teaching/Learning Cycle Toolkit. Two examples follow, to show what the steps look like when applied to a selected EFF skill and linked entry-level task. Section C provides a set of steps individuals can use for self-assessment of the skills and tasks, with accompanying sample worksheets.

A. The EFF Skills Detailed

The Profile lists the names of the 10 EFF skills in four categories. Each skill also has a detailed description, which is not shown on the Profile. The Work Readiness Assessment is based on this detailed description of the skill**. Teaching and learning that successfully prepares for the assessment must address this full description of the skill.** The charts on the following pages provide the full description for each of the 10 EFF skills on the Profile. (See the "Where to go for more information" box at the end of this section for more places to find the full descriptions of the skills).

In the EFF framework, each skill is carefully named and expanded with a detailed description of what adults know and can do when they are purposefully applying the skill.[8] For example, the name Read With Understanding first mentions the basic skill of reading, and then adds the purpose: to understand something. (That "something" is determined by what the individual adult wants or needs to do in a particular context, for example, reading instructions on how to install an appliance.) The full description then details five aspects of the integrated skill

[8] This detailed description of the skill is also known as the definition of the EFF Standard.

process necessary to read well enough to successfully accomplish a particular task, as shown below.

Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Similarly, the description of the skill Cooperate With Others includes four integrated behaviors that together constitute successful cooperation, including both seeking and offering input, as shown below.

Cooperate With Others

- Interact with others in ways that are friendly, courteous and tactful, and that demonstrate respect for others' ideas, opinions, and contributions.
- Seek input from others in order to understand their actions and reactions.
- Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
- Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.

What are the EFF Performance Continua?

The full description of each EFF skill helps us to understand what someone does when he or she uses the skill proficiently. The performance continua for the skills add a more detailed description of what an individual knows and can do at different levels of proficiency. The descriptions of performance in the EFF Performance Continua start with the novice level and move toward an expert level on each skill. Currently, we have descriptions of three to six levels of proficiency for each EFF skill. These descriptions are based on analysis of performance on the EFF skills by learners in adult basic education programs. Thus the current descriptions start at a novice level and extend (at least) to levels that correlate with exit points for adult basic education.

The EFF performance continua are useful as guides for learning and instruction because they contain descriptions (benchmarks) of knowledge, skills, abilities, and characteristics of performance that can be observed as adults develop proficiency in each EFF skill. By comparing the level of proficiency required to

accomplish an individual's goal (in this case, earning the work readiness credential) with the level of proficiency an individual currently demonstrates when using that skill, it is possible to identify what that individual needs to learn to improve their performance on the EFF skill enough to achieve the desired goal. Each performance level on an EFF performance continuum includes the following:

- The full description of the EFF skill
- Indicators for that level, which describe how adults use key knowledge, skills, and strategies at that level, and how they show fluency, independence, and ability to perform in a range of settings
- Examples of proficient performance at that level, including some work-related activities

Performance continua for all of the 10 EFF skills on the Profile are included in Appendix B, as well as on the EFF website (see "Where to go for more information" at the end of this section). The website also provides guides which explain the performance continua in more depth, including how to use them in planning instruction.

EFF Skill Charts with Suggested Performance Levels for Success on the WRC Assessment

The EFF Skill Charts on the following pages are a useful tool for planning instruction aimed at preparing individuals to be successful on the Work Readiness Credential assessment. The charts provide examples of how to flesh out the linkages on the Work Readiness Credential Profile with sample work activities. Each chart includes the following for each of the 10 EFF skills on the Profile:

- The full description of the EFF skill
- A sampling of entry-level tasks linked to that skill
- Sample entry-level work activities related to the tasks
- Minimum skill performance level required for proficiency in each activity
- A suggested minimum skill performance level **range** to attain for success on the Work Readiness Credential assessment

NOTE: The assessments for the Work Readiness Credential will include a variety of tasks at a variety of levels; the specific tasks assessed may not be the same ones listed in these charts. Preparing jobseekers for success on the Credential assessment requires more than having jobseekers practice individual, isolated EFF skills or specific, isolated tasks. Rather, preparation involves having jobseekers

gain overall proficiency in using each of the EFF skills to carry out various linked entry-level tasks at a given minimum performance level.

The EFF Skills Charts include suggested minimum performance levels. These suggested minimum performance levels are based on guidance from subject matter experts across industries. They do not reflect the actual cut score for the Work Readiness Credential assessment since these will not be set until the field test results are analyzed in 2006. The suggested minimum performance levels are presented as a range across two levels, since jobseekers will likely need to be able to perform with some proficiency at the higher level in the range, as well as with full proficiency at the lower level of the range. (For example, new workers may need to be able to show proficiency in Read With Understanding at level 2, as well as show proficiency in some reading activities at level 3.) Examples of activities below the lower level of the range are included to show possible preparation activities for those who cannot yet attain the suggested minimum level. (For example, some jobseekers may need practice with activities at level 1 of Cooperate With Others before being ready to practice with and show proficiency in activities at level 2.) Jobseekers and new workers may also want to practice activities above the higher level of the range in order to build future career skills and abilities beyond the minimum preparation necessary to pass the Credential assessment.

WHERE TO GO FOR MORE INFORMATION

Appendix B
This appendix to the guide provides a copy of the performance continua for each of the 10 EFF skills in the Work Readiness Credential Profile. The performance continua include the complete description of the EFF skills.

The EFF Website:
http://eff.cls.utk.edu/fundamentals/16_standards.htm
The EFF Skills Wheel: Click on the name of a skill (called a “standard” here) to get a list of options for downloading the full description of the skill, a performance continuum for the skill, and information on how to teach the skill.

http://eff.cls.utk.edu/assessment/guides.htm
This page provides information on the performance continua as well as links to guides on using the performance continua for lesson planning and assessment. The guides include an explanation of the dimensions of performance, key features critical to developing expertise in each EFF skill, on which the performance continua are based.

1 Communication Skills Charts
Speak So Others Can Understand

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

Linked Profile Task or Subtask	Sample Workplace Activity	Minimum Performance Level Required
Communicate in spoken English well enough to get the job done.	Give simple directions to a coworker on what needs to be done next.	Level 2
Identify actual or potential problems related to one's own work: • Report them in a timely manner, according to company policy.	Call a supervisor to report an on-the-job problem.	Level 3
Address customer comments, questions, concerns and objections with direct, accurate, and timely responses.	Explain to a customer the procedure for filing a formal compliant.	Level 3
Work as part of a team to develop and achieve mutual goals and objectives.	Make appropriate and well-timed contributions during an informal meeting.	Level 4

Suggested minimum performance level range to attain for success on the Work Readiness Credential assessment: 3-4

2 Communication Skills Charts
Listen Actively

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

Linked Profile Task or Subtask	Sample Workplace Activity	Minimum Performance Level Required
Identify appropriate procedures.	Follow multi-step instructions given orally in person on how to operate a piece of equipment.	Level 2
Be able to use a telephone, pager, radio, or other device to handle and process communication.	Identify key information provided over the phone in order to direct a caller to the appropriate extension.	Level 3
Accept help from supervisors and coworkers.	Identify key information provided orally in person from a supervisor explaining how to complete a complex procedure.	Level 3
Be respectful and open to the thoughts, opinions, and contributions of others.	Listen and contribute appropriately to a discussion in a small group meeting where a difficult decision must be made.	Level 4

Suggested minimum performance level range to attain for success on the Work Readiness Credential assessment: 3-4

3 Communication Skills Charts
Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Linked Profile Task or Subtask	Sample Workplace Activity	Minimum Performance Level Required
Read and understand information presented in written form well enough to get the job done.	Read names and office numbers in order to distribute interoffice mail to the correct locations.	Level 1
Go the appropriate person/source when approval is needed for work-related activities.	Read a chart showing names, job titles, and responsibilities of staff in order to determine the appropriate person to seek for approval for a particular activity.	Level 2
Verify customer or client identification to validate forms, provide services, or carry out procedures.	Compare the information on a piece of customer identification to another document (such as an airline ticket) to ensure that the customer is approved to proceed.	Level 2
Pay attention to company guidelines regarding appropriate dress.	Read a section of a manual describing company guidelines in order to understand appropriate dress requirements.	Level 3

Suggested minimum performance level range to attain for success on the Work Readiness Credential assessment: 2-3

4 Communication Skills Charts
Observe Critically

- Attend to visual sources of information, including television and other media.
- Determine the purpose for observation and use strategies appropriate to the purpose.
- Monitor comprehension and adjust strategies.
- Analyze the accuracy, bias, and usefulness of the information.
- Integrate it with prior knowledge to address viewing purposes.

Linked Profile Task or Subtask	Sample Workplace Activity	Minimum Performance Level Required
Monitor quality of own work.	Look at two different products (for example: work products – one that is broken and one that is not) and identify the inconsistencies between them	Level 1
Make sure that materials, tools, and equipment are available to do the job effectively.	Compare a chart showing the parts, hardware, and tools needed to assemble an object with the actual parts, hardware and tools available.	Level 2
Make sure that all equipment is in safe working order.	Examine a piece of equipment, and complete a checklist marking the condition of critical parts and operations.	Level 2
Keep track of changes within the organization and adapt to them.	Identify key information gained from viewing a video demonstration of how to operate a new piece of equipment.	Level 3

Suggested minimum performance level range to attain for success on the Work Readiness Credential assessment: 2-3

Interpersonal Skills Charts
Cooperate With Others

- Interact with others in ways that are friendly, courteous and tactful and that demonstrate respect for others' ideas, opinions and contributions.
- Seek input from others in order to understand their actions and reactions.
- Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
- Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.

Linked Profile Task or Subtask	Sample Workplace Activity	Minimum Performance Level Required
Be respectful and open to the thoughts, opinions, and contributions of others.	In a meeting sharing ideas to improve workplace efficiency, respond politely to statements of others, ask appropriate follow-up questions, and offer one's own opinion.	Level 1
Show initiative in carrying out work assignments.	Coordinate with other workers to check in a shipment of recently ordered office supplies when it arrives.	Level 2
Demonstrate integrity.	Seek out a supervisor for advice when asked by a coworker to do something that goes against company guidelines or general ethical workplace behavior.	Level 2
Accept new or changed work responsibilities with a positive attitude.	When informed of a new responsibility, ask relevant questions to ensure understanding, and adjust previous schedules or processes to incorporate the new responsibilities.	Level 3

Suggested minimum performance level range to attain for success on the Work Readiness Credential assessment: 2-3

Interpersonal Skills Charts
Resolve Conflict and Negotiate

- Acknowledge that there is a conflict
- Identify areas of agreement and disagreement
- Generate options for resolving conflict that have a “win/win” potential
- Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all
- Evaluate results of efforts and revise approach as necessary

Linked Profile Task or Subtask	Sample Workplace Activity	Minimum Performance Level Required
Address customer comments, questions, concerns, and objections with direct, accurate, and timely responses.	With direction from a supervisor, suggest to a customer an option for resolving a complaint.	Level 1
Work through conflict constructively.	Meet with coworkers to resolve conflicts about responsibilities for maintaining a tidy and safe workspace.	Level 2
Identify actual or potential problems related to one's own work: • Report them in a timely manner, according to company policy.	Prepare to report a mistake to a supervisor by thinking of some possible remedies to suggest (in anticipation of the supervisor's displeasure).	Level 2
Manage stressful situations effectively.	Analyze a conflict leading to a supervisor threatening to end the new worker's employment, and using a company's grievance procedure, negotiate a win/win solution to the conflict.	Level 3

Suggested minimum performance level range to attain for success on the Work Readiness Credential assessment: 2-3

Decision Making Skills Charts
Use Math to Solve Problems and Communicate

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problem using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables and algebraic models.

Linked Profile Task or Subtask	Sample Workplace Activity	Minimum Performance Level Required
Use basic math well enough to get the job done.	Make change by using the "building" method.	Level 1
Take responsibility for completing one's own work assignments: • As efficiently as possible, to minimize costs, rework, and production time.	Stay within a set budget while purchasing work supplies.	Level 2
Make sure that materials, tools, and equipment are available to do the job effectively.	Measure the approximate number of feet of baseboard that will be needed for a room.	Level 2
Monitor quality of own work.	Organize results of a customer satisfaction survey, and use the information to improve job performance.	Level 3

Suggested minimum performance level range to attain for success on the Work Readiness Credential assessment: 2-3

Decision Making Skills Charts
Solve Problems and Make Decisions

- Anticipate or identify problems.
- Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
- Generate alternative solutions.
- Evaluate strengths and weaknesses of alternatives, including potential risks and benefits, and short- and long-term consequences.
- Select alternative that is most appropriate to goal, context, and available resources.
- Establish criteria for evaluating effectiveness of solution or decision.

Linked Profile Task or Subtask	Sample Workplace Activity	Minimum Performance Level Required
Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others.	Report a copier machine breaking down in the middle of a big printing job to both one's own supervisor and the workplace office machine point person.	Level 1
Avoid absenteeism.	Identify two or more potential back-up childcare resources in order to avoid missing work to take care of a child with a minor illness.	Level 2
Take responsibility for completing one's own work assignments: • As efficiently as possible, to minimize costs, rework, and production time.	Design a filing system so that often-used documents can be found quickly and easily.	Level 2
Do not attend to personal business when on the job, except in emergencies.	Predict potential situations requiring addressing personal needs during work hours and plan for ways to attend to them outside of work hours or while on breaks.	Level 3

Suggested minimum performance level range to attain for success on the Work Readiness Credential assessment: 2-3

Lifelong Learning Skills Charts
Take Responsibility for Learning

- Establish learning goals that are based on an understanding of one's own current and future learning needs
- Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner
- Become familiar with a range of learning strategies to acquire or retain knowledge
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals
- Test out new learning in real-life applications

Linked Profile Task or Subtask	Sample Workplace Activity	Minimum Performance Level Required
Demonstrate willingness to work.	Identify and share with a supervisor a basic learning goal based on job performance expectations.	Level 1
Learn new/additional skills related to your job.	Learn about and use an email account in order to communicate with coworkers and supervisors about work duties.	Level 2
Accept and use constructive criticism for continuous improvement of own job performance.	Select and use a range of learning strategies to meet a job-learning goal, and adjust the strategies based on constructive criticism received from coworkers and supervisors.	Level 2
Learn about the products/services of the organization.	Learn about the products or services of the organization by accessing multiple sources of information (e.g., reading brochures or catalogs, and talking to coworkers and supervisors).	Level 3

Suggested minimum performance level range to attain for success on the Work Readiness Credential assessment: 2-3

Lifelong Learning Skills Charts
Use Information and Communications Technology[9]

- Determine the purpose for using information and communications technology.
- Select the technology tool(s) and resources appropriate for the purpose.
- Apply technological knowledge, skills, and strategies to use technology tool(s) to locate, process, or communicate information.
- Monitor own ability to use the tool(s) and the effectiveness of the tool(s) in achieving the purpose, and if needed, use strategies to overcome barriers to achieving goals.

Linked Profile Task or Subtask	Sample Workplace Activity	Minimum Performance Level Required
Be able to use a telephone, pager, radio, or other device to handle and process communication.	Use voice mail functions on a workplace telephone after receiving instructions on their use.	Level 1
Acquire, use, and share information accurately and in a timely manner in order to get work done.	Total monthly budget items using a calculator.	Level 2
Use equipment properly to minimize damage to equipment or injury to oneself or others.	Set an assembly-line machine to work at the appropriate speed to avoid pile-ups or jamming.	Level 2
Learn how to use appropriate computer-based technology to get the job done most efficiently.	Generate two strategies for dealing with a computer that won't turn on.	Level 3

This skill will not be tested on the Work Readiness Credential assessment. It is included in the Profile since it was deemed an important skill for entry-level workers by some businesses within certain industry groups.

[9] For the purposes of the Work Readiness Credential Profile, this skill can be applied to technology tools required for work beyond information and communications technology.

B. Steps for Using the Profile in Planning Instruction

The Work Readiness Credential Profile is the best starting point for planning instruction to prepare jobseekers to pass the Work Readiness Credential assessment. The steps offered here for using the profile to plan instruction are based on the EFF Teaching/Learning Cycle, which was developed as a model for teaching the EFF skills for general adult education. The steps have been adapted to apply to teaching and learning the EFF skills and entry-level tasks on the Profile in either an adult education setting or a job training setting.

Each step includes a title, specific descriptions of what to do, and lists of related materials found in this guide or in the Teaching/Learning Toolkit on the EFF website. (The tools in the Teaching/Learning Toolkit may need to be adapted for use with the Work Readiness Credential Profile in a work preparation context.) Following the steps are two examples illustrating how the steps may be applied to a specific entry-level task and EFF skill.

Before planning instruction using the Profile, it is important to have a good understanding of the Profile and the EFF skills, and of how the EFF skills relate to the entry-level tasks. **Those who are not familiar with the Work Readiness Credential Profile should start by reading Part III of this guide. Those who are not familiar with the EFF framework should also read Part IVA. See the EFF Skill Charts in Part IVA for suggestions on which performance level in the EFF skills jobseekers will need to attain in order to pass the Work Readiness Credential assessment.**

MORE INFORMATION ON USING THE TEACHING/LEARNING TOOLKIT

Home
http://eff.cls.utk.edu/toolkit/default.htm
This page gives an overview of the 8 Steps in the Cycle, as well as a brief description of On-Going Practices to use when working with adult learners. From this page you can also link to **How to Use this Toolkit**, which describes each section.

Examples of the Teaching/Learning Cycle in Action
http://eff.cls.utk.edu/toolkit/examples.htm
This page provides a set of examples describing the Teaching/Learning Cycle in use in a variety of classroom situations. Examples that illustrate the types of skills learners might need to practice in preparing for the Work Readiness Credential include **Not Just Any Job** and **Talking to Co-workers**.

