

# **CHOOSING MILESTONES AND CULMINATING TASKS**

*Ontario Association of Adult and Continuing  
Education School Board Administrators (CESBA)  
and Community Literacy of Ontario (CLO)*

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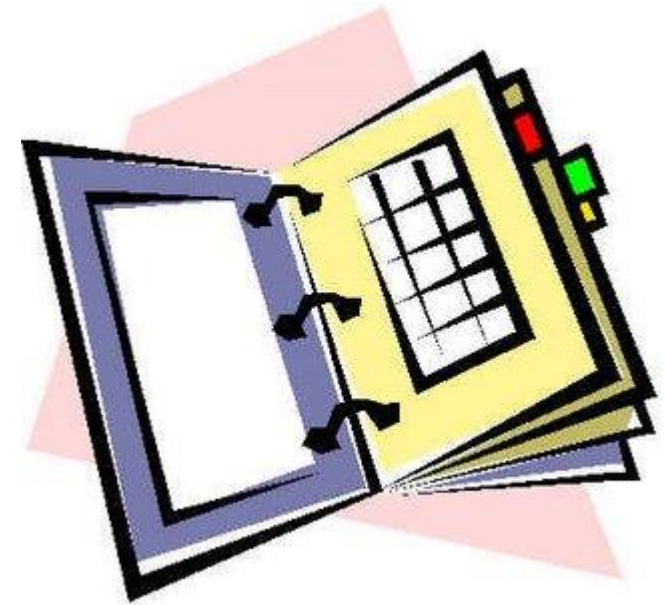
Presented by Robyn Cook-Ritchie

**EMPLOYMENT  
ONTARIO**



# TOPICS

- ▶ Milestones
  - ▶ Overview
  - ▶ Adapted Milestones and Milestones for learners working at lower levels
  - ▶ Relationship to agency performance
- ▶ Culminating Tasks
  - ▶ Overview
  - ▶ Currently available Culminating Tasks
- ▶ Suggested process
- ▶ Best practices



# MILESTONES



# MILESTONES

- ▶ “Milestones are goal-related assessment activities that are linked to the five goal paths by using tasks that utilize documents, texts, situations and interactions drawn from employment, further education, further training and everyday life. Each milestone is directly related to one competency, task group or level within the Curriculum Framework. Through successful completion of milestones, learners demonstrate their abilities to use their literacy skills to carry out goal-related tasks.”
- ▶ “Successfully completing a selected milestone does not necessarily mean that learners can do other tasks at the same level or task group or that they are ready for transition. Although milestones are an indicator of learner progress, they are not intended to stand alone. They should complement other assessment methods used to monitor learner progress.”

Source: *Connecting LBS Service Delivery to the OALCF: A Training Guide Assessment Module*, Community Literacy of Ontario, pg. 39.



# MILESTONES

- ▶ “Learners will not be expected to perform every milestone task; they will only perform those tasks that are appropriate to their goal path and reflect what they need to focus on in the LBS Program.”
- ▶ “Furthermore, milestone tasks are not intended to become the sum total of a learner’s program; instead, they are intended to support program delivery by informing instructional content and by providing common criteria for tracking learner progress.”

Source: *Practitioner Guide to Task-Based Programming*, Employment Ontario, p. 18



# LEARNERS WHO PERFORM INCREASINGLY COMPLEX TASKS CAN:

- ▶ make inferences to determine task requirements
- ▶ apply background knowledge and experience to carry out unfamiliar tasks
- ▶ manage tasks with unfamiliar elements
- ▶ identify a variety of ways to complete tasks
- ▶ find, integrate and analyze information
- ▶ experiment and problem solve to achieve desired results

Practitioners work with learners to choose milestones that represent the kind of tasks learners need to be able to do once they transition out of LBS.

# MILESTONES

“Milestones for Competency E: Manage Learning may be a good place to start in the milestone selection process.”

Source: *Milestones User Guide*, March 2014, Employment Ontario, p. 6



# ADAPTED MILESTONES

- ▶ 22 of the 60 milestones are now available in a version adapted to face-to-face administration.
- ▶ They are identified in the Milestone Index by the use of “-a” next to the milestone number in the milestone file.
- ▶ Adapted milestones are intended to support learners with limited reading skills.
- ▶ Both the original and adapted versions assess abilities at the same level.
- ▶ Practitioners should review both versions to determine which version suits the individual needs of the learner.

