

**Adult Literacy Fundamental English (ALFE) Learning Outcomes Project**

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### **Background/Context:**

This project originated from some post-secondary institutions' Education Councils and Senates' concerns about content in their institutions' Adult Literacy Fundamental (ALF) English and Math course outlines. These are outlines for courses that are generally part of the curriculum in Adult Basic Education (ABE) programs. The concerns were that the learning outcomes included in the ABE Articulation Guidebook (<https://www.bctransferguide.ca/docs/ABE1819.pdf>) were actually objectives, not learning outcomes. In October 2017, the Adult Literacy Fundamental Articulation Working Group invited specialist Maureen Wideman (UFV) to speak to us. Her comments confirmed that the majority of the ALF "learning outcomes" were, indeed, objectives rather than true learning outcomes.

With the help of funding from BCCAT, the project steering committee has revised the ALF English learning outcomes. We have grouped the existing objectives/skills under a smaller number of true learning outcomes. ALF English instructors can seek approval for courses using this streamlined list. The ALF Working Group will maintain the useful list of detailed objectives/skills in the ABE Articulation Handbook. We have also added sample practice tasks used to develop these skills and demonstrate the outcomes.

### **Timeline/Process:**

*October 2017:* At ALF Working Group meetings, a project subcommittee was formed to work on revising the ALF English learning outcomes. A proposal for funding for this project was then submitted to the BC Council on Admissions & Transfer. The ALF Working Group decided that doing English and math outcomes at the same time would be too large a project. The ALF Working Group has now applied for (and been approved for) funding to revamp the ALF Math Learning Outcomes in 2019-2020, in a project that will follow the same format for revision as this project.

*May 2018:* BCCAT's Transfer and Articulation Committee granted \$6,803 in funding for the project, with Melinda Worfolk (College of New Caledonia) as the contractor.

*September 2018:* The subcommittee booked a personalized learning outcomes workshop with learning outcomes specialist Carmen Larsen (Langara) and began revising the ALF English learning outcomes.

*October 2018:* The subcommittee presented a first draft of the reading and writing outcomes to the ALF Working Group. The working group approved the revised framework, which removed computer skills from the ALF English outcomes, and which replaced Skills and Strategies for Learning with Learner Profiles similar to the Canadian Language Benchmarks and the BC Ministry of Education's K-12 Core Competency documents. ("The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the [BC Ministry of Education's] redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning." BC Ministry of Education, <https://curriculum.gov.bc.ca/competencies>). The working group also brainstormed reading and writing practice tasks.

*November-December 2018:* The subcommittee added the working group's proposed reading and writing practice tasks, and completed a draft document of the Learner Profiles.

*January-February 2019:* The revised Reading and Writing Outcomes and Learner Profiles were circulated to the ALF Working Group for feedback.

*March 2019:* The Outcomes and Learner Profiles were revised based on the feedback received, and then circulated to the ABE Steering Committee.

*April 2019:* The final outcomes of the project were presented and approved at ABE Steering Committee Meetings. The new Outcomes and Learner Profiles will appear in the 2019-2020 ABE Guidebook and institutions can begin revising their courses to match the new outcomes, to be approved by their Education Councils or Senates and by the ALF Working Group.

Betsy Alkenbrack

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## Adult Literacy Fundamental English (ALFE) Learner Profiles

It is expected that instructors will infuse Indigenous ways of knowing and world views into their course syllabi, and will include acknowledgement of the traditional and unceded territory on which they work. Instructors are encouraged to refer to *Pulling Together: A guide for Indigenization of post-secondary institutions*, available through OpenTextBC: <https://opentextbc.ca/indigenizationfoundations/front-matter/foundations-guide-overview/>

Level (see links below chart for related CLB and K-12 competencies)	Oral Communication	Critical Thinking	Social Responsibility	Personal and Cultural Identity	Time and Work Management
<b>ALFE: 1-2</b>  (Canadian Language Benchmarks [CLB] 6: Listening & Speaking)  (K-12, Core Competencies: 1)	When provided with support in a safe environment, learners at this level can <b>participate in group discussions and respond in a meaningful way</b> when classmates and instructors communicate with them.	Learners at this level can work with concrete materials and actions. They can <b>indicate their preferences.</b>	With some support, learners at this level can interact with classmates and instructors and <b>be part of a group.</b>	Learners at this level are aware of themselves as different from others. <b>With some help, they can identify some of their attributes.</b>	Learners at this level will be able to <b>work with help and independently for short periods of time</b> on assigned tasks. They can organize work for ready access.