Tools for Teaching and Learning with EFF
http://eff.cls.utk.edu/toolkit/tools.htm
The tools listed here describe the purpose and process for activities that can be used in the Teaching/Learning cycles. They often include links to related Examples. Links to sample tools that may be useful in learning Work Readiness Credential tasks and skills are given with the Steps in the next part of this section. More of these tools could also be adapted.

Steps in the EFF Teaching/Learning Cycle
http://eff.cls.utk.edu/toolkit/steps.htm
These are the original steps which have been adapted for use with the Work Readiness Credential Profile, detailed later in this section.

Standards (EFF Skills)
http://eff.cls.utk.edu/toolkit/standards_wheel.htm
In the EFF Framework, the EFF skills on the Work Readiness Credential Profile are called standards. The Work Readiness Credential Profile, taking the EFF skills and entry-level tasks together, is a standard for work readiness.

Supports for the Teaching/Learning Cycle
http://eff.cls.utk.edu/toolkit/supports.htm
This page provides a list of supporting materials on various topics. Materials relevant to preparing for the Work Readiness Credential include the following:

- **Four Dimensions of Performance**
- **A Sampler of On-Going Assessment Tools and Processes**
- **Teaching Multi-Level Classes**
- **Addressing Multiple Standards** (EFF Skills)
- **Using Reading Strategies**
- **Using Listening Strategies**

STEP 1

Determine the Entry-Level Task and EFF Skill to Practice

Look at the WRC Profile. Ask learners to think about what tasks on the Profile they already can perform and areas they need to work on. Identify a task to focus on. Work with learners to understand why the task is important for work readiness.

Look at the EFF skills linked to the task on the Profile. Ask learners to talk about what they already know and can do in relation to those skills. Work with learners to decide which skill to work on. (In some cases you may want to work on more than one skill.)

Assess learners' prior knowledge in relation to the components of the skill and the level they will be working toward.

Recommended Materials to Use

From this Guide:

- The Work Readiness Credential Profile
- Appendix A: EFF Work Readiness Credential Profile Task and Skill Linkages
- Appendix B: Performance Continua for EFF Work Readiness Credential Profile Skills
- Part IVA, the EFF Skill Charts (for suggested levels to attain to pass the Work Readiness Credential assessment)

From The EFF Teaching/Learning Toolkit:

- **Step 1 in the EFF Teaching/Learning Cycle**
  http://eff.cls.utk.edu/toolkit/step1.htm
- **Identifying Standards[10] that are Most Important to You**
  http://eff.cls.utk.edu/toolkit/tools_identify_standards.htm
- **Developing a Learning List**
  http://eff.cls.utk.edu/toolkit/tools_dev_learn_list.htm
- **Finding out what students already know about the goal and related skills**
  http://eff.cls.utk.edu/toolkit/tools_prior_knowledge.htm

[10] In the EFF Framework, the EFF skills on the WRC Profile are called standards.

STEP 2

Identify an Activity that Allows Learners to Practice Skills Related to the Task

Work with learners to determine a specific training activity that can be used to practice the skill or skills related to the task you have selected. Try to decide on an activity that matches as closely as possible a related task learners would experience in the workplace (such as by using authentic materials and scenarios that come directly from real workplace experiences, or conducting the activity within a one-stop or workplace setting).

Recommended Materials to Use

From this Guide:

- Part IVA, the EFF Skill Charts (for samples of workplace activities related to skills and tasks at various performance levels)

From The EFF Teaching/Learning Toolkit:

- **Step 2 of the EFF Teaching/Learning Cycle**
  http://eff.cls.utk.edu/toolkit/step2.htm

STEP 3

Develop a Learning Plan Based on the Selected Activity

As you design the learning activity, be sure to start by looking carefully at the components of the skills (the bulleted items under the skill name). Review *all* of the bullets of the standard with learners, since each one is an integral part of what is needed to perform the skill. In many cases, you may need to simplify the language.

Recommended Materials to Use

From this Guide:

- Part IVA, the EFF Skill Charts (for the components of each skill)

From the EFF Teaching/Learning Toolkit:

- **Step 3 of the EFF Teaching/Learning Cycle**
  http://eff.cls.utk.edu/toolkit/step3.htm
- **Developing a Learning Plan**
  http://cls.coe.utk.edu/efftlc/tools_dev_learn_plan.html
- **Using the EFF Principles to Review Learning Plan**
  http://cls.coe.utk.edu/efftlc/tools_use_eff_principles.htm

STEP 4

Develop a Plan to Capture Evidence and Report Learning

Determine *how well* you expect the learner to perform based on the level of performance you have determined in Step 1. You many then develop a checklist, rubric, or another tool to allow learners to judge their progress on the activity against the components of the skill. Try to make sure learners clearly understand the criteria for good performance.

Recommended Materials to Use

From this Guide:

- Appendix B: Performance Continua for EFF Work Readiness Credential Profile Skills

From the EFF Teaching/Learning Toolkit:

- **Step 4 of the EFF Teaching/Learning Cycle**
  http://eff.cls.utk.edu/toolkit/step4.htm
- **Checklists**
  http://cls.coe.utk.edu/efftlc/tools_checklist.htm
- **Rubrics**
  http://cls.coe.utk.edu/efftlc/tools_rubrics.htm

STEP 5

Carry Out the Learning Activity

As you teach, you may determine that learners need more practice on specific sub-skills. However, always return to assess them on their ability to integrate all the components to perform the task as a whole, just as they would perform such a task in a workplace context.

Recommended Materials to Use

From this Guide:

- Part IVA, the EFF Skill Charts (for the components of each skill)

From the EFF Teaching/Learning Toolkit:

- **Step 5 of the Teaching/Learning Cycle**
  http://eff.cls.utk.edu/toolkit/step5.htm
- **Read with Understanding Guide and Diary**
  http://eff.cls.utk.edu/toolkit/tools_read_understanding.htm
- **Listen Actively Guide and Diary**
  http://eff.cls.utk.edu/toolkit/tools_listen_actively_guide.htm

STEP 6

Observe and Document Evidence of Learner Performance on the Task and Skill

Document evidence of learner performance. Develop a process to share this evidence with the learners so they can see what additional work is needed to meet their work readiness goals (such as passing the Work Readiness Credential assessment or other goals).

You may want to set up folders based on the Work Readiness Credential Profile in which learners can keep this evidence of increasingly skilled performance, and which can serve as a source for portfolios they can use to demonstrate their achievements to prospective employers.

Recommended Materials to Use

From this Guide:

- Appendix B: Performance Continua for EFF Work Readiness Credential Profile Skills

From the EFF Teaching/Learning Toolkit:

- **Step 6 of the Teaching/Learning Toolkit**
  http://eff.cls.utk.edu/toolkit/step6.htm
- **Teacher Observation Logs**
  http://eff.cls.utk.edu/toolkit/tools_teacher_observation_log.htm
- **Learning Logs**
  http://eff.cls.utk.edu/toolkit/tools_learning_logs.htm

STEP 7

Evaluate and Reflect on How What Was Learned Is Transferable to Real Life Situations

Engage learners in a process of reflecting on what they have learned. Ask them to look again at the Profile. How does what they have learned working on *this* task transfer to their ability to perform *other* tasks on the Profile? What other underlying *skills* were addressed during the learning activity (e.g., a task related to cooperating with others might also have required learners to work on their reading skills). These discussions will help learners to see how skills and strategies transfer from one context and task to another.

Recommended Materials to Use

From this Guide:

- **The Work Readiness Credential Profile**

From the EFF Teaching/Learning Toolkit:

- **Step 7 of the Teaching/Learning Cycle**
  http://eff.cls.utk.edu/toolkit/step7.htm
- **Reflect on What Was Learned and How It Can Be Applied in Life**
  http://eff.cls.utk.edu/toolkit/tools_reflect.htm

STEP 8

Determine Next Steps to Help Learners Become Work Ready

Ask learners to look once again at the Profile and skills. Work with them to identify other tasks they might work on and additional knowledge and skills they may need to develop.

Recommended Materials to Use

From this Guide:

- The Work Readiness Credential Profile

From the EFF Teaching/Learning Toolkit:

- **Step 8 of the Teaching/Learning Cycle**
  http://eff.cls.utk.edu/toolkit/step8.htm
- **Use the Four Dimensions of Performance in Planning Next Steps**
  http://eff.cls.utk.edu/toolkit/tools_use_4d.htm
- **Deciding on Next Steps**
  http://eff.cls.utk.edu/toolkit/tools_deciding_next_step.htm

EXAMPLE 1: READ WITH UNDERSTANDING

This example illustrates how an instructor addressed the skill Read With Understanding in a real-world, workplace-related activity.

EXAMPLE 1: STEP 1

General Guidance		Specific Example
Determine the learner's goals	***Guiding Questions:*** Looking at the profile, what tasks do you feel you most need to work on? Why are these tasks important for work readiness?	Together the instructor and learners look at the Profile and discuss the tasks in light of their learning goals. In this class, learners all work in entry-level jobs in housekeeping at a hotel. Individual learners share information about several areas they would like to work on. For example, several learners would like to know more about procedures for handling emergencies. Several others note that they would like to learn how to use the technology at the office.
Identify the EFF skills to achieve these goals	Which EFF skill would help you progress toward your goal?	As the class discusses these goals further, they recognize that a stumbling block is their inability to read written materials such as descriptions of emergency procedures and manuals that describe how to use the photocopy and fax machines. They decide that the underlying skill they most need to work on to become proficient at these tasks is Read with Understanding.
Determine the learner's prior knowledge about these goals and the EFF skill	What do you already know how to do in relation to this goal and what do you need to learn?	The class then discusses the kinds of reading they need to do on the job and what kinds of job-related reading is easy and more difficult for them. The instructor compares this with what she already knows about learners' reading levels based on testing that was done when they enrolled in the program.

EXAMPLE 1: STEP 2

General Guidance		Specific Example
In the classroom, identify a specific training activity that can be used to practice the EFF skills.	***Guiding Questions:*** What is the class as a group excited or concerned about? How can we come to consensus on a shared priority that can focus our work as a group?	Together the instructor and learners think about an activity that could be a focus of their practice. As they talk they realize that even though they have different job responsibilities, nearly everyone would like to know how to use the photocopy and fax machines that are located in the staff room and that this would be a good focus for their work together. Even though there are some workers that do not have access to this staff room, everyone agrees that learning to what to do when some words or steps are complicated would be a good thing to learn and apply to other kinds of reading at work.

EXAMPLE 1: STEP 3

General Guidance		Specific Example
Use the EFF skill to design a learning activity that addresses the goal of the learners	***Guiding Questions:*** What do we need to do to plan a meaningful learning activity that will address this goal? How can we build into the activity ways for learners to practice each part of the EFF skills we have identified?	The instructor next asks learners to bring in samples of the manuals for using the photocopy and fax machines at the worksite. She also obtains two other sample manuals for similar machines. Together they look at the components of the skill Read with Understanding in light of this task, for example: What is our purpose for reading the manuals? Do we need to read all of it? How do we decide which parts are important? What strategies can we use when we come to words we don't understand? How can we check to see if we have understood by trying out different features of these machines? The instructor works with learners to think about how they will organize the learning activities over three class sessions.

EXAMPLE 1: STEP 4

General Guidance		Specific Example
Develop and explain the plan to capture evidence and report learning	***Guiding Question:*** How well do learners need to be able to perform the task? What level of performance is appropriate given learners' current skill levels? What do we make sure learners have a clear understanding of what will be assessed?	Based on what she already knows about the reading levels of the learners, the instructor begins a rough draft of a checklist to use to evaluate how well the learners are able to read the manuals. For example, since her learners are at Performance Level 3 on this skill, she can expect them to be able to read a simplified manual, such as the quick start guide for using the copy machine. They should have some strategies for figuring out the meaning of vocabulary words in context and be able to use some simple strategies for monitoring their understanding. She shares this checklist with learners. They help her to refine it and, in the process become clearer regarding the skills they need to learn and be able to perform.

EXAMPLE 1: STEP 5

General Guidance		Specific Example
Learners carry out the learning activity	***Guiding Question:*** What can I do to help learners learn the sub-skills required to perform this task?	Learners work individually and in small groups to read several sample quick start guides and discuss that they have read. As the learners do this, the instructor observes the learners use of reading strategies. She also guides learners through the activity, suggesting other strategies they can use and leads them in discussions summarizing what they have learned.

EXAMPLE 1: STEP 6

General Guidance	Specific Example
Observe and document evidence of performance on the EFF skill	On the last day of the activity, the class goes to a room with a photocopy and a fax machine. They read sample quick start guides the instructor has prepared and give demonstrations on how to use the machines. As learners give their individual presentations about what they read to the class, learners evaluate one another using the checklist they developed earlier. After the presentations, the instructor leads a discussion with the learners about what they have collectively learned about reading manuals at work.

EXAMPLE 1: STEP 7

General Guidance		Specific Example
Evaluate and reflect on what was learned	***Guiding Questions:*** How does what you have learned working on *this* task transfer to your ability to perform *other* tasks on the Profile? What other underlying EFF skills were addressed during the learning activity?	After a discussion of what they learned on *this* task, the instructor leads a discussion of how what they have learned might able to other kinds of reading they might need to do at work. For example, how might the skills they have learned help them to read safety warnings, employee handbooks, or memos about upcoming meetings? Next she asks learners to think about other skills besides reading they have practiced as part of this activity. For example, they have practiced skills related to Use Information and Communications Technology and Observe Critically. The instructor asks them to reflect on what they have learned in relation to these skills as well and how they might use *them* in the workplace.

EXAMPLE 1: STEP 8

General Guidance		Specific Example
Determine next steps to help learners achieve their goals	***Guiding Question:*** What other tasks on the Profile might we work on next? What knowledge and skills do we still need to develop?	Before completing the activity, the instructor returns the attention of learners' to the Profile again. Based on their experience with this task, learners are now eager to tackle other challenges. For example, as part of working on this activity they have recognized the need to develop better strategies for working through conflict constructively, such as: what to do when they see co-workers overuse the copy machine to make personal copies or take office supplies home; and determining when using office equipment, such as the phone, may be appropriate. Although the class knows they need more practice with the skill Read with Understanding, they decide to next work on skills related to Resolve Conflict and Negotiate. The instructor agrees to look for reading materials on this topic and think about activities that would help them to develop their skills at resolving conflict.

EXAMPLE 2: COOPERATE WITH OTHERS

This example illustrates how an instructor addressed the skill Cooperate With Others in a real-world, workplace-related activity.

EXAMPLE 2: STEP 1

General Guidance		Specific Example
Determine the learner's goals	***Guiding Questions:*** Looking at the profile, what tasks do you feel you most need to work on? Why are these tasks important for work readiness?	The instructor and learners look at the Profile and use it to generate a discussion of their learning goals. One learner who works in an office as an administrative assistant picked out the task "Work as part of a team to develop and achieve mutual goals and objectives." He told the class that his job involves providing support for several employees. Often a number of people give him work to do at the same time. He says he often doesn't know how to respond appropriately when everyone wants their work done "now." This experience resonated with many other learners in the class. They described how the same thing can happen in retail and manufacturing.
Identify the EFF skill to achieve these goals	Which EFF skill would help you progress toward your goal?	Together the instructor and learners look at the EFF skills that are linked to this task on the Profile. They look at the components of performance for three skills linked to this task: Solve Problems and Make Decisions, Resolve Conflict and Negotiate, and Cooperate with Others. They decide that the skill that is most closely linked to the issue they want to work on is Cooperate with Others. This skill focuses on interacting with others in ways that are friendly, courteous and tactful, seeking input from others and helping them to understand one's own issues and actions and adjusting one's actions to take into account the needs of others and the task. The group agreed that each of them would like to learn better ways to get a sense from co-workers about how "urgent" their task and to tactfully let others know they will have to wait if their task is less urgent.

EXAMPLE 2: STEP 1 (CONTINUED)

General Guidance		Specific Example
Determine the learner's prior knowledge about these goals and the EFF skill	***Guiding Question:*** What do you already know how to do in relation to this goal and what do you need to learn?	The instructor asks the learners to look at the components of performance for Cooperate With Others. For each component they brainstorm appropriate actions related to the case of getting multiple assignments at once. They make a list of things that employees can say to demonstrate respect for each co-worker, to find out exactly what they want done and how important it is, and to communicate the fact that they have not just this job, but many others that need to be done. Then, learners check off those things on the list they feel they already do well and those they would like to improve.

EXAMPLE 2: STEP 2

General Guidance		Specific Example
In the classroom, identify a specific training activity that can be used to practice the EFF skills.	***Guiding Questions:*** What is the class as a group excited or concerned about? How can we come to consensus on a shared priority that can focus our work as a group?	The instructor suggests role play scenarios might be one way to practice skills and strategies related to working cooperatively. The class likes this idea and decides to divide into groups of four. Each group will come up with a scenario in which an employee is given multiple tasks by multiple co-workers and supervisors. The groups will exchange scenarios and role play each others' example.

EXAMPLE 2: STEP 3

General Guidance		Specific Example
Use the EFF skill to design a learning activity that addresses the goal of the learners	***Guiding Questions:*** What do we need to do to plan a meaningful learning activity that will address this goal? How can we build into the activity ways for learners to practice each part of the skills we have identified?	Together the class comes up with a plan to address this task and skill in three class sessions: one to write the role plays and begin to act them out, a second day to continue the roles plays, and one to reflect on what has been learned and how to apply it at work. The class decides that each person should have a chance to be the "busy worker," and that they should have some way to evaluate how each person does. They ask the instructor to help them to develop a check list for this.