Source: *Milestones User Guide*, March 2014, Employment Ontario, p. 6





# MILESTONES WITH AN ADAPTED VERSION

Level 1	Level 2/3	No Level
1, 2, 8, 9, 15, 18, 19, 20, 27, 28, 37, 41, 45, 48, 49, 54, 57	58, 59	14, 36, 60

# BEST MILESTONES FOR LEARNERS WORKING AT LOWER LEVELS



- ▶ Milestone 1 or 2 - little text to read through and simple searching/locating information
- ▶ Milestone 8 or 9 - little text to read through and simple searching/locating information
- ▶ Milestone 15 – oral communication focus
- ▶ Milestones 18, 10 or 20 – tasks common to daily living
- ▶ Milestone 27, 28- using information they are familiar with
- ▶ Milestone 36- lots of flexibility
- ▶ Milestone 54, 55- common frequently done activities

*Source: Champions Interviews, 2015*

## DIMENSION-EFFECTIVENESS (W-50%)

### MEASURE #4: LEARNER PROGRESS (W-30%)

- ▶ Based on both active and closed service plans
- ▶ It is the percentage of learners who have completed at least one milestone
- ▶ Data comes from “attained” **competency** plan items
- ▶ 2015-2016 target: 60%

## PROGRESS



*“Learner Progress measures, during service and at exit, the percentage of learners who successfully complete at least one required milestone related to their individual goal path (i.e., employment, apprenticeship, secondary school credit, postsecondary education, independence).”*

*Source: LBS Service Provider Guidelines, p.32*

Note: Currently in Phase II-A.

In Phase II-B Effectiveness will have a weight of 60% and Learner Progress will have a weight of 20%

## + LEARNER PROGRESS

### Management

- ▶ Have practitioners had adequate training related to the administration of milestones?
- ▶ Do instructors have easy yet secure access to milestones?
- ▶ Is there at least one milestone related to the learner goal path identified on each learner plan?
- ▶ Are completed milestones stored in the learner file?
- ▶ Is there a process in place to make sure completed milestones are recorded in CaMS?

### Integrity

- ▶ When milestones are completed are they updated in CaMS in a timely fashion?
- ▶ Do we check to make sure all milestones have been entered prior to closing a service plan in CaMS?

### Analysis

Are at least 60% of the learners attaining one milestone?


If not:

- ▶ Are there processes in place to ensure learners and practitioners understand the expectations around completion of milestones?

- ▶ Successful completion of milestones will provide evidence that learners can perform goal-related activities at given levels.
- ▶ Milestones are intended to complement other assessment approaches used in Ontario's Literacy and Basic Skills Programs and are an important indicator of learner progress.
- ▶ While a useful source of information, milestone results cannot be used in isolation to determine whether learners are transition-ready.



# PREPARING LEARNERS FOR MILESTONES

- ▶ Discuss the purpose of ongoing assessment with learners and how it can help them reach their goals
  - ▶ Have learners work on activities related to the milestone they will be completing- they should be successful at those prior to trying a milestone
  - ▶ Have learners complete other assessment activities that are from the same task-group and level
  - ▶ Assure learners that they can try a milestone again if they are not successful
- 

Practitioners can make this decision by asking themselves questions such as:



- ▶ Has the learner received instruction on similar tasks?
- ▶ Has the learner successfully completed similar tasks?
- ▶ Does the learner feel ready to try an assessment task?

If the response to these questions is yes, then the learner is ready to try the milestone.