<p><b>ALFE: 3-4</b></p> <p>(CLB 7: Listening &amp; Speaking)</p> <p>(K-12, Core Competencies: 2)</p>	<p>When provided with direct support in a familiar situation, learners at this level can communicate with others in the classroom by <b>sharing basic information about topics important to them</b> (and listening to others do the same), <b>planning and completing activities with others</b>, and <b>answering simple direct questions</b> about themselves and their experiences.</p>	<p>Learners at this level can <b>make simple judgments using some evidence</b>. They can question, <b>predict</b>, and gather information using sensory input. They can <b>have a purpose in mind when they explore</b> and use what they learn. They can demonstrate or explain something about their thinking. They can help develop and use simple criteria. (e.g. related to assessing their own writing).</p>	<p>In familiar and structured settings, learners at this level <b>can interact with others in the classroom with respect, cooperation, inclusion, and kindness</b>, including participation in classroom and group activities. They can respectfully share their own feelings and <b>listen to others' views</b>. They can identify when a situation is unfair to themselves or others. They can do some problem solving themselves, but they also know when to ask for help. They do their share in the classroom, and can identify when someone else needs help.</p>	<p>Learners at this level are aware of and can <b>identify their own individual characteristics and interests</b>. They can describe their family, home, and/or community (people and/or place).</p>	<p>Learners at this level will be able to work independently for longer periods of time, even with some distraction in the classroom. They <b>can move on to other tasks while waiting for help</b>. They can organize work for ready access. They are able to identify short and long term literacy goals. They <b>can complete homework outside the classroom environment and meet deadlines for assignments</b>. They can use deliberate strategies to take tests and manage stress.</p>
<p><b>ALFE: 5-6</b></p> <p>(CLB 8: Listening &amp; Speaking)</p> <p>(K-12, Core Competencies: 3)</p>	<p>In familiar situations, with some support or guidance, learners at this level can understand and share basic info about topics that are important to</p>	<p>Learners at this level can <b>draw conclusions, make judgments</b>, and ask new questions by using observation, experience</p>	<p>Learners at this level can demonstrate respectful, inclusive behaviour. They can contribute to group activities that make their community (inside or outside the</p>	<p>Learners at this level can <b>identify, describe, and represent different aspects of their identity and cultural contexts</b> (e.g. family, communities, peer groups) through words and images.</p>	<p>Learners at this level will be able to <b>work independently for long periods of time, even with some distraction</b> in the classroom. They regularly move on to other tasks while</p>

	<p>them by <b>participating in different types of conversations.</b> They listen and respond to others. They can <b>work with others on concrete, short-term projects.</b> <b>They can recount experiences and activities,</b> and tell something they have learned.</p>	<p>and imagination. They can <b>ask and answer open-ended questions.</b> They can participate in exploration and information gathering. They can experiment purposefully and develop options. They can help develop and use criteria (e.g. for assessing their own writing); they can describe their thinking and how it has changed.</p>	<p>classroom) a better place. They can identify actions they can take to make a difference in their community. <b>They can consider others' views and respectfully express a different opinion.</b> They can identify problems and <b>compare a range of problem-solving strategies.</b> They can not only identify but also explain why something is unfair. <b>They are capable of identifying when someone needs support, and of providing that support.</b> They are capable of building and maintaining relationships.</p>	<p>They can describe what is important to them and <b>demonstrate pride in their positive qualities, their knowledge, and their skills.</b> They can explain how they are able to use these attributes to make positive contributions to their communities.</p>	<p>waiting for help. They organize work for ready access. They can <b>articulate strategies for meeting their long- and short-term literacy goals.</b> They regularly complete homework outside the classroom environment and meet deadlines for assignments. They regularly <b>use deliberate strategies to take tests and manage stress.</b></p>
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The BC Ministry of Education K-12 Core Competency documents (<https://curriculum.gov.bc.ca/competencies>) and the Canadian Language Benchmarks (<https://www.language.ca/overview-of-clb-and-nclc-competency-levels/>) provided a valuable framework for developing these learner profiles.