EXAMPLE 2: STEP 4

General Guidance		Specific Example
Develop and explain the plan to capture evidence and report learning	***Guiding Question:*** How well do learners need to be able to perform the task? What level of performance is appropriate given learners' current skill levels? What do we do to make sure learners have a clear understanding of what will be assessed?	The instructor begins work on a checklist to use to evaluate whether each employee is successful at working cooperatively. The instructor considers the level of skill required for the task and the current level of proficiency of the learners on the skill. She determines that she and the learners will aim at Level 2 on the Cooperate with Others Performance Continuum. Because the language in the performance continuum is somewhat complex, she decides to work on a "first draft" checklist for the learners. Looking at the "Key Knowledge, Skills and Strategies" for Level 2, she comes up with items for the checklist that cover each of the bulleted skills. She then shares this list with the learners and asks them to help her refine it. She makes sure they have a clear understanding of what will be assessed. In addition to peer-assessment, the teacher will also assess each student and have a short conference to debrief after the role play.

EXAMPLE 2: STEP 5

General Guidance		Specific Example
Learners carry out the learning activity	***Guiding Question:*** What can I do to help learners learn the sub-skills required to perform this task?	On the first day of the activity, before sending the learners off into small groups, the instructor works with learners to further develop their list of "appropriate" things to say to co-workers under different conditions. They use the components of performance for the skill Cooperate with Others to guide their work. For example, they come up with things to say that demonstrate friendliness and courtesy; phrases that can be used to demonstrate respect for others' ideas, and short "scripts" that can be adapted to use to seek input from others in order to understand their actions and reactions. One area that most learners find difficult is in finding the right language to use when they need to stand up for their own needs and interests in an assertive way. The group discusses the difference between passive, aggressive and assertive language. They then use what they have learned to help them to develop role play scenarios that will give them a chance to practice these skills and subskills. After this step is complete, learners divide into small groups and participate in their own role-play. Afterwards they rate themselves and each other based on the rubric developed earlier.

EXAMPLE 2: STEP 6

General Guidance	Specific Example
Observe and document evidence of performance on the EFF skill	The instructor allows a full class session after the role plays are done to give learners a chance to discuss what they have learned and evaluate their own progress as well at that of their classmates based on how they rated themselves and one another on the checklists. While the instructor will share her own observations of learner performance with each learner individually, there are many issues that can be shared in the large group. Many learners are excited about how much they have learned through doing this activity. Some have written down short "scripts" they plan to practice and have ready next time they confront a situation that requires cooperation at work.

EXAMPLE 2: STEP 7

General Guidance		Specific Example
Evaluate and reflect on what was learned	***Guiding Questions:*** How does what you have learned working on *this* task transfer to your ability to perform *other* tasks on the Profile? What other underlying EFF skills were addressed during the learning activity?	After the class discusses this particular instance of working cooperatively (when multiple tasks have been assigned) the instructor asks the learners to think of other circumstances when they need to work cooperatively at work, such as planning a special event. They consider how what they have learned might transfer to this situation. Two of the learners who are parents also remark that they plan to use these same skills in an upcoming parent-teacher conference at their children's school. The class also goes back to look at the two other skills they decided not to work on: Solve Problems and Make Decisions; and Resolve Conflict and Negotiate. They discuss how what they have learned for this activity might apply to those skills as well.

EXAMPLE 2: STEP 8

General Guidance		Specific Example
Determine next steps to help learners achieve their goals	***Guiding Question:*** What other tasks on the Profile might we work on next? What knowledge and skills do we still need to develop?	Finally, the class briefly discusses what to work on next. They go back to look at other tasks and skills that provide practice with Cooperate With Others, such as "Address customer comments, questions, and concerns," and "Demonstrate promptness." The instructor leads the class in a discussion regarding whether they would like to plan another activity related to the skill Cooperate with Others, or move on to working with other tasks and skills.

C. Are You Ready to Take the Test and Earn the Credential? A Guide to Individual Self-Assessment

This section provides a set of steps individuals who want to earn the credential can follow to check their readiness to take the Work Readiness Credential assessment. Following the steps are two worksheets. To complete the self-assessment, individuals will also need copies of the WRC Profile and the EFF Skills Charts in section IVA.

The Work Readiness Credential assessment is based on the skills and tasks included in the Work Readiness Profile. Passing the WRC assessment and earning the credential requires a level of ability across all the skills in the WRC Profile that is sufficient to accomplish the types of tasks included in the WRC Profile – tasks that have been identified through our research as being critically important to success in an entry-level job.

The Work Readiness Credential assessment includes the following four parts:

1. **Work Readiness Situational Judgment Test** (assessing the EFF skills Cooperate With Others, Solve Problems and Make Decisions, Resolve Conflict, Observe Critically, and Take Responsibility for Learning)

2. **Work Readiness Reading Test** (assessing the EFF skill Read With Understanding)

3. **Work Readiness Math Test** (assessing the EFF skill Use Math to Solve Problems and Communicate)

4. **Work Readiness Oral Language Test** (assessing the EFF skills Listen Actively and Speak So Others Can Understand)

In Step A of the self-assessment, individuals review the WRC Profile and think about what they can do. In Step B, individuals identify which skills they can use well and which skills they may need to improve in order to accomplish entry-level work tasks. In Step C, individuals evaluate their current level of ability on skills they need to improve to ready themselves for success in earning the credential. These three lettered steps in the self-assessment are based on Step 1 of the Teaching/Learning Cycle, described in section IVB. Instructors and trainers who want to guide individuals through the process of completing the self-assessment steps can find ideas to adapt on the Web pages listed in section IVB, particularly those for the following tools: Identifying Standards that are Most Important to You, and Developing a Learning List.

Are You Ready to Take the Test and Earn the Credential? A Guide to Individual Self-Assessment

STEP A

Look at all the tasks on the Profile.

Think about:

- Which tasks on the Profile you can already perform;
- Which tasks you want to be able to perform, or perform better

Materials You Can Use

- ❑ The Work Readiness Credential Profile

STEP B

Decide on one or more EFF skill or skills to focus on.

Complete the Work Readiness Skills Checklist**.** Mark the skills you can use well and the skills you need to improve to accomplish tasks on the Profile. Look at the EFF skills that you want to work on. Think about what you already know and can do in relation to those skills.

Materials You Can Use

- ❑ Worksheet: Work Readiness Skills Checklist (pages 1 & 2)
- ❑ Appendix A: EFF Work Readiness Profile Task and Skill Linkages
- ❑ Part IVA, the EFF Skills Charts (to see a full description of each EFF skill)
- ❑ Worksheet: My Learning List

STEP C

Determine your current level of performance.

Look at the EFF Skill Charts and compare your current abilities with the ones described for a task and activity at each of the given levels. Identify which tasks you can perform adequately, which ones you may need improved skills to perform, and which ones you would like to learn to perform. (Consult the Performance Continua for detailed information of what is expected at each level of performance.) Go back to your Learning List and circle the abilities you think you will need to improve in order to be ready to take the Work Readiness Credential test.

Materials You Can Use

- ❑ Part IVA, the EFF Skill Charts (for suggested levels to attain in order to pass the Work Readiness Credential assessment)
- ❑ Appendix B: Performance Continua for EFF Work Readiness Profile Skills
- ❑ Worksheet: My Learning List

Work Readiness Skills Checklist * (page 1)

Can You Use this EFF Skill …	… to Accomplish this Workplace Activity?	I Can Do This Well	I Need to Improve
Speak So Others Can Understand	Call a supervisor to report an on-the-job problem.	❑	❑
	Make appropriate and well-timed contributions during an informal work meeting.	❑	❑
Listen Actively	Identify key information provided over the telephone in order to direct a caller to the appropriate extension.	❑	❑
	Listen and contribute appropriately to a discussion in a small group meeting at work where a difficult decision must be made.	❑	❑
Read With Understanding	Read a chart showing names, job titles, and responsibilities to find the right person to go when approval is needed for a work-related activity.	❑	❑
	Read a section of a company employee handbook in order to understand appropriate dress requirements.	❑	❑
Observe Critically	Examine a piece of equipment and complete a checklist marking the condition of critical parts and operations.	❑	❑
	Identify key information gained from viewing a video demonstration of how to operate a new piece of equipment.	❑	❑
Cooperate With Others	Coordinate with other workers to check in a shipment of recently ordered office supplies when it arrives.	❑	❑
	When informed of a new work schedule, accept it with a positive attitude and make adjustments to fit the new schedule.	❑	❑

Work Readiness Skills Checklist * (page 2)

Can You Use this EFF Skill …	… to Accomplish this Workplace Activity?	I Can Do This Well	I Need to Improve
Resolve Conflict and Negotiate	Meet with coworkers to resolve conflicts about responsibilities for maintaining a tidy and safe workplace.	❑	❑
	Analyze a conflict leading to a supervisor threatening to lay off a new worker, and using a company's grievance procedure, negotiate a win/win solution to the conflict.	❑	❑
Use Math to Solve Problems and Communicate	Stay within budget when purchasing work supplies.	❑	❑
	Organize results of a customer satisfaction survey, and use the information to improve job performance.	❑	❑
Solve Problems and Make Decisions	Design a filing system so that often-used documents can be found quickly and easily.	❑	❑
	Predict potential situations requiring addressing personal needs during work hours and plan for ways to attend to them outside of work hours or while on breaks.	❑	❑
Take Responsibility for Learning	Learn about and use an email account in order to communicate with coworkers and supervisors about job duties.	❑	❑
	Learn about the products or services of the organization by accessing multiple sources of information (e.g., reading brochures or catalogs, and talking to coworkers and supervisors).	❑	❑

* If you would like more detailed information about the levels of skills needed to earn the Work Readiness Credential, please see the EFF Skills Charts (Part IVA, pages 33-42).

My Learning List	
Goal: To earn the Work Readiness Credential	EFF Skills I Need to Improve:
What can I already do?	What do I need more practice on?

V. Guidelines for Providing Training and Instruction in EFF Work Readiness Skills

V. GUIDELINES FOR PROVIDING TRAINING AND INSTRUCTION IN EFF WORK READINESS SKILLS

Adult education and training must take into consideration the cognitive complexities presented by the learners' years of life experience. Adults often face the need to integrate into the workplace with apprehension driven by a number of factors. Some deal with limited language skills, a lack or limited range of professional skills, or the need to apply previously acquired skills in a completely new cultural and professional environment. Most adult learners are characterized by being autonomous, self-directed, goal-oriented, and practical. These factors create a complex and challenging instructional environment that can be most successfully approached by understanding and addressing individual needs. Subsequently, instructional approaches for adults must reflect the experiential nature of learning.

Adults learn when there is a **clear purpose** for the learning activity, when they are able to **set meaningful goals**, and when they **apply knowledge and skill to new situations**. Adult learners must be engaged in all phases of instruction in order for it to be meaningful. To meet the needs of adult learners, the EFF skills provide a transparent progression of skill acquisition, which allows the learner to be fully involved in the learning process. Learners identify what they already know, form an understanding of the desired levels of performance, generate goals, monitor performance, and evaluate outcomes as they practice new skills. The following strategies, in conjunction with the specific steps of the Teaching/Learning Cycle, provide a general guideline for instruction.

Learners need to be engaged throughout the learning process in identifying and applying their prior experience and knowledge to their learning. Adult learners need to be involved in setting goals and planning learning activities in order to realize the relevance of the learning plan to their work goals. Learners can use the Work Readiness Credential Profile to identify specific skills and/or tasks that are relevant to individual and group goals and incorporate them into their learning plans.

WHERE TO GO FOR MORE INFORMATION

- Step 1 of the EFF Teaching/Learning Cycle
  http://eff.cls.utk.edu/tooklit/step1.htm
- Step 2 of the EFF Teaching/Learning Cycle
  http://eff.cls.utk.edu/tooklit/step2.htm

Learners should have opportunities for individual, pair, and group work. Activities selected should require diverse settings and interactions and should solicit prior knowledge and skills. Learning activities should be flexible, to allow adjustments and expansion to include multiple skills and provide learners with opportunities to improve performance.

WHERE TO GO FOR MORE INFORMATION

- Step 3 of the EFF Teaching/Learning Cycle
  http://eff.cls.utk.edu/tooklit/step3.htm
- Activities that Build Knowledge, Skills and Expertise
  http://eff.cls.utk.edu/PDF/02research-practice.pdf

Skill practice should be embedded in a relevant context, through the use of authentic materials. Instructors should select materials from the learners' current workplace or industry-specific materials. Materials should be specific to the focus task as described in the Profile and allow for evaluation of skills in real-life situations.

WHERE TO GO FOR MORE INFORMATION

- Step 3 of the EFF Teaching/Learning Cycle
  http://eff.cls.utk.edu/tooklit/step3.htm
- Step 7 of the EFF Teaching/Learning Cycle
  http://eff.cls.utk.edu/tooklit/step7.htm
- Activities that Build Knowledge, Skills and Expertise
  http://eff.cls.utk.edu/PDF/02research-practice.pdf

Instructors should select a variety of activity types. The activities should make use of various media, such as video, websites, and print materials and solicit the use of multiple skills. Such an approach will allow opportunities for learners to demonstrate use of integrated skills.

WHERE TO GO FOR MORE INFORMATION

- Step 5 of the EFF Teaching/Learning Cycle
  http://eff.cls.utk.edu/tooklit/step5.htm
- Activities that Build Knowledge, Skills and Expertise
  http://eff.cls.utk.edu/PDF/02research-practice.pdf

Instructors should build in opportunities throughout the activity for learners to reflect on and monitor their own developing knowledge, skills, and learning strategies. Instructors should use a variety of assessment types: multiple-choice tests; short-answer tests; oral presentations; observation checklists; self- and group-monitoring checklists or charts such as attendance logs or assignments completed. Learners may make use of individual and group assessment portfolios that demonstrate learning outcomes.

WHERE TO GO FOR MORE INFORMATION

- Step 4 of the EFF Teaching/Learning Cycle
  http://eff.cls.utk.edu/tooklit/step4.htm
- Step 6 of the EFF Teaching/Learning Cycle
  http://eff.cls.utk.edu/tooklit/step6.htm

Instructors should work with learners to continually revisit and revise their goals. Instructional and assessment strategies should be based on particular abilities and needs of different learner populations. Such strategies should also accommodate various learning styles such as visual, aural, and kinesthetic. Outcomes of learning plans and learning activities should inform decisions on future steps and help learners identify skills in need of further development.

WHERE TO GO FOR MORE INFORMATION

- Step 8 of the EFF Teaching/Learning Cycle
  http://eff.cls.utk.edu/tooklit/step8.htm

Appendix A:
Work Readiness Credential Profile Task and Skill Linkages

APPENDIX A:
WORK READINESS CREDENTIAL PROFILE TASK AND SKILL LINKAGES

The Work Readiness Credential Profile in this guide shows color- and shape-coded linkages between the EFF skills and the major entry-level tasks in the Profile. These linkages show the EFF skills that may be needed to perform entry-level tasks. The purpose of the color- and shape-coded linkage chart and the more detailed information in the tables below is to help instructors identify skills that jobseekers may need to develop in order to successfully perform entry-level tasks. The linkages are also a guide to help trainers, instructors, and others understand the ways that EFF skills are defined and measured in the test that is the basis for awarding the Work Readiness Credential.

These linkages are based on the results of surveys of industry representatives and subject matter experts, and on analysis by Work Readiness Credential research staff. The tables below show major linkages made between a skill and a task. Please keep in mind that for many tasks in the Profile, the linked skills listed may not be the only skills that are important to the task. Also, not all the skills listed may be used in every situation in which the task occurs. Tasks may require application of a number of various skills, depending on the particular activities and situations involved.

The legend below lists abbreviations used in the tables for the names of the skills.