**How many milestones?**



# CULMINATING TASKS

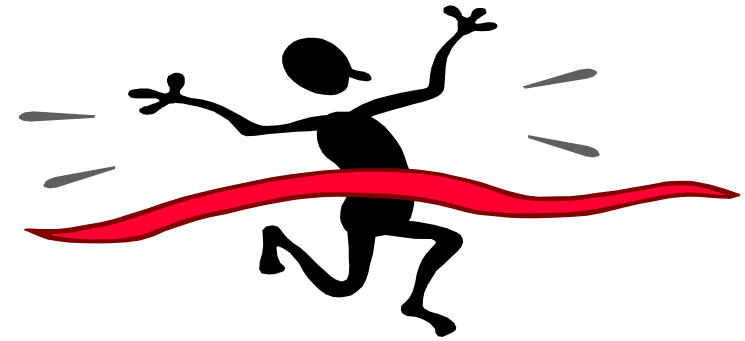


*A culminating task is more complex than a milestone task and is also aligned to the OALCF. It reflects a task that a learner could expect to perform upon exiting the LBS Program. A culminating task answers the question, “Can the learner manage the expectations of the learning, training, community or work setting after leaving the LBS Program?”*

*Source: LBS Service Provider Guidelines Effective June 1, 2015, p. 23*



# What is a culminating task?



- ▶ A complex task.
- ▶ Incorporates multiple competencies and task groups.
- ▶ Culminating tasks allow learners to apply their skills and knowledge across competencies in a way that reflects real-life situations.
- ▶ Culminating tasks represent the end point of a goal path.

Culminating tasks do not replace any credentials, courses, or certifications that learners may need to access their goal destination.



# TRANSITION READINESS

There are many other elements that are involved in transition readiness including (but not limited to)

- ▶ completion of any required academic courses/credentials;
- ▶ completion of any required industry credentials;
- ▶ stability of the learner's personal life including health, finances, and family circumstances;
- ▶ motivation and persistence of the learner

*Source: OALCF Culminating Task- User Guide 2013 (EN). P. 3*



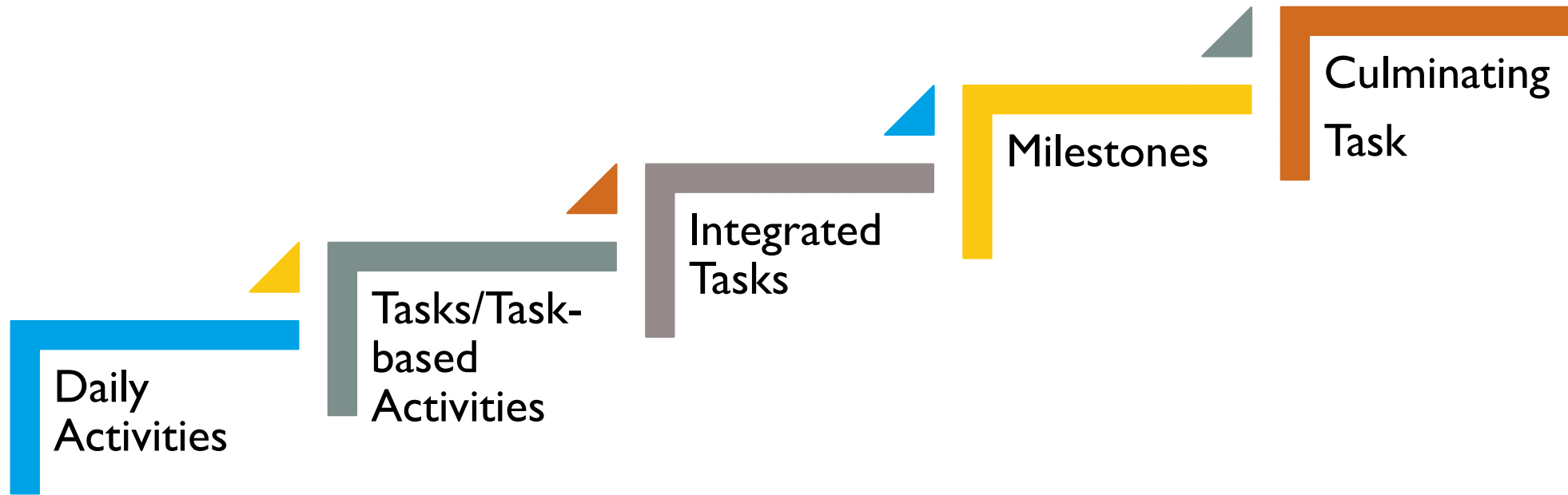


Culminating tasks are representative of the five goal paths in the OALCF.

Successful completion of a culminating task is **one way** for learners to demonstrate that they may be ready to transition to one of the goal paths.