## Adult Literacy Fundamental (ALF) English Reading Outcomes

### Level 1

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Sub-outcomes/skills</b> <i>By achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. read a 1-page simple form with assistance	<ul style="list-style-type: none"> <li>• read common symbols (e.g. &amp;, \$, #)</li> <li>• read 50 to 75 common sight words**</li> <li>• read the alphabet, in both upper and lower case</li> <li>• read 50 to 75 personal sight words</li> <li>• articulate short and long vowel sounds, simple consonant blends (e.g. CVC*, CVC + e, CVVC)</li> </ul>	<i>Learning Outcome 1</i> <ul style="list-style-type: none"> <li>• completing simple forms</li> </ul>
2. read life experience stories of 5 to 7 sentences independently	<p>*CVC=Consonant/Verb/Consonant            **sight words: Commonly used (“high frequency”) words that learners are encouraged to memorize as a whole, so they can automatically recognize them when reading, without needing to use decoding strategies. Personal sight words are a learner-identified sight word goal list (instead of being assigned the words by the teacher).</p>	<i>Learning Outcome 2</i> <ul style="list-style-type: none"> <li>• identifying common abbreviations</li> <li>• answering literal questions about a life experience story</li> <li>• describing and dictating the sequence of events in a life experience story</li> <li>• identifying words from a list</li> <li>• identifying words in familiar text</li> <li>• exchanging ideas and viewpoints to build shared understanding and extend thinking</li> </ul>



## Level 2

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Sub-outcomes/skills</b> <i>By achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. read and follow directions written in simple sentences using 2 formats (e.g. geographical, practical)	<ul style="list-style-type: none"> <li>• identify parts of speech and end punctuation in simple sentences</li> <li>• read 200 to 300 sight words</li> <li>• employ pre-reading skills to enhance understanding (e.g. KWL*, prediction)</li> <li>• use context clues to find meaning</li> <li>• use phonics to decode words</li> </ul> <p>*KWL=Know—Want to Know—Learned</p>	<i>Learning Outcome 1</i> <ul style="list-style-type: none"> <li>• physically demonstrating activities required by directions (e.g. on a map, in a simple recipe)</li> </ul>
2. read paragraphs of 5 to 7 sentences containing familiar topics and vocabulary, and supported with visual clues (e.g. illustrations)		<i>Learning Outcome 2</i> <ul style="list-style-type: none"> <li>• answering literal and inferential questions about a familiar topic</li> <li>• getting basic information from short, simple notes or letters</li> <li>• stating or writing opinions about a familiar topic</li> <li>• identifying characters, main ideas, and events in a story</li> </ul>

## Level 3

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Sub-outcomes/skills</b> <i>By achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. read 3-paragraph passages in familiar genres (e.g. descriptive and narrative) including unfamiliar vocabulary	<ul style="list-style-type: none"> <li>• identify main ideas, details, characters, and sequences in short passages and paragraphs</li> <li>• identify and read synonyms, antonyms, and homonyms</li> <li>• use structural analysis (e.g. roots, affixes, syllabication, stress, compound words, contractions) to decode vocabulary</li> <li>• use pre-reading and reflection strategies to self-evaluate findings</li> </ul>	<ul style="list-style-type: none"> <li>• summarizing short passages</li> <li>• answering comprehension questions based on text</li> <li>• using a dictionary and a thesaurus to find meanings</li> <li>• surveying text (titles, pictures, font size, underlined/bold/italic text)</li> <li>• noting words that are repeated</li> <li>• reading the first and last sentences of the passage</li> <li>• describing what was easy/difficult about a reading passage</li> <li>• identifying difficult passages or words</li> <li>• re-stating difficult sentences or passages in own words</li> <li>• re-reading text to answer questions.</li> <li>• reading and following a more complicated recipe; answering questions about it; sharing it with family</li> </ul>
2. read paragraphs of 7 to 10 sentences on unfamiliar topics including familiar or common vocabulary		

## Level 4

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Sub-outcomes/skills</b> <i>By achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. read 3 to 5 paragraph passages in familiar genres (e.g. concrete, factual) including abstract, specialised vocabulary	<ul style="list-style-type: none"> <li>• differentiate between fact and opinion</li> <li>• differentiate between likes, dislikes, and preferences</li> <li>• demonstrate strategies for learning and remembering words</li> <li>• use peer feedback and self-monitoring strategies to evaluate meanings and findings</li> <li>• draw inferences and conclusions</li> <li>• understand how quotation marks, semicolons, parentheses, and dashes affect meaning</li> </ul>	<ul style="list-style-type: none"> <li>• responding to formal letters, brochures, and newsletters</li> <li>• responding to factual and fictional stories</li> <li>• responding to articles in the newspaper or online news (e.g. letters to the Editor)</li> <li>• completing surveys or polls (online or paper-based) to state and rate likes, dislikes, dis/agreements, preferences</li> <li>• locating information using appropriate strategies (e.g. table of contents, glossary, headings, guiding words, menu)</li> <li>• developing an awareness of the protocols and ownership associated with First Peoples texts</li> </ul>
2. read 3-paragraph passages of unfamiliar topics and genres (e.g. argument, opinion, inference) including familiar vocabulary		