LEGEND FOR EFF SKILL ABBREVIATIONS

EFF Skill Category	EFF Skill	Abbreviation
Communication Skills	Speak So Others Can Understand	S
	Listen Actively	L
	Read with Understanding	R
	Observe Critically	O
Interpersonal Skills	Cooperate With Others	Coop
	Resolve Conflict and Negotiate	Resolve
Decision Making Skills	Use Math to Solve Problems and Communicate	Math
	Solve Problems and Make Decisions	Solve
Lifelong Learning Skills	Take Responsibility for Learning	Learn
	Use Information and Communications Technology	Tech

Profile Category	Profile Task	Linked EFF Skills
Acquire and Use Information	Acquire, use, and share information accurately and in a timely manner in order to:	S, L, R, O, Coop, Math, Learn, Tech
	- Get work done.	S, L, O, Coop, Math, Learn
	- Identify appropriate procedures.	L, R, O, Learn
	- Respond to requests from internal and external customers.	S, L, R, O, Coop, Resolve, Solve
	Read and understand information presented in written form well enough to get the job done.	L, R
	Communicate in spoken English well enough to get the job done.	S, L, R
	Ask for clarification or help from supervisor or appropriate others when needed.	S, L, O, Coop, Learn
Use Technology	Learn how to use appropriate computer-based technology to get the job done most efficiently.	R, O, Learn, Tech
	Be able to use a telephone, pager, radio, or other device to handle and process communication.	S, L, Solve, Tech
	Make sure that all equipment is in safe working order.	O, Math, Solve, Tech
	Use equipment properly to minimize damage to equipment or injury to oneself or others.	R, O, Learn, Tech

Profile Category	Profile Task	Linked EFF Skills
Use Systems UNDERSTAND SYSTEMS	Understand how one's own performance can impact the success of the organization.	S, L, O, Coop, Learn
	Comply with organizational policies and procedures in a consistent manner.	L, R, O, Coop, Learn
	Pay attention to company guidelines regarding: - Personal and professional interactions. - Appropriate dress. - Health and safety.	S, L, R, O, Coop, Learn S, L, R, O, Coop, Learn L, R, O, Coop L, R, O, Coop, Learn
	Follow established procedures for handling urgent situations or emergencies.	S, L, R, O, Solve
	Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations.	L, R, O, Coop, Learn
	Go to the appropriate person/source when approval is needed for work-related activities.	S, L, R, O, Coop, Learn, Tech
Use Systems MONITOR AND CORRECT PERFORMANCE	Monitor quality of own work.	O, Math, Solve, Learn, Tech
	Accept and use constructive criticism for continuous improvement of own job performance.	L, O, Coop, Solve, Learn
	Keep track of changes within the organization and adapt to them.	S, L, O, Coop, Learn

Profile Category	Profile Task	Linked EFF Skills
Work With Others DIVERSITY	Work as part of a team to develop and achieve mutual goals and objectives.	S, L, O, Coop, Resolve, Solve
	Develop and maintain good working relations with coworkers, supervisors, and others throughout the organization, regardless of background or position:	S, L, O, Coop, Resolve, Learn
	- Be respectful and open to the thoughts, opinions, and contributions of others.	S, L, O, Coop, Resolve, Learn
	- Avoid use of language or comments that stereotype others.	S, Coop, Resolve, Learn
Work With Others NEGOTIATE	Work through conflict constructively.	S, L, O, Coop, Resolve, Solve
Work With Others SERVE CLIENTS	Address customer comments, questions, concerns and objections with direct, accurate, and timely responses.	S, L, R, O, Coop, Resolve, Solve, Learn
	Verify customer identification to validate forms, provide services, or carry out procedures.	S, L, R, O, Solve, Tech
Integrity	Demonstrate integrity.	S, L, O, Coop, Learn
	Maintain confidentiality, as appropriate, about matters encountered in the work setting.	L, O, Coop

Profile Category	Profile Task	Linked EFF Skills
Know How to Learn	Accept help from supervisors and coworkers.	S, L, O, Coop, Learn
	Learn new/additional skills related to your job.	L, R, O, Coop, Solve, Learn
	Learn about the products/services of the organization.	L, R, O, Learn, Tech
Responsibility	Demonstrate willingness to work.	S, L, Coop, Learn
	Take responsibility for completing one's own work assignments:	L, R, O, Coop, Math, Solve, Learn
	- Accurately.	O, Math, Solve
	- On time.	Coop, Math, Solve
	- To a high standard of quality.	O, Coop, Solve, Learn
	- Even when the work is physically or mentally challenging.	Coop, Solve, Learn
	- As efficiently as possible, to minimize costs, rework, and production time.	O, Coop, Math, Solve
	Show initiative in carrying out work assignments.	S, L, Coop, Learn
Allocate Resources	Use basic math well enough to get the job done.	R, Math, Solve, Learn
	Manage time effectively to: - Get the work done on schedule.	L, R, O, Coop, Math, Solve L, R, O, Math
	- Prioritize tasks.	L, O, Coop, Math, Solve
	- Make sure that urgent tasks are completed on time.	O, Coop, Math, Solve
	Make sure that materials, tools, and equipment are available to do the job effectively.	O, Math, Solve, Tech

Profile Category	Profile Task	Linked EFF Skills
Solve Problems	Cope with a work situation or tasks that change frequently:	S, O, Coop, Resolve, Solve, Learn
	- Demonstrate flexibility.	S, L, Coop, Learn
	- Accept new or changed work responsibilities with a positive attitude.	L, Coop, Learn
	- Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others.	O, Coop, Resolve, Solve
	Identify actual or potential problems related to one's own work:	S, L, O, Coop, Resolve, Math, Solve
	- Report them in a timely manner, according to company policy.	S, L, O, Coop, Resolve, Solve
	- Help to fix them.	Coop, Math, Solve
Self Management	Display responsible behaviors at work:	S, L, R, Coop, Resolve, Solve, Learn
	- Avoid absenteeism.	Coop, Solve
	- Demonstrate promptness.	L, R, Coop, Solve
	- Maintain appropriate grooming and hygiene.	O, Coop, Solve, Learn
	- Do not attend to personal business when on the job, except in emergencies.	Coop, Solve, Learn
	- Manage stressful situations effectively.	Coop, Resolve, Solve, Learn

Appendix B: Performance Continua for EFF Work Readiness Profile Skills

APPENDIX B: PERFORMANCE CONTINUA FOR EFF WORK READINESS PROFILE SKILLS

Introduction to the Performance Continua

Performance continua for each of the 10 EFF skills on the Work Readiness Profile are provided in this Appendix. Each Performance Continuum describes from one to up to six performance levels, depending on the skill. Each level describes a qualitatively distinct stage in the development of proficiency on the skill, and builds on the previous levels. Thus, an adult who is able to perform at Level 3 also has mastered the performance on the skill described at Levels 1 and 2. Each performance level of the EFF Performance Continuum for each EFF skill is divided into four sections, which are explained below.

Section 1: The Definition of the EFF Skill

Section 1 is the definition of the EFF skill. The performance-level description starts with the components of performance of the skill. These components define the skill and they remain the same at each level of performance. This repetition serves as a reminder that the integrated skill process defined by the components of performance for each standard is constant across all levels, from novice to expert levels of performance. What changes from level to level is the growth and complexity of the underlying knowledge base and the resulting increases in fluency and independence in using the skill to accomplish an increasing range and variety of tasks.

Section 2: Key Knowledge, Skills, and Strategies

Section 2 is a list of key knowledge, skills and strategies that can be observed in proficient performance at that level. This listing of key knowledge, skills, and strategies is specific to each level and is the foundation for designing assessments to measure performance at that level. Beyond serving as guide for assessment development, the key knowledge, skills, and strategies described at each performance level can also be used to identify instructional objectives or can be included in the criteria used for placement of learners in instructional levels.

Section 3: Fluency, Independence and Ability to Perform in a Range of Settings

Section 3 is the description of fluency, independence, and ability to perform in a range of settings expected for proficient performance on the standard at each level. Like the descriptions of key knowledge, skills, and strategies in Section 2, the descriptions in Section 3 are specific to each level and are intended to serve as a basis for guiding assessment, learning, and instruction that is appropriate to that level.

Section 4: Examples of Applications of the Standards

Section 4 is a short list of examples of the purposeful applications (activities) that an adult who is proficient at that level can accomplish. This list of examples is illustrative and not exhaustive. Like Sections 2 and 3, the descriptions of activities in Section 4 are specific to each performance level. This list is based primarily on actual reports from instructors of what learners could use the EFF skill to accomplish. These real-world examples are useful to adults and their instructors in making concrete the purpose and need for attaining increasing proficiency in performance on the standard. The list of real-world accomplishments also provides guidance for selecting and designing content for instructional materials and assessments.

Speak So Others Can Understand
Performance Levels 1 – 5

PERFORMANCE LEVEL 1

Speak So Others Can Understand

How adults at Level 1 **Speak So Others Can Understand:**

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

Level 1 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 1 can:

- Recall and use a limited set of learned words and phrases related to basic personal information, basic objects, and a limited number of activities and immediate needs in familiar, predictable, and straightforward communication tasks
- Use simple strategies (such as stock phrases and questions; responding to simple, direct questions; and, combining or re-combining learned or heard words and phrases) to select and relay information
- Apply simple strategies (such as gestures, eye contact, and simple, repeated requests for feedback from listener) to monitor effectiveness of the communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 1 can sometimes speak learned and rehearsed words and phrases fluently and accurately but other times speak with hesitation and inaccuracy in a familiar setting with a familiar audience (usually face-to-face with one person). A high level of support is provided (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or nonstandard and speech may, at times, be difficult to understand even by a skilled, supportive listener.

Level 1 Examples of Proficient Performance

Adults performing at Level 1 can Speak So Others Can Understand to accomplish a variety of goals, such as:

- Giving short answers about personal information (name, address, phone number, etc.) in response to simple, learned questions
- Identifying self and leaving a short, simple (learned and rehearsed) message on telephone voicemail
- Greeting familiar people (co-workers, classmates, etc.) in a familiar setting
- Asking for simple, specific information (such as the cost of an item in a store)
- Asking for help lifting or moving a heavy object in an appropriate manner
- Expressing lack of understanding and asking for repetition in a familiar situation such as with the secretary in an adult education program

PERFORMANCE LEVEL 2

Speak So Others Can Understand

How adults at Level 2 **Speak So Others Can Understand:**

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

Level 2 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 2 can:

- Recall and use a somewhat limited vocabulary including words related to common, everyday topics, personal experience; know and use basic grammar and sentence structure (heard in the immediate environment); know and use basic awareness of appropriate register (level of formality) in familiar, predictable communication tasks
- Use simple strategies (such as reacting to questions or combining and recombining short known words or phrases) to select and relay information
- Apply simple strategies (such as requests for feedback repetition, and rephrasing) to monitor and enhance the effectiveness of the communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can speak mostly short utterances (sometimes inaccurate, incomplete sentences and sometimes fluent and accurate sentences that may be expansions of learned materials and stock phrases) in familiar settings with a familiar audience (usually face-to-face with one person) when provided with a high level of support (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or non-standard and speech may be difficult to understand even by a skilled, supportive listener.

Level 2 Examples of Proficient Performance

Adults performing at Level 2 can Speak So Others Can Understand to accomplish a variety of goals, such as:

- Responding using learned phrases to an oral interview about some general personal information
- Participating in simple and straightforward social conversations on predictable and familiar topics
- Giving simple directions to a coworker on what needs to be done next
- Placing an order for several food items in a restaurant
- Describing a few basic symptoms to a doctor
- Telling a mechanic what is wrong with a car
- Asking questions to get help filling out a simple form (such as obtaining a library card)

PERFORMANCE LEVEL 3

Speak So Others Can Understand

How adults at Level 3 **Speak So Others Can Understand:**

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

Level 3 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 3 can:

- Recall and use high-frequency vocabulary including words related to common, everyday topics and personal experience, use knowledge of basic grammar, discourse forms, and sentence structure in familiar communicative tasks
- Select from a limited ranges of strategies (such as combining and recombining known or heard words and phrases, reformulation, or self-correction) to select and relay information
- Apply some strategies (such as checking pace and register, repeating/clarifying/correcting errors as necessary, self-rating/evaluation) to monitor and enhance effectiveness of the communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can speak fluently and accurately in familiar settings with one or more familiar listeners (either face-to-face or in a brief telephone conversation) when a moderately high level of support is provided (in the form of written, visual, or verbal prompts). There may be some errors in pronunciation, but with repetition, speech can usually be understood by a skilled, supportive listener.

Level 3 Examples of Proficient Performance

Adults performing at Level 3 can Speak So Others Can Understand to accomplish a variety of goals, such as:

- Calling a supervisor to report an on-the-job problem
- Describing a character from an recently seen instructional video to a new student
- Formally welcoming a visitor to the workplace or classroom
- Responding to questions about experience and qualifications in a simple job interview
- Explaining simple work rules and procedures to a new worker

PERFORMANCE LEVEL 4

Speak So Others Can Understand

How adults at Level 4 **Speak So Others Can Understand:**

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

Level 4 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 4 can:

- Recall and use sufficient oral vocabulary (range of common, vocabulary related to personal experience and everyday activities, some idioms) as well as control of basic grammar and a variety of sentence types and registers in a range of familiar to somewhat unfamiliar or unpredictable communication tasks
- Select from a range of strategies (such as elaborating with some detail and examples; determining most important/right amount of information and content to convey) to select, organize, and relay information
- Apply a range of strategies (including attention to appropriate register, repetition of information, adjustments in pace, tone, volume, eye contact, body language based on listener's response and needs) to monitor and enhance effectiveness of communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 4 can speak fluently and accurately in settings and with audiences that may not be entirely familiar when provided with some support (in the form of guided practice, listening to a model, or advance organizers). There may be occasional pronunciation, word choice, or structural errors that hinder understanding, but speech is generally understandable (with repetition) by a skilled, supportive listener.

Level 4 Examples of Proficient Performance

Adults performing at Level 4 can Speak So Others Can Understand to accomplish a variety of goals, such as:

- Giving a short speech to the class about a childhood memory
- Giving clear instructions on how to do a task (such as how to build a fence)
- Giving a 2-minute oral response to a likely job interview question
- Making appropriate and well-timed contributions during an informal meeting (such as a meeting of parents to plan a school event)
- Expressing an opinion or point of view in a discussion with familiar people (classmates or coworkers) about a sensitive topic.
- Summarizing and describing one's opinion after reading a short fictional excerpt

PERFORMANCE LEVEL 5

Speak So Others Can Understand

How adults at Level 5 **Speak So Others Can Understand:**

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

Level 5 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 5 can:

- Recall and use a range of vocabulary including words related to most everyday, school, work, and social situations; know and use a variety of complex sentence structures and grammatical forms; know and use appropriate register in a range of communicative tasks, including unfamiliar, unpredictable, and uncomfortable interactions
- Select from a wide range of strategies (such as taking into account the interests of others; predicting outcomes, interests, or likely questions and responses; organizing information based on determination of relevance and audience needs; elaborating with significant detail and examples) to select, organize, and relay information
- Apply a wide range of strategies (including body language, pause fillers, stalling devices, and different rates of speech as needed) to monitor and enhance effectiveness of communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 5 can speak fluently and accurately in most settings with familiar and unfamiliar audiences when provided with minimal support (in the form of opportunities for role plays/ practice, learner-generated practice scripts, etc.). Pronunciation does not impede understanding and speech can generally be understood by an unsupportive, unskilled listener.

Level 5 Examples of Proficient Performance

Adults performing at Level 5 can Speak So Others Can Understand to accomplish a variety of goals, such as:

- Describing in detail a child's illness or ailment to a doctor
- Asking a police officer questions to understand why you were stopped for a traffic violation
- Asking a salesperson questions about a product to help decide whether or not to buy it
- Describing the process that is used to prepare a favorite food
- Explaining to a supervisor that a missed day of work was due to a family emergency
- Telling a story about a child to the child's teacher
- Describing the main ideas and issues presented in a newspaper article or textbook

Listen Actively
Performance Levels 1 – 5

PERFORMANCE LEVEL 1

Listen Actively

How adults at Level 1 **Listen Actively:**
- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

Level 1 Indicators

Use Key Knowledge, Skills, and Strategies
Adults performing at Level 1 can:
- Understand and respond to learned words and phrases in simple questions, statements, and high frequency commands as part of short conversations, explanations, instructions, and narratives where the linguistic complexity is considerably simplified.
- Use a few simple formulas to convey understanding, and ask for repetition or clarification and one or two simple strategies for gathering missing information and/or repairing problems in communication.
- Use non-verbal and visual clues, as well as socio-cultural, linguistic, and other background knowledge to understand the basic intent of the speaker and to meet the purpose of the communication.

Show Fluency, Independence, and Ability to Perform in a Range of Settings
Adults performing at Level 1 can comprehend the gist of simple conversations and explanations on familiar topics in face-to-face situations when tasks are highly structured and include supports, such as visual cues, pre-learning of new vocabulary and phrases, or collaborative listening. Text is considerably adjusted for listeners who usually require a slower rate of speech with frequent opportunities for repetition or rephrasing. For English language learners, level of ease and confidence in using English may be low, even in familiar contexts.

Level 1 Examples of Proficient Performance

Adults performing at Level 1 can Listen Actively to accomplish a variety of goals, such as:

- Listening and responding appropriately to a familiar speaker describing likes and dislikes or opinions related to familiar topics (such a co-worker describing a day off or a child describing a new teacher).
- Listening and responding to a short explanation of a task (such as a health worker explaining how to give a child medicine or a postal worker explaining how to fill out a form).
- Listening to a class discussion of a short article about a current event (with visuals and other written supports), following the main points and making a contribution.
- Following instructions with a few basic steps and sequence markers (such as instructions for using a home appliance or simple piece of work-related equipment) and asking appropriate questions to signal understanding or get clarification.
- Understanding the main points covered in a brief narrative (such as a weather forecast).

PERFORMANCE LEVEL 2

Listen Actively

How adults at Level 2 **Listen Actively:**

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

Level 2 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 2 can:

- Understand and respond to explanations, conversations, instructions, and narratives made up of sentence length utterances and some connected discourse on familiar topics related to personal background and needs, social conventions, and everyday tasks.
- Use several strategies, including formulas for asking for repetition and clarification, and strategies for indicating understanding, for giving feedback, for gathering missing information and/or for repairing problems in comprehension, such as by rephrasing, substituting a different word, or drawing a picture.
- Apply linguistic, socio-cultural, and other background knowledge and strategies (such as expressing an opinion or collecting relevant information) to understand the intent of the speaker and what is required to respond appropriately and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can listen for structured and well-defined purposes related to maintaining personal conversations, acquiring information, or completing basic transactions, either face-to-face or in a brief telephone conversation when language is somewhat simplified and frequent opportunities for repetition, rewording and clarification are provided. For English language learners, level of ease using English may be growing but varies depending on the level of familiarity with the audience and purpose and the stressfulness of the context.

Level 2 Examples of Proficient Performance

Adults performing at Level 2 can Listen Actively to accomplish a variety of goals, such as:

- Listening for and identifying relevant information to pass along in a face-to-face conversation (such as a safety problem and to whom it should be reported).
- Participating in a conversation where a speaker gives background information about his/her experiences and the listener appropriately shares one or two experiences about the same topic.
- Listening to a recorded telephone message adjusted for English language learners (such as weather-related school closings or simple driving directions) and pass on details to another person.
- Follow a series of multi-step instructions (such as a demonstration of a more complex piece of equipment or appliance) and use several strategies to confirm and clarify understanding.
- Listening for and following the main idea in different kinds of small group presentations (such as about a school field trip or community clean-up day).