There are 18 available culminating tasks and a revised User Guide

The culminating task for a learner's goal path is meant to bring together many elements of the learner plan.



# Relationship to milestones

Goal

Culminating Task

Milestones

1

2

3



# INTRODUCING CULMINATING TASKS- INCREASE LEARNER “COMFORT”

- ▶ Inform learners early on that they will be completing a culminating task as a way to demonstrate they are ready to succeed at their next step
- ▶ Make it part of your intake process/discussion with each learner
- ▶ Frame the culminating task as a “longer” milestone- it will seem less intimidating to a learner who has already completed some milestones
- ▶ Add the culminating task to the Learner Plan so the instructor has a reference to the skills that will be needed for successful completion of the culminating task
- ▶ Use the language of OALCF with the learners so they have a better understanding of what you are measuring

*Source: Champions Interviews 2015*

Successful completion of the culminating task will help answer the question:



“Do I have a reasonable chance of managing the next step in my life/learning/work, and can I transition successfully to my goal destination?”

# TIMING



- ▶ Try not to leave the culminating task to the very end as many learners may not stay to complete it or may rush through it
- ▶ Having a learner complete the culminating task a few weeks prior to leaving the program will reinforce their readiness to move on to the next step of the goal path

*Source: Champions Interviews 2015*

# PROFESSIONAL DEVELOPMENT IDEA

Calibrate staff understanding by:

- ▶ Having staff members complete different sections of culminating tasks for the most common goal paths served by your agency
- ▶ Comparing and discussing results at a team meeting



*Source: Champions Interviews 2015*

Where do I find milestones and culminating tasks?

<http://www.oalcf-repository.ca>

You need to have username and password to access milestones and culminating tasks.




# INCREASING CULMINATING TASK COMPLETION AND MILESTONE SUCCESS



# MAPPING MILESTONES, TASK-BASED ACTIVITIES AND ASSESSMENT TOOLS TO CULMINATING TASKS

Ensuring success on culminating tasks means they have the skills to complete the culminating task when they exit the program.

- ▶ **Step 1:** Review the available culminating tasks and choose one that matches the learner's goal path and actual goal.
  - ▶ **Step 2:** Identify the task groups and levels covered by the culminating task.
  - ▶ **Step 3:** Map the milestones that integrate the task groups and levels covered by the culminating task.
  - ▶ **Step 4:** Search for appropriate task-based activities.
  - ▶ **Step 5:** Search for appropriate task-based assessment tools.
- 

STEP I: REVIEW THE AVAILABLE CULMINATING TASKS AND CHOOSE ONE THAT MATCHES THE LEARNER'S GOAL PATH AND ACTUAL GOAL.





## STEP 2: IDENTIFY THE TASK GROUPS AND LEVELS COVERED BY THE CULMINATING TASK.

This culminating task addresses the following tasks groups and levels:

Manage Learning  
Find and Use Information  
OALCF Engage with Others  
Communicate Ideas and Information  
Understand and Use Numbers  
Use Digital Technology

- ▶ Read continuous text A1.2
- ▶ Interpret documents A2.2
- ▶ Write continuous text B2.3
- ▶ Complete and create documents B3.2a
- ▶ Express oneself creatively B4
- ▶ Manage money C1.2 Use Measures C3.2
- ▶ Manage Data C4.2
- ▶ Use Digital Technology D.2
- ▶ Manage Learning E.2

## STEP 3: MAP THE MILESTONES THAT INTEGRATE THE TASK GROUPS AND LEVELS COVERED BY THE CULMINATING TASK.



Use the *Milestone Index* to determine milestones that cover those task groups and levels found in the culminating task.