PERFORMANCE LEVEL 3

Listen Actively

How adults at Level 3 **Listen Actively:**

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

Level 3 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 3 can:

- Understand and respond to conversations, explanations, instructions and short narratives of a somewhat complex nature but related to familiar tasks and situations. Tasks may include short routine telephone conversations and some simple information conveyed through electronic media, such as television or radio.
- Know when to use a range of strategies to repair gaps in understanding, comprehend information, and give feedback even when opportunities to seek clarification or repetition are somewhat limited and the context is somewhat unfamiliar.
- Apply linguistic, socio-cultural, and other background knowledge and strategies (such as by taking notes and summarizing main points to share with others, evaluating what was heard, and sharing responses of a more complex nature) to understand the main intent and details communicated by the speaker, to respond appropriately, and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can listen and respond to most basic content related to personal background information, everyday transactions, and simple routine tasks but understanding the full range of details on less familiar topics may still be uneven. Only limited adjustments in the text may be made. English language learners display growing comfort using English in simple interactions and social situations but may be less at ease in more complex and/or stressful contexts.

Level 3 Examples of Proficient Performance

Adults performing at Level 3 can Listen Actively to accomplish a variety of goals, such as:

- Listening and making relevant contributions in a small-group planning meeting (such as planning for a parent's meeting or class trip).
- Listening to a simple, authentic television news report, summarizing the issues addressed and expressing an opinion on the topic.
- Listening to a presentation to identify key information relevant to one's own situation (such as information related to enrolling in a vocational program).
- Listening and providing appropriate feedback and response as a familiar, non-threatening speaker describes a personal problem (such as a classmate describing a problem getting to class or finding the funds to buy a new car).
- Take part in a simulated job interview, responding appropriately to open-ended questions related to one's own experience and skills.

PERFORMANCE LEVEL 4

Listen Actively

How adults at Level 4 **Listen Actively:**

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

Level 4 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 4 can:

- Understand and respond appropriately to extended explanations and narratives, detailed instructions, and complex conversations requiring adapting one's response to varied speakers and contexts when language is not adjusted for English language learners.
- Effectively use a wide range of strategies to repair gaps in understanding and give feedback, tailoring the response to the purpose of the communication, the audience, the level of formality of the situation and other socio-cultural factors.
- Apply linguistic, socio-cultural, and other background knowledge and strategies (such as comparing, integrating, and categorizing information for others) to understand fully the literal and implied intent of the speaker, to respond appropriately, and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 4 can comprehend relatively unstructured conversations and presentations of moderate length and in somewhat complex and unfamiliar situations when language is not adjusted for non-native speakers; however they may be unable to fully follow all main ideas, details, cultural nuances and implied meanings. May have some difficulty following conversations between native speakers but displays growing ease in communicating with native speakers.

Level 4 Examples of Proficient Performance

Adults performing at Level 4 can Listen Actively to accomplish a variety of goals, such as:

- Listening to a presentation of moderate length and complexity, asking appropriate questions related to unfamiliar content or vocabulary and taking notes of key points to share with others.
- Listening and responding appropriately in a simulated conversation where a speaker is critical or displeased with the listener (such as a traffic cop, landlord or neighbor).
- Following and carrying out detailed instructions (such as multiple tasks required to prepare for an upcoming class, work-related or community event).
- Listening and contributing in a small group meeting where a difficult decision must be made.
- Listening and responding successfully to job interview questions that require adapting responses to the speaker and context, such as questions related to why one left one's previous job or how one might contribute to the organization

.

PERFORMANCE LEVEL 5

Listen Actively

How adults at Level 5 **Listen Actively:**

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

Level 5 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 5 can:

- Understand main ideas and most details in conversations, short lectures, news reports, extended explanations and other connected discourse on a range of topics, including topics beyond everyday contexts and immediate experiences in a variety of work, personal, and basic academic contexts.
- Effectively use advanced strategies to repair gaps in understanding, to ask questions to deepen understanding and to give feedback appropriate to the situation, the audience and the purpose of the communication. Growing ability to use strategies appropriate to the socio-cultural context.
- Apply linguistic, socio-cultural, and other background knowledge and strategies (such as integrating information from more than one source; evaluating the relevance, validity, and adequacy of information; or adapting responses to the age, gender, status, and emotional state of the speaker) to understand fully the literal and implied intent of the speaker, to respond appropriately, and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 5 can function independently in most social and work situations and comprehend relatively complex and unstructured conversations or presentations requiring the integration and summary of several data sources or media with limited need for guidance and repetition and with few errors. Adults at this level may have some difficulty following the coherence or thematic organization of longer connected discourse or may have difficulty understanding when time frames and tense markers are complex. They can understand most English language communication at normal speed and often can function successfully (with some support) in adult education classrooms (such as GED classes) with native English speakers, although they may still lack full comfort and ease conversing with native speakers.

Level 5 Examples of Proficient Performance

Adults performing at Level 5 can Listen Actively to accomplish a variety of goals, such as:

- With classmates, listening to the director of a food pantry describe his needs, watching a video on homelessness and discussing priorities for a community service activity.
- Listening for, identifying and evaluating the viewpoints and truthfulness of various types of marketing in recorded radio commercials.
- Listening to a simulated community college/GED lecture on a literary topic, taking notes to prepare a brief summary of what was heard, and discussing one's own ability to listen to college lectures.
- Listening and providing appropriate feedback and advice in a simulated discussion with a teenager who wants to drop out of school.
- Listening to several short poems and identifying the underlying themes and implied meanings.

Read With Understanding
Performance Levels 1 – 6

PERFORMANCE LEVEL 1

Read With Understanding

How adults at Level 1 **Read With Understanding:**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Level 1 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 1 can:

- Recognize words or word groups in simple text by decoding letter/sound correspondence, isolating and saying first/last sounds, naming pictures to isolate and say initial sounds, sounding out words by segmenting words into separate sounds and syllables, combining or blending sounds, recognizing simple rhyming word patterns, or recalling oral vocabulary and sight words;
- Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends) and common vocabulary;
- Monitor accuracy of decoding and word recognition (using various strategies such as rereading or making word lists);
- Recall prior knowledge to assist in understanding information in the text.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 1 can read and comprehend words in short, simple texts slowly and with some effort but with few errors, to independently accomplish simple, well defined, and structured reading activities in a few comfortable and familiar settings.

Level 1 Examples of Proficient Performance

Adults performing at Level 1 can Read With Understanding to accomplish a variety of goals, such as:

- Reading a grocery list and recognizing words and prices in a store ad to make decisions about what to buy.
- Reading personal names and addresses in order to make an invitation list.
- Reading product names and quantities to fill a purchase order.
- Reading names and office numbers in order to distribute interoffice mail to the correct locations
- Reading personal information prompts in order to accurately fill out simple applications, registration forms, etc.
- Reading product and store names or symbols on signs and storefronts in order to identify places to shop
- Reading months, days and dates on a personal calendar in order to identify and enter important events

PERFORMANCE LEVEL 2

Read With Understanding

How adults at Level 2 **Read With Understanding:**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Level 2 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing Level 2 can:

- Decode and recognize everyday, simple words in short, simple text by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words;
- Demonstrate familiarity with simple, everyday content knowledge and vocabulary;
- Monitor and enhance comprehension (using various strategies such as rereading, restating, copying and rephrasing text; making a list of new words, or using a simplified dictionary);
- Recall prior knowledge to assist in selecting texts and in understanding the information they contain.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can read and comprehend words in small blocks of simple text slowly but easily and with few errors, to independently accomplish simple, well-defined, and structured reading activities in a range of comfortable and familiar settings.

Level 2 Examples of Proficient Performance

Adults performing at Level 2 can Read With Understanding to accomplish a variety of goals, such as:

- Reading aloud a picture book with very simple text to a young child.
- Reading a short narrative about a community concerns in order to identify and think about one's own community issues.
- Reading about entry-level job duties in order to decide whether or not to apply.
- Reading simple greeting cards, to choose an appropriate card for a friend.
- Reading a simple chart about job benefits to figure out if hospitalization is covered.
- Reading utility bills in order to understand how and when to pay them
- Reading short narratives about immigrant experiences to reflect on and learn about one's own heritage
- Reading the newspaper weather forecast to decide on appropriate clothes for a weekend trip

PERFORMANCE LEVEL 3

Read With Understanding

How adults at Level 3 **Read With Understanding:**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Level 3 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 3 can:

- Decode and recognize most words in short to medium length continuous text, by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace;
- Demonstrate familiarity with common high-interest content knowledge and related vocabulary;
- Monitor and enhance comprehension by use of a range of simple strategies such as recalling, restating, rephrasing, explaining the content of the text or using simple examples;
- Actively apply prior knowledge to assist in understanding information in texts.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can quickly and accurately read and comprehend words and word groups in multiple pages of simple text, to independently accomplish simple, well-defined, and structured reading activities in a range of comfortable and familiar settings.

Level 3 Examples of Proficient Performance

Adults performing at Level 3 can Read With Understanding to accomplish a variety of goals, such as:

- Reading about a company's job benefits to make decisions about personal choice of benefits.
- Reading a short story about how cultural differences can lead to conflict, to reflect on and make decisions about personal issues
- Reading a minimum wage poster to determine if a job wage is legal.
- Reading a short story about losing a job, to reflect on the ways job loss can affect family relationships.
- Reading citizenship application procedures in order to help someone decide whether to pursue citizenship.
- Reading housing rental ads, to compare housing options and make a decision about which house is better for the family.

PERFORMANCE LEVEL 4

Read With Understanding

How adults at Level 4 **Read With Understanding:**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Level 4 Indicators

Use Key Knowledge, Skills, and Strategies
Adults performing at Level 4 can:

- Recognize unfamiliar (some specialized) words and abbreviations using word analysis or inference;
- Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary;
- Locate important information in text using a wide range of strategies;
- Monitor and enhance comprehension using a wide range of strategies (such as posing and answering questions, trial and error, adjusting reading pace);
- Organize information using some strategies (such as recall, restatement, simple sequencing, simple categorization);
- Actively apply prior knowledge to assist in understanding information in texts.

Show Fluency, Independence, and Ability to Perform in a Range of Settings
Adults performing at Level 4 can read and comprehend a variety of texts at an appropriate pace and with good comprehension, to independently accomplish structured reading activities in a variety of familiar settings.

Level 4 Examples of Proficient Performance

Adults performing at Level 4 can Read With Understanding to accomplish a variety of goals, such as:

- Reading fast food nutrition charts to choose a meal that is low in fat.
- Reading brief newspaper editorials on opposing sides of a subject of interest, to clarify one's own opinion on the subject.
- Reading newspaper advice columns, to stimulate thinking about personal issues.
- Reading the TV Guide movie guide to determine if specific movies are appropriate for children.
- Reading information about labor unions to make a decision about joining a union.
- Reading a magazine about typical behavior for toddlers, to figure out how to deal with a two-year-old's tantrums.
- Reading a brochure from a health clinic to learn about signs of depression and helpful tips for dealing with it.

PERFORMANCE LEVEL 5

Read With Understanding

How adults at Level 5 **Read With Understanding:**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Level 5 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 5 can:

- Recognize and interpret abbreviations and specialized vocabulary;
- Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary, and with paragraph structure and document organization;
- Locate important information, read identified sections for detail, and determine missing information using a wide range of strategies;
- Monitor and enhance comprehension using a wide range of strategies;
- Organize and analyze information (such as identifying the main idea) and reflect upon its meaning using a range of strategies (such as classification, categorization, comparison/contrast);
- Evaluate prior knowledge against new information in texts to enhance understanding of the information.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 5 can read and comprehend dense or multipart texts at an appropriate pace and with good comprehension, to independently accomplish structured, complex reading activities in a variety of familiar and some novel settings.

Level 5 Examples of Proficient Performance

Adults performing at Level 5 can Read With Understanding to accomplish a variety of goals, such as:

- Reading over-the-counter medicine descriptions in order to choose the right medication for a sick child.
- Reading a magazine article about home Internet connection providers, to analyze the options described and select a provider.
- Reading information about advertising techniques and analyze the ways advertisers persuade consumers to buy their products, to become better informed about an upcoming purchase.
- Reading a campus safety brochure to be aware of a school's rules, regulations and resources available for students
- Reading OSHA information about noise exposure, to solve a problem at work.
- Reading a self-help book about family finances in order to find ways for one's family to save money
- Reading information about voter eligibility in order to decide if one is eligible to vote in an upcoming election
- Reading instructions from a job search -focused website, in order to find information and advice on effective résumé writing

PERFORMANCE LEVEL 6

Read With Understanding

How adults at Level 6 **Read With Understanding:**

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Level 6 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 6 can:

- Recognize and interpret terms, signs, symbols, acronyms, and abbreviations;
- Demonstrate familiarity with extensive specialized content knowledge and vocabulary and with the organization of long, complex prose and complex documents;
- Use a wide range of strategies to guide reading of long texts;
- Identify both directly stated and implied important information;
- Monitor and enhance comprehension using a wide range of strategies (such as brainstorming and question formulation techniques);
- Analyze information and reflect upon its meaning using a wide range of strategies (such as applying relevant information to multiple scenarios, summarizing, drawing "big picture" conclusions and generalizations from detailed reading);
- Integrate prior knowledge with new information in texts to develop deep understanding of the information.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 6 can read and comprehend long, complex texts at an appropriate pace and with good comprehension, to independently accomplish structured or unstructured, complex reading activities in a variety of familiar and novel settings.

Level 6 Examples of Proficient Performance

Adults performing at Level 6 can Read With Understanding to accomplish a variety of goals, such as:

- Reading information about financial aid for higher education to decide whether or not to apply for loans, and if applying for aid, to understand options available
- Reading a brochure on workplace medical benefits, in order to distinguish differences between types of plans available and choose the best plan for one's family
- Reading newspaper editorials that take opposite stands on the same issue and decide which argument was more persuasive, in order to develop a personal position on the issue
- Reading a consumer guide about long distance telephone services in order to choose a long distance service for one's home
- Reading a journal article on childhood bullying in order to get ideas about how to cope with bullying behavior in a neighbor's child
- Reading Material Safety Data Sheets in order to get guidance about safely handling toxic materials in the workplace
- Reading a company's employee handbook in order to get up-to-date information about the company's employment leave policies
- Reading a bulletin from a government agency in order to follow appropriate procedures for obtaining a restraining order

Observe Critically
Performance Levels 1 – 4

PERFORMANCE LEVEL 1

Observe Critically

How adults at Level 1 **Observe Critically:**

- Attend to visual sources of information, including television and other media.
- Determine the purpose for observation and use strategies appropriate to the purpose.
- Monitor comprehension and adjust strategies.
- Analyze the accuracy, bias, and usefulness of the information.
- Integrate it with prior knowledge to address viewing purpose.

Level 1 Indicators

Use Key Knowledge, Skills, and Strategies
Adults performing at Level 1 can:

- Understand information from static, visual sources that feature high-interest content, commonly recognized images, and/or simple, limited written text (such as common objects and settings; signs or other common environmental print with limited text and simple graphics)
- Focus attention on a visual source of information for very short amounts of time (up to a minute)
- Understand the purpose for observing and use simple strategies to accomplish the observation purpose (such as side-by-side comparison of one visual source or object with another)

Show Fluency, Independence, and Ability to Perform in a Range of Settings
Adults performing at Level 1 can observe and understand a small amount of simple information from simple, familiar visual sources with some effort, with few errors, and with limited assistance in comfortable and familiar settings.

Level 1 Examples of Proficient Performance

Adults performing at Level 1 can Observe Critically to accomplish a variety of goals, such as:

- Look at two different products (for example: work products – one that is broken and one that is not) and identify the inconsistencies between them
- Use a keypad with pictures (such as a fast-food restaurant cash register) to process a customer's order

PERFORMANCE LEVEL 2

Observe Critically

How adults at Level 2 **Observe Critically:**

- Attend to visual sources of information, including television and other media.
- Determine the purpose for observation and use strategies appropriate to the purpose.
- Monitor comprehension and adjust strategies.
- Analyze the accuracy, bias, and usefulness of the information.
- Integrate it with prior knowledge to address viewing purpose.

Level 2 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 2 can:

- Understand information from dynamic, visual sources (including video and the Web) that feature high-interest content, commonly recognized images, and/or limited dialogue or written text
- Focus attention on a particular visual source for short amounts of time (at least several minutes)
- Determine the purpose for observation and select simple strategies (such as scanning or focusing on key features of the visual source) for gathering information appropriate to the purpose

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can observe and understand a small amount of information from simple, familiar visual sources with some effort, with few to no errors, and with limited to no assistance in comfortable and familiar settings.

Level 2 Examples of Proficient Performance

Adults performing at Level 2 can Observe Critically to accomplish a variety of goals, such as:

- Watch and understand a 5-minute training video for a new job
- Look at, understand, and navigate a very basic website
- Compare a chart showing the parts, hardware, and tools needed to assemble an object with the actual parts, hardware and tools available.
- Examine a piece of equipment, and complete a checklist marking the condition of critical parts and operations

PERFORMANCE LEVEL 3

Observe Critically

How adults at Level 3 **Observe Critically:**

- Attend to visual sources of information, including television and other media.
- Determine the purpose for observation and use strategies appropriate to the purpose.
- Monitor comprehension and adjust strategies.
- Analyze the accuracy, bias, and usefulness of the information.
- Integrate it with prior knowledge to address viewing purpose.

Level 3 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 3 can:

- Locate and understand information from visual sources, including high-interest television/video/film/slide presentations
- Focus attention on a visual source or sources for short to medium amounts of time (more than several minutes)
- Recall prior knowledge to assist in analyzing and understanding information from the visual source

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can observe and understand very basic to moderately complex information from a range of visual sources with some effort, with very few to no errors, and limited assistance in comfortable and familiar, as well as some unfamiliar settings and contexts.

Level 3 Examples of Proficient Performance

Adults performing at Level 3 can Observe Critically to accomplish a variety of goals, such as:

- Watch and understand two 10-15 minute training videos for a job and identify inconsistencies between the two
- Look at, understand, and navigate a website that contains links outside of the website, and be able to recognize and return to the original site
- Look at two different versions of the same work-related document (such as a pay stub or calendar) and identify inconsistencies between the two

PERFORMANCE LEVEL 4

Observe Critically

How adults at Level 4 **Observe Critically:**

- Attend to visual sources of information, including television and other media.
- Determine the purpose for observation and use strategies appropriate to the purpose.
- Monitor comprehension and adjust strategies.
- Analyze the accuracy, bias, and usefulness of the information.
- Integrate it with prior knowledge to address viewing purpose.

Level 4 Indicators

Use Key Knowledge, Skills, and Strategies
Adults performing at Level 4 can:

- Select and focus attention on a visual source (or multiple sources) of information for relatively long periods of time
- Explain how different visual sources relate to the purposes for observation and select strategies appropriate to each visual source and the observation purpose
- Analyze the bias, accuracy, and usefulness of information taken from visual sources (including mass media)

Show Fluency, Independence, and Ability to Perform in a Range of Settings
Adults performing at Level 3 can observe and understand moderately complex to complex information (including nuances of the message) from a range of multimedia sources with very few to no errors, and limited assistance in comfortable and familiar, as well as some unfamiliar settings and contexts.

Level 4 Examples of Proficient Performance

Adults performing at Level 4 can Observe Critically to accomplish a variety of goals, such as:

- Watch and understand a lengthy (30-60 minutes) training video for a job
- Compare 2 different media sources of varying credibility, dealing with a similar subject, identify inconsistencies between the two, and explain the credibility of the two sources
- Find information about a topic of interest using the Internet (navigating search engines and websites about the topic) and explain which information is most useful based on the sources

Cooperate With Others
Performance Levels 1 – 5

PERFORMANCE LEVEL 1

Cooperate With Others

How adults at Level 1 **Cooperate with Others***:*

- Interact with others in ways that are friendly, courteous and tactful and that demonstrate respect for others' ideas, opinions and contributions.
- Seek input from others in order to understand their actions and reactions.
- Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
- Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.

Level 1 Indicators

Use Key Knowledge, Skills, and Strategies
Adults performing at Level 1 can:

- Demonstrate some basic understanding of cooperation as a process of "doing my share", "being polite", and balancing giving input with seeking input in interactions with others
- Seek input from others in order to understand their actions and reactions by use of some simple strategies such as "taking turns", asking questions, waiting for and attending (demonstrating that one is paying close attention) to responses
- Offer some input when asked, using eye contact and/or other elements of body language, giving some information and expressing some opinions as appropriate to help others understand one's actions and reactions
- Define the goal of the cooperative activity and take some simple actions based on the input of all members of the group

Show Fluency, Independence, and Ability to Perform in a Range of Settings
Adults performing at Level 1 can cooperate with others, with noticeable effort and aided by significant outside prompting and direction, to accomplish very simple, well defined and highly structured tasks in a few comfortable and familiar settings

Level 1 Examples of Proficient Performance

Adults performing at Level 1 can Cooperate with Others to accomplish a variety of goals, such as:

- Agree on and write sentences to be included in a short oral presentation
- Figure out how to play an unfamiliar computer game
- Create a simple book to read to young children at home
- Create posters illustrating appropriate and inappropriate clothing for a job interview

PERFORMANCE LEVEL 2

Cooperate With Others

How adults at Level 2 **Cooperate with Others**:

- Interact with others in ways that are friendly, courteous and tactful and that demonstrate respect for others' ideas, opinions and contributions.
- Seek input from others in order to understand their actions and reactions.
- Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
- Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.

Level 2 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 2 can:

- Demonstrate understanding of cooperation as a process of balancing personal initiative and "helping out" with willingness to defer to and encourage the participation of others; some basic understanding of group process and negotiation of goals and ground rules for cooperative efforts; and some awareness of cultural protocols
- Seek input from others in order to understand their actions and reactions by use of strategies such as eye contact and body language to indicate attending, encouragement, agreement and acceptance; asking for information, suggestions and opinions; questioning to clarify meaning and intent; and restatement to confirm accurate understanding of the input of others
- Offer input clarifying one's own position as well as reflecting on the positions of others and on progress being made in cooperative work, by use of such strategies as giving information, suggestions and opinions and repeating and confirming that input as necessary
- Define the goal for cooperating, and prioritize and take some simple actions based on the negotiated agreement of all

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can Cooperate with Others with effort and with some initial assistance from outside the group, but taking some initiative and being guided by group members, to accomplish simple, well defined tasks in a range of comfortable and familiar settings

Level 2 Examples of Proficient Performance

Adults performing at Level 2 can Cooperate with Others to accomplish a variety of goals, such as:

- Plan and prepare for a short recognition ceremony
- Check in a shipment of recently-ordered office supplies
- Agree on rules for use of computers
- Agree on contents and produce a catalogue of infant/toddler/preschool items
- Plan and carry out 2 different parent/child activities during PACT time
- Agree on a set of classroom ground rules

PERFORMANCE LEVEL 3

Cooperate With Others

How adults at Level 3 **Cooperate with Others**:

- Interact with others in ways that are friendly, courteous and tactful and that demonstrate respect for others' ideas, opinions and contributions.
- Seek input from others in order to understand their actions and reactions.
- Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
- Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.

Level 3 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 3 can:

- Demonstrate understanding of key components of cooperation necessary to complete a task, such as playing assigned role within a group; self-awareness and self-monitoring of cooperative behaviors; empathy, negotiation and compromise; awareness of group dynamics and the varied roles of group members; and understanding of the appropriate role of leadership in a cooperative group setting.
- Seek input from others in order to understand their actions and reactions by use of strategies such as asking for, attending to, and repeating information, opinions, suggestions and direction from others, and summarizing others' contributions to confirm acceptance and understanding of their input
- Offer input clarifying one's own position by use of a range of strategies such as appropriate initiation and termination of interactions, statement of information, opinions, suggestions and direction; restatement, explanation and use of examples; and rewarding (with positive verbal comments or nonverbal expressions) the input of others as appropriate
- Identify the goal of cooperation, play an agreed-upon role, monitor one's own positions and behaviors, and adjust them as necessary to assist the group in evaluating, prioritizing and taking cooperative actions

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can Cooperate with Others with little effort, taking initiative and maintaining focus with minimal assistance from outside the group, to accomplish well defined but fairly complex tasks in a range of comfortable and familiar settings

Level 3 Examples of Proficient Performance

Adults performing at Level 3 can Cooperate with Others to accomplish a variety of goals, such as:

- Agree on and carry out learning activities for a class session
- Agree on and make scale drawings of the selection and placement of furnishings in a group activity room
- Develop a group role play so that participants can practice buying and selling clothing
- Discuss and create questions about affordable housing, and then plan group members' participation in an interactive presentation on the subject
- Collaboratively compose a letter of thanks to a local business for its financial support
- Collaboratively compose letters to legislators concerning cuts in Even Start funding

PERFORMANCE LEVEL 4

Cooperate with Others

How adults at Level 4 **Cooperate with Others**:

- Interact with others in ways that are friendly, courteous and tactful and that demonstrate respect for others' ideas, opinions and contributions.
- Seek input from others in order to understand their actions and reactions.
- Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
- Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.

Level 4 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 4 can:

- Demonstrate understanding of most key components of cooperation necessary to complete a task, such as contributing to group consensus, maintaining awareness of needs of others, and balancing personal assertiveness with respect for the positions of others
- Seek input from others in order to understand their actions and reactions by use of strategies such as asking for and attending to information, opinions, analyses, suggestions and direction; respectfully confronting and requesting change in behavior in uncooperative group members; using humor to release tension; and summarizing others' positions to confirm acceptance and understanding of their contributions
- Offer input using a range of strategies such as appropriately initiating and terminating interactions; giving information, analyses, suggestions and direction; stating and moderating opinions in order to contribute to consensus; praising the efforts of others; and choosing words and tone of voice based on desire to be both straightforward and polite
- Identify, and balance one's own motivations with, the goal for cooperating, monitor one's own positions and behaviors, and adjust them as necessary to assist the group in evaluating, prioritizing and taking cooperative actions

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 4 can Cooperate with Others with comfort, ease, patience and little hesitation, often taking leadership in cooperative efforts without assistance from outside the group, to accomplish complex tasks with little structure or definition in a range of comfortable and familiar settings

Level 4 Examples of Proficient Performance

Adults performing at Level 4 can Cooperate with Others to accomplish a variety of goals, such as:

- Plan and create a yearbook for a community education program
- Develop a set of math games to use at a Family Fun Night at school
- Research and present (in multiple formats) information on the ingredients and nutritional value of selected snacks/fast food

PERFORMANCE LEVEL 5

Cooperate With Others

How adults at Level 5 **Cooperate with Others**:

- Interact with others in ways that are friendly, courteous and tactful and that demonstrate respect for others' ideas, opinions and contributions.
- Seek input from others in order to understand their actions and reactions.
- Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
- Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.

Level 5 Examples of Proficient Performance

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 5 can:

- Demonstrate understanding of complex components of cooperation necessary to complete a task, such as balancing the participation of all group members; interdependence (balancing individual motivations of self and others with common goals for cooperating, and relying on others to achieve group goals); synthesis of multiple opinions; mediation of conflict in order to facilitate group consensus; and applying prior experience with cooperative work to the current task
- Seek input from others in order to understand their actions and reactions by use of strategies such as asking for, attending to and consistently summarizing and confirming information, analyses, evaluations and suggestions of others; interpreting/integrating the opinions of others; asking others to express their feelings and showing accurate understanding of those feelings; and releasing tension through humor or other positive means
- Offer input using a wide range of strategies such as appropriately initiating and terminating interactions; giving information, analyses, evaluations and suggestions; self-disclosing feelings and potentially unpopular opinions; respectfully praising or confronting group members as appropriate, moderating opinions or politely refusing to do so as appropriate, and admitting shortcomings and accepting constructive criticism as appropriate, in order to contribute to consensus
- Identify the goal for cooperating, play agreed-upon role in cooperative effort, monitor one's own speech, behaviors and positions, predict and understand the likely responses of others, and adjust speech/ behaviors/ positions as necessary to assist the group in evaluating, prioritizing and taking cooperative actions

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 5 can Cooperate with Others with comfort, ease, patience, flexibility and no hesitation, independently initiating and facilitating cooperative efforts, to accomplish a range of complex tasks in comfortable and familiar as well as some unfamiliar settings

Level 5 Examples of Proficient Performance

Adults performing at Level 5 can Cooperate with Others to accomplish a variety of goals, such as:

- Explore issues and come to agreement regarding placement of a child in a bilingual education program
- Use information from current event editorials and the standard format for test items to create a “mock GED exam”

Resolve Conflict and Negotiate
Performance Levels 1 – 3

PERFORMANCE LEVEL 1

Resolve Conflict and Negotiate

How adults at Level 1 **Resolve Conflict and Negotiate:**

- Acknowledge that there is a conflict
- Identify areas of agreement and disagreement
- Generate options for resolving conflict that have a "win/win" potential
- Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all
- Evaluate results of efforts and revise approach as necessary

Level 1 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 1 can:

- Define and recall (simply but in a way that is fair and agreeable to all conflicted parties) a conflict involving a single area of disagreement, and identify at least one area of agreement among conflicted parties.
- Gather and analyze information needed to demonstrate a basic understanding of differing positions and to suggest at least one option for resolving the conflict that has "win/win" potential
- Use a few simple strategies to facilitate negotiation between parties toward a course of action that can satisfy their needs and interests, such as application of some (limited) prior knowledge about "people skills"; some simple questioning and active listening to brief verbal communications; attention to body language and eye contact (as appropriate); and simple but accurate communication/representation of a consensus resolution.
- Monitor negotiation process and its results for effectiveness and fairness, and adjust strategies as necessary to reach consensus resolution if possible

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 1 can Resolve Conflict and Negotiate, slowly and cautiously with some noticeable effort and hesitation, and supported by significant guidance, direction and assistance, to accomplish well defined and highly structured tasks that include a few simple steps and require limited (but some) prediction or judgment, in a single comfortable and familiar setting

Level 1 Examples of Proficient Performance

Adults performing at Level 1 can Resolve Conflict and Negotiate to accomplish a variety of goals, such as:

- Consider a conflict between parents and children about balancing TV watching with doing homework after school, then negotiate a resolution
- Reflect on a family conflict between 2 adults about one priority for spending on a budget, then resolve the conflict based on reflections
- Address conflicting ideas in order to agree with a friend about what to do for entertainment on a weekend night

PERFORMANCE LEVEL 2

Resolve Conflict and Negotiate

How adults at Level 2 **Resolve Conflict and Negotiate:**

- Acknowledge that there is a conflict
- Identify areas of agreement and disagreement
- Generate options for resolving conflict that have a "win/win" potential
- Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all
- Evaluate results of efforts and revise approach as necessary

Level 2 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 2 can:

- Define, and accurately restate (with some detail and examples, and in a way that is fair and agreeable to all conflicted parties), a conflict involving more than one area of disagreement, and identify more than one area of agreement among conflicted parties.
- Gather and analyze information needed to demonstrate understanding of differing positions, and to suggest more than one option for resolving the conflict that has "win/win" potential
- Use a range of simple strategies to facilitate negotiation between parties toward a course of action that can satisfy their needs and interests, such as application of prior knowledge about human behavior and "people skills"; some prediction of outcomes or reactions based on prior knowledge; active listening to extended verbal communications; questioning to "draw out" information from others; use of appropriate humor; some basic problem-solving; and accurate communication/representation of a consensus resolution.
- Monitor negotiation process and its results for effectiveness and fairness, and adjust strategies as necessary to reach consensus resolution if possible

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can Resolve Conflict and Negotiate, with some (initial) hesitation but without major difficulty, and supported by some initial direction, but minimal ongoing assistance, guidance or support, to accomplish fairly complex but well defined and structured tasks that include multiple steps and require some prediction and judgment, in one or more than one familiar, comfortable setting

Level 2 Examples of Proficient Performance

Adults performing at Level 2 can Resolve Conflict and Negotiate to accomplish a variety of goals, such as:

- Call and conduct a family meeting, and resolve conflicts between parents and children during the meeting.
- Meet with co-workers to resolve conflicts about responsibilities for maintaining a tidy and safe work space

PERFORMANCE LEVEL 3

Resolve Conflict and Negotiate

How adults at Level 3 **Resolve Conflict and Negotiate**:

- Acknowledge that there is a conflict
- Identify areas of agreement and disagreement
- Generate options for resolving conflict that have a "win/win" potential
- Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all
- Evaluate results of efforts and revise approach as necessary

Level 3 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 3 can:

- Define, and accurately summarize and/or reframe (with selected relevant detail, and in a way that is fair and agreeable to all conflicted parties), a fairly complex conflict involving several areas of disagreement; clarify and prioritize areas of disagreement to be addressed; and identify multiple areas of agreement among conflicted parties
- Gather and analyze information needed to demonstrate deep understanding of differing positions and the needs that underlie them, and to suggest multiple options for resolving the conflict that have "win/win" potential
- Use a wide range of strategies to facilitate negotiation between parties toward a course of action that can satisfy their needs and interests, such as application of significant prior knowledge about human behavior and "people skills"; prediction of outcomes or reactions based on a strong ability to generalize to other, similar conflicts; developing rapport through encouraging open and honest exchange of views; extensive questioning and accurate interpretation of verbal and non-verbal responses/cues; effective problem-solving; and accurate communication/representation of a consensus resolution.
- Monitor negotiation process and its results for effectiveness and fairness, and adjust strategies as necessary to reach consensus resolution if possible

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can Resolve Conflict and Negotiate easily and comfortably, needing little or no assistance or support and providing direction and guidance to others, to accomplish fairly complex tasks with some definition and structure that include multiple steps and require significant prediction and judgment, in multiple familiar and unfamiliar settings

Level 3 Examples of Proficient Performance

Adults performing at Level 3 can Resolve Conflict and Negotiate to accomplish a variety of goals, such as:

- Analyze a recent conflict in the community learning center between some adult learners and a substitute instructor who refuses to return because of perceived behavior problems with the learners, and negotiate a win/win solution to the conflict with the instructor
- Analyze communication conflicts with a public assistance caseworker that have resulted in a grant being stopped, and negotiate a win/win solution to the conflict with the caseworker
- Analyze, during an informal therapeutic support session, a conflict affecting a relationship with a life partner that is leading both partners to consider separation, and negotiate a win/win solution to the conflict with the partner

Use Math to Solve Problems and Communicate
Performance Levels 1 – 5

PERFORMANCE LEVEL 1

Use Math to Solve Problems and Communicate

How adults at Level 1 **Use Math to Solve Problems and Communicate:**

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problem using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables and algebraic models.