## STEP 4: SEARCH FOR APPROPRIATE TASK-BASED ACTIVITIES.

Competency	Level 1	Level 2	Level 3
Find and Use Information	251	277	112
Communicate Ideas and Information	228	243	99
Understand and Use Numbers	142	151	68
Use Digital Technology	86	127	60
Manage Learning	24	19	8
Engage with Others	6	4	2

No. of TBA's by goal path:

- ▶ Apprenticeship - 51
- ▶ Employment - 41
- ▶ Independence - 41
- ▶ Postsecondary - 99
- ▶ **Secondary School Credit - 124**



- ▶ Calculating Food Preparation Amounts (A2.2, B3.2a, C3.2)
- ▶ Esteban's Business Trip (A2.2, C1.2, C3.2)
- ▶ Completing Application Forms (A1.2, B2.3, B2.2, B3.3a, D.2)
- ▶ Write a book report (A1.3, B2.3, D.2, E.2)
- ▶ Advice column (A1.3, B2.2, B4)
- ▶ Calculate the average age of students in a class (C4.2)

<http://taskbasedactivitiesforlbs.ca>



## STEP 5: SEARCH FOR APPROPRIATE TASK-BASED ASSESSMENT TOOLS.



- ▶ Six String Nation (A1.2)
- ▶ School Year Calendar (A2.2)
- ▶ Writing to Persuade (B2.3, D.2, E.2)
- ▶ The VARK Questionnaire (B3.2a, A2.2, D.2)
- ▶ Create and Inspirational Poster (B4)
- ▶ Calculating a Restaurant Bill (C1.2, B3.2a)
- ▶ Using Measures (C3.2)
- ▶ School Enrollment (C4.2, A1.2)
- ▶ Complete an Online Registration (D.2, A1.2, )
- ▶ Welcome Package Level 2 (E.2, A1.2, A2.2, B3.2a)

# Common Assessment for the OALCF Goal Paths Resource Package- Literacy Northwest

<http://www.learningnetworks.ca/LNW-CommonAssessmentProject.php>

## **Contents**

Sample Common Assessment Strategy

Task-Based Assessment, Milestone and  
Culminating Task Tracking Sheet

Sample Task Template

Index of Activities

Key Development Skills List for Each Goal Path

Assessment Activities for all 5 Goal Paths, 6  
Competencies and 3 Levels

Answer Sheets

Resource List

### Task-based Assessment, Milestone and Culminating Task Tracking Sheet

Learner's Name \_\_\_\_\_

Goal Path: \_\_\_\_\_

Find and Use Information			Communicate Ideas and Information			Understand and Use Numbers		
A	Task Based Assessment	Milestone	B	Task Based Assessment	Milestone	C	Task Based Assessment	Milestone
	Date	Date		Date	Date		Date	Date
A1.1			B1.1			C1.1		
A1.2			B1.2			C1.2		
A1.3			B1.3			C1.3		
A2.1			B2.1			C2.1		
A2.2			B2.2			C2.2		
A2.3			B2.3			C2.3		
A3			B3.1a			C3.1		
			B3.1b			C3.2		
			B3.2a			C3.3		
			B3.2b			C4.1		
			B3.3a			C4.2		
			B3.3b			C4.3		
			B4					

Use Digital Technology			Manage Learning			Engage with Others		
D	Task Based Assessment	Milestone	E	Task Based Assessment	Milestone	F	Task Based Assessment	Milestone
	Date	Date		Date	Date		Date	Date
D.1			E.1			F		
D.2			E.2					
D.3			E.3					

<b>Culminating Task Description:</b>	<b>Completion Date:</b>
<b>Referral Notes:</b>	

# Mapping milestones, task-based activities and assessment tools to culminating tasks



Culminating Tasks	Task groups/levels	Associated Milestones	Task-Based Activities	Assessment Activities



# BEST PRACTICES




# WESTERN REGION BEST PRACTICE INTERVIEWS “CHAMPIONS”

<http://www.learningnetworks.ca/WesternRegionBestPracticeInterviews.php>

- ▶ Learner Progress
- ▶ Completions



# GENERAL TIPS

- ▶ Introduce the assessment tools and expectations at intake
  - ▶ Review resources that are available to increase learner success (e.g. task-based activities website, assessment resources from Literacy Northwest)
  - ▶ Introduce learning activities that use similar formatting (e.g. layout, spacing, font type, font size, wording, etc.)
  - ▶ Map assessment activities and ongoing learning activities to competencies, task groups and levels associated with an appropriate culminating task
  - ▶ Integrate assessment activities (in addition to milestones) throughout program delivery period
  - ▶ Present the learning plan with milestones and a culminating task included so learners understand what is expected
- 



THANK  
YOU