Level 1 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 1 can:

- Read, write, and interpret very simple types of mathematical information such as
  Numbers and number sense: whole numbers (up to three digits), common monetary values, and benchmark fractions (1/2, 1/4) and percents (50%);
  Patterns/Functions/Relationships: very simple patterns, commonly-used denominations/groupings (5s, 10s, 25s), and very simple proportions (2:1, 1:2);
  Space/Shape/Measurement: high frequency standard units of measurement (pounds, feet, quarts, gallons), geometric shapes, and concepts of length and width; and
  Data/Statistics: very simple ways to interpret and represent data (check sheets, picture graphs, unambiguous bar graphs, line plots) emphasizing frequency of occurrence.
- Recall and use a few simple mathematical procedures such as very basic estimating, counting, sorting, ordering, grouping, adding on (using counting or a calculator), orally counting by 2s, 5s and 10s, and measuring length and weight using tools calibrated with whole numbers (rulers, manipulatives).
- Evaluate the degree of precision needed for the solution.
- Extract discrete information from simple and concrete data and graphs, and measure with appropriate tools, describe patterns, and/or use computational procedures effectively to solve a problem and to verify that the solution is reasonable.
- Communicate the solution to the problem orally, in role plays, with pictures, or by entries on a simple chart.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 1 can easily select and apply the knowledge, skills, and strategies at this level to independently accomplish simple, well-defined, and highly structured math tasks in one or more comfortable and familiar settings.

Level 1 Examples of Proficient Performance

Adults performing at Level 1 can count, order, and group to accomplish a variety of goals, such as:

- Make change using the "building" method
- Determine the amount of flooring needed in a room by counting square units of material within the shape of the room
- Estimate daily/weekly wages by adding on (counting) per-hour amounts
- Fit furniture into a space by counting square units within the shape of the space or by estimating using informal measurement units
- Interpret an unambiguous horizontal or vertical bar graph in a brochure from a local clinic in order to understand information about children's health concerns
- Measure ingredients for simple recipes using benchmark fractions
- Use tallies to determine number of useable items from total number of items produced
- Sort coins into like piles, and then determine the value of each pile
- Use manipulatives, mental math, a calculator, or paper and pencil to calculate how much it will cost for 2 people to go to the movies
- Develop a schedule for how and when to take medication according to a doctor's order
- Double a recipe for chocolate chip cookies for a children's party

PERFORMANCE LEVEL 2

Use Math to Solve Problems and Communicate

How adults at Level 2 **Use Math to Solve Problems and Communicate:**

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problem using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.

Level 2 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 2 can:

- Read, write, and interpret some common types of mathematical information such as **Numbers and number sense:** whole numbers, monetary values and prices, benchmark fractions (3/4, 1/10), decimals (.25, .50, .75, .10) and percents (25%, 75%, 10%, 100%); **Patterns/Functions/Relationships:** simple patterns, probability and proportions (1:4, 4:1);
  Space/Shape/Measurement: commonly used standard units of measurement, common geometric shapes, and the concept of "area"; and
  Data/Statistics: simple ways to interpret and represent data (tables, bar graphs with and without gridlines, line graphs and pie graphs).
- Recall and use mathematic procedures such as addition and subtraction (with or without use of calculator), grouping, comparing 2 numbers, and basic estimating; and measure length, weight, and areas of standard and non-standard shapes using tools calibrated with whole numbers and benchmark equivalents (rulers, manipulatives).
- Evaluate the degree of precision needed for the solution.
- Define, select, and organize simple data, and measure with appropriate tools, describe patterns, and/or use computational procedures effectively to solve a problem and to verify that the solution is reasonable.
- Communicate the solution to the problem orally, in pictures, or in writing.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can easily select and apply the knowledge, skills, and strategies at this level to independently accomplish simple, well-defined, and structured math tasks in a range of comfortable and familiar, or highly structured, settings.

Level 2 Examples of Proficient Performance

Adults performing at Level 2 can select, record and work with simple mathematical information to accomplish a variety of goals, such as:

- Stay within a set budget while shopping for work clothes
- Determine the area of a room by grouping the square units within the shape and performing repeated addition
- Describe a simple equation for determining weekly pay based on a consistent, predictable pattern, such as $5 per hour
- Review a restaurant check for a group of 5 people to see if there are errors; estimate the sales tax on the meal
- Measure the approximate number of feet of baseboard that will be needed for a room
- Design a garden with at least 2 rectangular flowerbeds; cost out fencing and plants using a catalogue
- Survey a group on the topic of your choice and create a bar graph to display data; explain findings
- Listen to 2 weather forecasters and keep track (by graphing) of the actual high and low temperatures each day for a week to see which forecaster is more accurate
- Use a calculator to add total receipts from 6 cash registers
- Quadruple a recipe for chocolate chip cookies for a community bake sale

PERFORMANCE LEVEL 3

Use Math to Solve Problems and Communicate

How adults at Level 3 **Use Math to Solve Problems and Communicate:**

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problem using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.

Level 3 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 3 can:

- Read, write, and interpret a variety of common mathematical information such as **Numbers and number sense:** monetary values, extensions of benchmark fractions (1/8, 1/3, 1/5, etc), decimals, and percents (15%, 30%, etc.); **Patterns/Functions/Relationships:** patterns and simple formulas (such as d=rt, a=lw); **Space/Shape/Measurement:** standard units of measurement including fractional units and benchmark angle measurements (90 degrees, 360 degrees, etc), geometric shapes including shapes containing a combination of common shapes, concept of pi, and concept of converting between units of measurement; and **Data/Statistics:** ways to interpret and represent data (tables and graphs with scaling, basic statistical concepts such as range, mode, mean, and median).
- Recall and use a good store of mathematical procedures such as estimation, rounding, multiplication and division (with and without use of a calculator), adding and subtracting common fractional amounts, measure length, weight, area and circumference using tools calibrated to varying degrees of precision and converting units of measurement as appropriate.
- Evaluate the degree of precision needed for the solution.
- Define, select and organize a variety of common mathematical data and measure with appropriate tools, describe patterns, and/or use appropriate procedures effectively to solve a problem and verify that the solution is reasonable.
- Communicate the solution to the problem orally, with visual representations, in writing, by entries in a table or appropriate graph, or with basic statistics (range, mode, mean, median).

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can easily select and apply the knowledge, skills, and strategies at this level to independently accomplish well-defined and structured math tasks in a range of comfortable and familiar settings.

Level 3 Examples of Proficient Performance

Adults performing at Level 3 can select, record, and work with mathematical information to accomplish a variety of goals, such as:

- Figure a tip on a restaurant bill
- Balance a checking account
- Write a children's book on multiplication facts
- Determine how much flooring is needed for a room by multiplying the length times the width of the room
- Design a survey regarding a community issue, and collect and organize the results
- Develop a monthly budget
- Design a garden to get the most space with the least amount of fencing needed
- Decide which product to buy based on a comparison of nutritional information
- Figure estimated taxes

PERFORMANCE LEVEL 4

Use Math to Solve Problems and Communicate

How adults at Level 4 **Use Math to Solve Problems and Communicate:**

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problem using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.

Level 4 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 4 can:

- Read, write, and interpret a wide variety of mathematical information such as
  Numbers and number sense: money/expenses/prices, percentages, decimals and fractions;
  Patterns/Functions/Relationships: patterns and formulas (such as $a=\pi r2$);
  Space/Shape/Measurement: units of measurement including fractional units, geometrical shapes including shapes containing a combination of common shapes, and concept of volume; and
  Data/Statistics: ways to interpret, represent and draw implications from data (graphs, tables, and simple forms of statistical analysis).
- Recall and use multi-step mathematical procedures (such as keeping accounts) that involve whole numbers as well as fractions, decimals, and/or percents, and measure volume using tools with different calibrations.
- Evaluate the degree of precision needed for the solution.
- Define, select, organize, and integrate mathematical information of different types in carrying out procedures, describing patterns, and/or measuring with appropriate tools to solve the problem and to verify that the solution is reasonable.
- Create appropriate visual or graphic representations such as charts, tables, graphs, etc. and clearly communicate the solution process and results orally or in writing to a variety of audiences.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 4 can easily select and apply the knowledge, skills, and strategies at this level to independently accomplish structured math tasks in a variety of comfortable and familiar settings.

Level 4 Examples of Proficient Performance

Adults performing at Level 4 can select, analyze (by categorizing and comparing), and work with mathematical information to accomplish a variety of goals, such as:

- Design and measure shelves for a closet
- Keep track of monthly income and expenses
- Design a garden and determine the amount of fertilizer, fencing, and plants needed
- Develop a yearly budget and illustrate it by creating a graph
- Create a presentation using assorted charts and graphs to influence a committee
- Choose which car to buy based on information such as down payment required, monthly installments, and insurance costs
- Record product measurements on a chart to monitor whether the process is in control
- Estimate the gallons of water in an irregularly shaped garden pond in order to purchase the right amount of pond clarifier

PERFORMANCE LEVEL 5

Use Math to Solve Problems and Communicate

How adults at Level 5 **Use Math to Solve Problems and Communicate:**

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problem using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables and algebraic models.

Level 5 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 5 can:

- Read, write, and interpret a wide variety of (often) complex mathematical information such as
  Numbers and number sense: money/expenses/pricing;
  Patterns/Functions/Relationships: formulas for a variety of calculations;
  Space/Shape/Measurement: architectural symbols/ models and scale modeling; and
  Data/Statistics: ways to interpret, represent, identify trends in or draw inferences from data (complex tables and graphs; advanced forms of statistical analysis; graphing equations and generating equations from data and/or line graphs; using concept of slope).
- Research, select and apply sophisticated, multi-step mathematical concepts and procedures (such as scale modeling, cost analysis, earnings/deductions analysis)
- Evaluate the degree of precision needed for the solution.
- Independently research, select, organize and integrate mathematical information of different types in carrying out procedures, describing patterns, and/or measuring with appropriate tools, to solve the problem and to verify that the solution in reasonable.
- Create appropriate visual or graphic representations such as charts, tables, graphs, etc. and clearly communicate the solution process and results orally or in writing to a variety of audiences.

Show Fluency, Independence and Ability to Perform in a Range of Settings

Adults performing at Level 5 can easily select and apply the knowledge, skills, and strategies at this level to independently accomplish minimally structured, complex math tasks in a variety of comfortable and familiar settings.

Level 5 Examples of Proficient Performance

Adults performing at Level 5 can select, analyze, integrate, and use mathematical information to accomplish a variety of goals, such as:

- Analyze effects of deductions on earnings and projecting annual income
- Design a "dream house"
- Use an amortization table to decide whether to refinance the mortgage on a house
- Determine a budget for a grant proposal
- Design an archway or bridge to scale
- Make a decision about how to consolidate bills and credit card payments

Solve Problems and Make Decisions
Performance Levels 1 – 3

PERFORMANCE LEVEL 1

Solve Problems and Make Decisions

How adults at Level 1 **Solve Problems and Make Decisions:**

- Anticipate or identify problems.
- Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
- Generate alternative solutions.
- Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.
- Select alternative that is most appropriate to goal, context and available resources.
- Establish criteria for evaluating effectiveness of solution or decision.

Level 1 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 1 can:

- Anticipate or identify a problem or conflict, and gather relevant information about the problem/conflict and its root causes from at least one familiar source, through use of simple strategies such as drawing on personal experience, asking questions, and reading/listening to input of others.
- Demonstrate through talk, simple drawings or simple role-plays, a basic understanding of problem/conflict and its root causes by use of a few simple strategies such as recalling/restating key information, and posing the problem as a question to be answered; and draw at least one logical causal link between the problem/conflict and its context.
- Propose a limited number of solutions that require few sequenced steps and limited new information or resources.
- Evaluate the proposed solutions, and choose one based on its apparent causal connection to the problem and its appropriateness given context and available resources
- Plan and carry out the selected solution process; use a few simple strategies to monitor progress toward a solution such as trial and error, further questioning and seeking suggestions; and adjust approach as necessary based on feedback.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 1 can solve problems and make decisions, with noticeable effort and hesitation, and supported by substantial outside help, guidance, suggestions and prompting, to accomplish very simple, well defined and highly structured tasks that require very simple but intentional solution strategies, in a few comfortable and familiar settings

Level 1 Examples of Proficient Performance

Adults performing at Level 1 can Solve Problems and Make Decisions to accomplish a variety of goals, such as:

- Determine a list of parent education topics to be addressed by the local adult learning center in response to students' concerns about their children's behavior, health and safety
- Address complaints from co-workers about untidy conditions in the employee break room

PERFORMANCE LEVEL 2

Solve Problems and Make Decisions

How adults Level 2 **Solve Problems and Make Decisions:**

- Anticipate or identify problems.
- Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
- Generate alternative solutions.
- Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.
- Select alternative that is most appropriate to goal, context and available resources.
- Establish criteria for evaluating effectiveness of solution or decision.

Level 2 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 2 can:

- Anticipate or identify a problem or conflict, and gather and organize relevant information about the problem/conflict and its root causes from more than one familiar source, through use of strategies such as simplification by constraining the problem into parts, considering the problem from a divergent point of view, basic research and comparison/contrast of data.
- Demonstrate through talk, writing or drawing, a basic understanding of problem/conflict and its root causes by use of a range of simple strategies such as reformulating the problem, summarizing and paraphrasing key information, and drawing simple analogies; and draw appropriate causal links between the problem/conflict and its context.
- Propose, and/or adapt from similar problem situations, multiple solutions that require sequenced steps and use of some additional information or available resources.
- Evaluate the proposed solutions, and choose one based on its apparent causal connection to the problem and its appropriateness given context and available resources
- Plan and carry out the selected solution process; use a range of simple strategies to monitor progress toward a solution such as interim summary and evaluation of activities, solicitation of external "expert" review, and some prediction based on a recognition of patterns in behaviors or events; and adjust approach as necessary based on feedback.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can solve problems and make decisions, with some effort and hesitation, and with some outside help, guidance, suggestions and prompting, and can sometimes lead others, to accomplish simple, fairly well-defined and structured tasks that require fairly simple but multi-step solution strategies, in a range of comfortable and familiar settings

Level 2 Examples of Proficient Performance

Adults performing at Level 2 can Solve Problems and Make Decisions to accomplish a variety of goals, such as:

- Determine how to continue English language studies when current class has ended for summer break
- Plan meals for a week that family members will like, on a limited grocery budget
- Arrange for a reliable, on-time means of transportation to and from school or work
- Pursue a plan for alleviating stress that is negatively affecting one's health
- Modify "ideal" vacation plans to fit within a limited budget
- Find ways to minimize violation of class ground rules concerning attendance and lateness

PERFORMANCE LEVEL 3

Solve Problems and Make Decisions

How adults at Level 1 **Solve Problems and Make Decisions**:

- Anticipate or identify problems.
- Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
- Generate alternative solutions.
- Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.
- Select alternative that is most appropriate to goal, context and available resources.
- Establish criteria for evaluating effectiveness of solution or decision.

Level 3 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 3 can:

- Anticipate or identify a problem or conflict, and gather and organize relevant information about the problem/conflict and its root causes from multiple familiar and some unfamiliar sources, through use of a range of strategies such as research, studying analyses of similar problems, classification and categorization of resulting data, and drawing some inferences and generalizations based on that data.
- Demonstrate through a variety of representations such as speech, writing, graphics, simulations and computer modeling, an understanding of problem/conflict and its root causes by use of a range of strategies such as analyzing key information, identifying predictable patterns in behaviors or events, and drawing extensive analogies; and integrate learning into a logical and coherent position on the causal links between the problem/conflict and its context.
- Propose multiple, innovative solutions that require complex sequenced steps and use of additional information or available resources.
- Evaluate the proposed solutions, and choose one based on its strong causal connection to the problem and its appropriateness given context and available resources
- Plan and carry out the selected solution process; use a range of strategies to monitor progress toward a solution, such as active hypothesis testing and verification, and prediction and judgment based on testing/verification procedures as well as on a recognition of patterns in behaviors or events; and adjust approach as necessary based on feedback.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can solve problems and make decisions, consistently and with minimal effort, and with little need for guidance, help or prompting, and can lead and support others in problem-solving, to accomplish complex, minimally defined and structured tasks that require complex, multi-step solution strategies, in a range of comfortable and familiar settings

Level 3 Examples of Proficient Performance

Adults performing at Level 3 can Solve Problems and Make Decisions to accomplish a variety of goals, such as:

- Select and vote for a political candidate who you believe will most likely solve a problem you have identified in the community
- Identify and change behaviors that are weakening one's performance in job interviews
- Address disruptive behavior by students in the local learning center
- Select an in-home caregiver for an elderly family member who can no longer care for herself
- Address credit problems that have resulted from lack of understanding of credit card rules and regulations

Take Responsibility for Learning
Performance Levels 1 – 4

PERFORMANCE LEVEL 1

Take Responsibility for Learning

How adults at Level 1 **Take Responsibility for Learning:**

- Establish learning goals that are based on an understanding of one's own current and future learning needs
- Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner
- Become familiar with a range of learning strategies to acquire or retain knowledge
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals
- Test out new learning in real-life applications

Level 1 Indicators

Use Key Knowledge, Skills, and Strategies
Adults performing at Level 1 can:

- Identify current and future learning needs, and communicate a specific and attainable learning goal based on those needs
- Recall prior experiences to identify a few, but general and not comprehensive, learning strengths and weaknesses; identify a gap in knowledge related to the learning goal; and identify a basic learning opportunity appropriate to the strengths and goal
- Select and use a few simple learning strategies (such as simple recall of limited prior knowledge and simple recall/repetition of limited new information through creating and remembering a simple list in correct serial order; simple questioning; copying from models; and asking for help) and basic sources of information (such as suggestions or models of others) that are appropriate to the task context/conditions, individual goal, preferred learning style, and available resources in order to acquire and retain knowledge; and apply new learning to address the learning goal
- Monitor progress toward achieving learning goal with very basic strategies such as following written or oral instructions, and adjust learning strategies or other features of the learning context as necessary

Show Fluency, Independence, and Ability to Perform in a Range of Settings
Adults performing at Level 1 can Take Responsibility for Learning slowly (or with inappropriate speed), hesitantly, sporadically and with great difficulty, and supported by significant guidance, assistance and prompting, to accomplish very simple, highly structured and externally scaffolded tasks with a few well-defined steps that require minimal prediction or judgment, in a single comfortable and familiar setting

Level 1 Examples of Proficient Performance

Adults performing at Level 1 can Take Responsibility for Learning to accomplish a variety of goals, such as:

- Learn some math-related English words in order to better understand and solve simple word problems
- Learn about and use the process for correctly completing simple timesheets at work

PERFORMANCE LEVEL 2

Take Responsibility for Learning

How adults at Level 2 **Take Responsibility for Learning**:

- Establish learning goals that are based on an understanding of one's own current and future learning needs
- Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner
- Become familiar with a range of learning strategies to acquire or retain knowledge
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals
- Test out new learning in real-life applications

Level 2 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 2 can:

- Identify current and future learning needs, and communicate a specific and attainable learning goal based on those needs
- Recall prior experiences to identify some specific learning strengths and weaknesses; identify a gap in knowledge related to the learning goal; and identify more than one learning opportunity appropriate to the strengths and goal
- Select and use a range of simple learning strategies (such as some application of prior knowledge, and recall and elaboration of some new information through reading and restating simple text; underlining or taking literal notes; brief active listening; brief memorization and practice; using simple mental imagery to describe an event; questioning; trial-and-error; and dialogue with others) and basic sources of information (such as simply-written text, pictures, and brief oral communications) that are appropriate to the task context/conditions, individual goal, preferred learning style, and available resources in order to acquire and retain knowledge; and organize and apply new learning to address the learning goal
- Monitor progress toward achieving learning goal with some simple strategies such as self-questioning, and adjust learning strategies or other features of the learning context as necessary

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can Take Responsibility for Learning slowly and with significant effort but thoroughly with increasing confidence, and supported by some guidance**,** assistance and prompting, to accomplish structured and externally scaffolded tasks with multiple well-defined steps that require some prediction or judgment, in more than one comfortable and familiar setting

Level 2 Examples of Proficient Performance

Adults performing at Level 2 can Take Responsibility for Learning to accomplish a variety of goals, such as:

- Learn what you need to know in order to decide what groceries to buy on a budget of $100
- Learn what you need to know in order to teach a basic math concept to your child
- Learn about and use an email account in order to stay in touch with people in other states or countries
- Learn about resources available in order identify a dependable and reasonably-priced option for a home repair

PERFORMANCE LEVEL 3

Take Responsibility for Learning

How adults at Level 3 **Take Responsibility for Learning**:

- Establish learning goals that are based on an understanding of one's own current and future learning needs
- Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner
- Become familiar with a range of learning strategies to acquire or retain knowledge
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals
- Test out new learning in real-life applications

Level 3 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 3 can:

- Identify current and future learning needs, and communicate a specific and attainable learning goal based on those needs
- Analyze prior experiences and current practices in order to identify a comprehensive list of specific learning strengths and weaknesses; identify a gap in knowledge related to the learning goal; and identify multiple learning opportunities appropriate to the strengths and goal
- Select and use a range of simple and some more sophisticated learning strategies (such as analysis and application of prior knowledge, and elaboration of new information through reading, summarizing, paraphrasing, skimming and identifying key points in informational text; active listening; extended memorization and practice; locating and exploring community resources; engaging others in cooperative work; predicting and "sensing" – reading, hearing, visualizing -- ideas and reactions of others; and interviewing "experts" and asking them for further information) and sources of information (such as longer informational texts, graphics, and longer oral communications) that are appropriate to the task context/conditions, individual goal, preferred learning style, and available resources in order to acquire and retain knowledge; and organize and apply new learning to address the learning goal
- Monitor progress toward achieving learning goal with a range of strategies including self-testing and interim summary of information and activities, and adjust learning strategies or other features of the learning context as necessary

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can Take Responsibility for Learning at an appropriate speed with some effort, but with confidence, and supported by only initial or occasional guidance and assistance, to accomplish fairly complex but structured tasks with multiple steps that require significant prediction or judgment, in some familiar and some novel settings

Level 3 Examples of Proficient Performance

Adults performing at Level 3 can Take Responsibility for Learning to accomplish a variety of goals, such as:

- Learn about parent concerns, meeting protocols and topics being addressed in order to effectively represent parents at a local school board meeting
- Learn about the criteria employers use when deciding whom to hire, and use the information to plan for job interviews
- Learn about the diverse backgrounds of people in your community in order to create a display for a local Cultural Heritage Fair
- Learn about city services that you can access in support of your special-needs child.

PERFORMANCE LEVEL 4

Take Responsibility for Learning

How adults at Level 4 **Take Responsibility for Learning***:*

- Establish learning goals that are based on an understanding of one's own current and future learning needs
- Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner
- Become familiar with a range of learning strategies to acquire or retain knowledge
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals
- Test out new learning in real-life applications

Level 4 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 4 can:

- Identify current and future learning needs, and communicate a specific and attainable learning goal based on those needs
- Evaluate and integrate information from prior experiences and current practices in order to summarize key learning strengths and weaknesses; identify a gap in knowledge related to the learning goal; and identify a range of learning opportunities appropriate to the strengths and goal
- Select and use a broad range of sophisticated learning strategies (such as evaluation and selective integration of prior knowledge, and elaboration and organization of new information through extensive reading, outlining and evaluation of informational text; sustained active listening; asking probing questions; creating analogies or detailed schema for categorizing information; creating conceptual maps; evaluating usefulness of community resources; choosing to engage in individual or cooperative work depending on context and need; and "intuitively understanding" ideas and reactions of others) and sources of information (such as long, complex texts, complex graphics including charts, graphs and tables, and long oral communications) that are appropriate to the task context/conditions, individual goal, preferred learning style, and available resources in order to acquire and retain knowledge; and organize, synthesize and apply new learning to address the learning goal
- Monitor progress toward achieving learning goal with a wide range of strategies including testing to detect inconsistencies in information and understanding, and adjust learning strategies or other features of the learning context as necessary

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 4 can Take Responsibility for Learning smoothly, effortlessly, and confidently, and supported by little or no guidance or assistance (taking initiative and sometimes assisting others), to accomplish complex, minimally structured or novel tasks with multiple steps that require a high degree of prediction or judgment, in a range of familiar and novel settings

Level 4 Examples of Proficient Performance

Adults performing at Level 4 can Take Responsibility for Learning to accomplish a variety of goals, such as:

- Learn what you need to know in order to develop program policies and specifications for a new community education center
- Learn about a range of policies and procedures at multiple workplaces in order to revise your employer's personnel manual.

Use Information and Communications Technology
Performance Levels 1 – 5

PERFORMANCE LEVEL 1

Use Information and Communications Technology

How adults at Level 1 **Use Information and Communications Technology:**

- Determine the purpose for using information and communications technology
- Select the technology tools(s) and resources appropriate for the purpose
- Apply technological knowledge, skills, and strategies to use technology tool(s) and resources to locate, process, or communicate information
- Monitor own ability to use the tool(s) and resources and their effectiveness in achieving the purpose, and, if needed, adjust strategies to overcome barriers to achieving goals

Level 1 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 1 can:

- Orally understand a simple vocabulary of technology terms (such as software, memory, disk drive, mouse, keyboard, CD-ROM)
- Understand that software and hardware are both needed for the computer to work
- Use input devices (such as a mouse, keyboard, remote control, or buttons/switches) with inconsistent levels of control
- Use simple functions of command menus to open, save, and print a file if the application is already running
- Ask a friend, family member, or co-worker for help if there is a problem
- Use simple technologies for communication, or use more sophisticated technologies with considerable assistance (such as using a cell phone independently after cursory instruction in its use, reading and responding to simple email messages with assistance)
- Use simple strategies for accessing information (such as identifying 1-3 search terms for basic web searches)

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 1 can Use Information and Communications Technology with considerable assistance to perform very simple, highly structured tasks in a familiar environment. They may make many errors and may be easily distracted or hesitant to perform the task.

Level 1 Examples of Proficient Performance

Adults performing at Level 1 can Use Information and Communications Technology to accomplish a variety of goals, such as:

- Complete a simple email enrollment form, with assistance
- Use a pictorial guide to videotape a television program
- Use mouse practice software to improve mousing skills

PERFORMANCE LEVEL 2

Use Information and Communications Technology

How adults at Level 2 **Use Information and Communications Technology:**

- Determine the purpose for using information and communications technology
- Select the technology tools(s) and resources appropriate for the purpose
- Apply technological knowledge, skills, and strategies to use technology tool(s) and resources to locate, process, or communicate information
- Monitor own ability to use the tool(s) and resources and their effectiveness in achieving the purpose, and, if needed, adjust strategies to overcome barriers to achieving goals

Level 2 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 2 can:

- Demonstrate an oral and written understanding of basic technological terms related to software and hardware (such as enter, save, print; mouse, fax, scanner)
- Understand that data may consist of text, graphics, and audio files
- Turn equipment on and off safely
- Use technological tools in a basic way (such as launching a few highly familiar applications) and with a beginning understanding of technological systems such as the internet
- Follow simple directions to accomplish a routine task with technology; may require step-by-step reminders (such as opening, modifying, saving, and printing a file with assistance or visual guide)
- Try to use application's Help feature before asking for outside assistance
- Use communications technologies with limited assistance (such as sending email or a fax, or creating a simple slide presentation from a template with help)
- Use basic strategies for managing information (such as sorting information into 2-3 categories in a database application with some inconsistencies in use of organizing strategy)

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can Use Information and Communications Technology with noticeable effort and requiring some assistance, to perform highly structured tasks which may have more than one step, but are conducted in a familiar environment with the instructor and peers nearby for encouragement and guidance. They may have many errors and be easily discouraged when things go wrong.

Level 2 Examples of Proficient Performance

Adults performing at Level 2 can Use Information and Communications Technology to accomplish a variety of goals, such as:

- Total monthly budget items using a calculator
- Type and print a shopping list on a word processor using a step-by-step guide
- File text documents into folders by topic with some assistance

PERFORMANCE LEVEL 3

Use Information and Communications Technology

How adults at Level 3 **Use Information and Communications Technology:**

- Determine the purpose for using information and communications technology
- Select the technology tools(s) and resources appropriate for the purpose
- Apply technological knowledge, skills, and strategies to use technology tool(s) and resources to locate, process, or communicate information
- Monitor own ability to use the tool(s) and resources and their effectiveness in achieving the purpose, and, if needed, adjust strategies to overcome barriers to achieving goals

Level 3 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 3 can:

- Understand and apply, the basic vocabulary needed for using common applications of technology, such as using a word processor or operating a digital camera
- Identify common problems encountered when using everyday technology (such as media not installed, batteries need to be changed, etc.)
- Describe, with general accuracy, the internet
- Demonstrate a basic understanding of responsible use of technology (such as using simple rules of netiquette in email or listserv posts)
- Adopt personally useful technologies, such as electronic dictionaries, and use in a consistent way
- Operate some basic technological tools and follow directions to perform some more sophisticated applications (such as to change font sizes or formats in a word processor, enter an address into an address book and then use the address book to route an email message)
- With occasional guidance, use conceptual knowledge of technology to strategize solutions to problems (such as finding a forgotten user name from printed copies of previous messages)
- More consistently use Help functions of applications and/or printed manuals to find solutions to problems
- Use online communications (such as use email applications with ease, including attachments, or participate in listserv discussions on a topic of interest)
- Organize information from the general to the specific
- Understand that information on the Internet should be evaluated for accuracy and appropriateness to need

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can Use Information and Communications Technology with occasional assistance to perform structured, multi-step tasks with few errors in a familiar environment. They may be able to identify barriers in the accomplishment of the task and begin to problem-solve solutions.

Level 3 Examples of Proficient Performance

Adults performing at Level 3 can Use Information and Communications Technology to accomplish a variety of goals, such as:

- Enter three names and telephone numbers into a cell phone directory, then use the directory to call one of them
- Compile a list of keywords to use in an internet search of desired vacation spots, then use them to find one or more potential vacation destination websites
- Generate two strategies for dealing with a computer that won't turn on

PERFORMANCE LEVEL 4

Use Information and Communications Technology

How adults at Level 4 **Use Information and Communications Technology:**

- Determine the purpose for using information and communications technology
- Select the technology tools(s) and resources appropriate for the purpose
- Apply technological knowledge, skills, and strategies to use technology tool(s) and resources to locate, process, or communicate information
- Monitor own ability to use the tool(s) and resources and their effectiveness in achieving the purpose, and, if needed, adjust strategies to overcome barriers to achieving goals

Level 4 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 4 can:

- Understand an extensive vocabulary of technological terms (such as those related to using a word processor and the internet), as well as less commonly used features of basic applications
- Use prior knowledge in the application of technology (such as knowing which software is needed to open a file by recognizing common computer file formats)
- Describe, in general terms, a computer network and what advantages/disadvantages it presents to the user
- Connect and disconnect basic technology components (such as a computer monitor, keyboard, mouse, printer, CPU/box)
- Perform very basic maintenance in equipment (such as cleaning mouse or keyboard)
- Assess equipment's suitability for common uses (such as determine if current hardware has sufficient memory and speed to install and efficiently run a new application); Choose the software tool that will yield desired results (such as using a word processor to create a custom calendar)
- Perform basic computer operations with ease, and to transfer some skills (such as using menu functions within software) from application to another; Use basic to intermediate functions of a range of software applications, including word processors, spreadsheets, databases, graphic packages, presentation software
- Perform basic trouble shooting strategies independently (such as checking to see if all components are plugged in; rebooting system; trying to print a file from another application if files won't print from one application to see if the trouble is with the application or the printer)
- Select from a wide range of communication technologies as appropriate to complete a collaborative project (such as using telephones, email, instant messaging, groupware, faxes)
- Use strategies to identify, organize, and use important information (such as searching the internet to find sites with relevant information, or fast forwarding through videos to access relevant information, or using sort functions in spreadsheets or databases, or using spam filters to eliminate junk email)

Show Fluency, Independence, and Ability to Perform in a Range of Settings
Adults performing at Level 4 can Use Information and Communications Technology to complete moderately complex, sequential tasks, requiring only very occasional assistance, and with minimal errors, in a familiar setting.

Level 4 Examples of Proficient Performance

Adults performing at Level 4 can Use Information and Communications Technology to accomplish a variety of goals, such as:

- Use three different search engines to search for information on childproofing your home, then describe some strengths and weaknesses of each search engine
- Use copy and paste functions to enter a dentist's name and telephone number from a PDA's address book to its appointment calendar
- Use an internet-enabled cell phone to retrieve and read email

PERFORMANCE LEVEL 5

Use Information and Communications Technology

How adults at Level 5 **Use Information and Communications Technology:**

- Determine the purpose for using information and communications technology
- Select the technology tools(s) and resources appropriate for the purpose
- Apply technological knowledge, skills, and strategies to use technology tool(s) and resources to locate, process, or communicate information
- Monitor own ability to use the tool(s) and resources and their effectiveness in achieving the purpose, and, if needed, adjust strategies to overcome barriers to achieving goals

Level 5 Indicators

Use Key Knowledge, Skills, and Strategies

Adults performing at Level 5 can:

- Understand and apply a large vocabulary of technological terms, and use knowledge to determine some unfamiliar terms from context
- Recognize the advantages and disadvantages/limitations of using technology, and plan strategies accordingly to accomplish goals (such as using the internet to anonymously access job information at a company website, then visiting the company to talk to employees for the information not on the website)
- Describe precautions to consider when going online (such as the security of network and personal information)
- Skillfully use a variety of technologies together (such as being able to upload images from a digital camera to the computer, crop and edit them, then save them in different file formats for different purposes such as pasting into web pages, slide presentations, or attaching to email)
- Search user-group archives, company online help databases, and other online resources to resolve difficult problems with hardware or software, and use problem-solving skills when online searches do not yield desired results
- Routinely perform preventive maintenance such as defragmenting hard drives, updating virus protection software, and backing up critical data
- Create and share products to communicate ideas and other information (such as web pages, slide shows, and videos/DVDs); the products demonstrate an understanding of the target audience
- Use communications technologies for other purposes (such as working with peers to investigate problems or issues relevant to the groups, or to participate in online learning opportunities)
- Manage and evaluate information from a variety of sources; use abstract thinking to determine how to apply relevant research results for multiple purposes in a variety of contexts and understand when/under what conditions to apply it

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 5 can Use Information and Communications Technology with great ease to perform complex, multi-step tasks, with few or no errors and without need for assistance in both familiar and unfamiliar settings. They are often able to assist others with the task. They show a willingness to experiment with solutions to any barriers encountered, and are willing to go beyond their "comfort zone" to upgrade their skills and knowledge, demonstrating the confidence to explore solutions on their own.

Level 5 Examples of Proficient Performance

Adults performing at Level 5 can Use Information and Communications Technology to accomplish a variety of goals, such as:

- Use the internet to research education requirements and long-term employment projections for a chosen career, then prepare a presentation of the information using PowerPoint
- With a team of peers, create a digital story using images taken with digital cameras, other graphics found on the internet, and text; all elements are united in a logical sequence in a word processor
- Read messages from three different listservs and/or websites about presidential candidates, perform any internet searches indicated to verify key information, and send an email to friends and relatives justifying your choice of candidate