## Level 5

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Sub-outcomes/skills</b> <i>By achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. read texts of 5 or more paragraphs or short stories including figurative language and a full range of sentence structures	<ul style="list-style-type: none"> <li>• recognize different purposes for reading</li> <li>• detect tone, story and direct characterization</li> <li>• use self-monitoring techniques to assess comprehension</li> <li>• recognize cause and effect, comparison and contrast, and bias and objectivity</li> </ul>	<i>Learning Outcome 1</i> <ul style="list-style-type: none"> <li>• writing alternative endings to short stories</li> <li>• writing a logical prequel to a story – imagining what came before.</li> <li>• describing a character in their own words</li> </ul>
2. read non-fiction texts of 3 to 5 paragraphs including unfamiliar topic and vocabulary		<i>Learning Outcome 2</i> <ul style="list-style-type: none"> <li>• writing their own comprehension questions to demonstrate understanding</li> <li>• using a checklist to identify strategies used before, during and after reading</li> <li>• completing matching activities that link cause to effect, or compare to contrast</li> </ul>

## Level 6

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Sub-outcomes/skills</b> <i>By achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. read and discuss non-fiction, texts of 7 or more paragraphs (e.g. articles, chapters, webpages, transcripts) including abstract, conceptual or specialised vocabulary	<ul style="list-style-type: none"> <li>• separate relevant from non-relevant details</li> <li>• identify purpose, logic, validity</li> <li>• identify point of view, plot, main events, indirect characterization</li> <li>• use form and structure to inform understanding (e.g. rhymes, stanzas, haikus, limericks)</li> <li>• identify themes in poems, songs, and fictional stories</li> </ul>	<ul style="list-style-type: none"> <li>• critically discussing and responding to a variety of texts, genres and media</li> <li>• arguing for or against ideas in written or oral assignments</li> <li>• composing their own lyrics, poems, or creative work on an identified theme</li> </ul>
2. read and discuss short stories of 7 or more paragraphs, poems, and songs including figurative language and implicit meaning		

## Adult Literacy Fundamental (ALF) English Writing Outcomes

### Level 1

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Skills</b> <i>In achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. fill in 1-page simple forms with assistance  2. write 5 sentences of 3 to 4 words, independently	<ul style="list-style-type: none"> <li>• print the alphabet (upper- and lower-case letters)</li> <li>• print or write their own name, address and phone number</li> <li>• use capital letters on proper nouns</li> <li>• use capital letters for beginning a sentence</li> <li>• print or write CVC (consonant-verb-consonant) words and 50 to 75 sight words (words that students memorize and know by sight rather than sounding them out)</li> <li>• recognize and use end punctuation (period, question mark, exclamation mark)</li> </ul>	<ul style="list-style-type: none"> <li>• completing sentences by adding in subject or verb</li> <li>• copying short sentences</li> <li>• giving sentence answers to questions, with the answers using words and phrases in the question</li> <li>• dictating and copying experience stories</li> </ul>

## Level 2

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Skills</b> <i>In achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. write 5 complete simple sentences	<ul style="list-style-type: none"> <li>• participate in brainstorming to generate ideas for writing</li> <li>• use assigned vocabulary in sentence writing</li> <li>• use end punctuation</li> <li>• use capitals for proper nouns</li> <li>• write 75 to100 sight words</li> <li>• write CVC words</li> <li>• write CVC words that end in silent “e”</li> </ul>	<i>Learning Outcome 1</i> <ul style="list-style-type: none"> <li>• writing sentences to answer <i>who, what, when, where, why</i> questions</li> <li>• writing an opinion about a familiar topic</li> <li>• writing an experience story of 2 to 3 sentences</li> </ul>
2. write 2 messages of 1 to 3 sentences (to a familiar audience)		<i>Learning Outcome 2</i> <ul style="list-style-type: none"> <li>• writing phone messages, directions, emails, and requests</li> </ul>

## Level 3

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Skills</b> <i>In achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. write 5 to 7 complete simple and compound sentences	<ul style="list-style-type: none"> <li>• generate, organize and write ideas (i.e. use the writing process)</li> <li>• use assigned vocabulary in sentence writing</li> <li>• apply dictionary or thesaurus skills to develop new vocabulary</li> <li>• use end punctuation (period, exclamation point, question mark)</li> </ul>	<i>Learning Outcome 1</i> <ul style="list-style-type: none"> <li>• writing sentences expressing opinions on news events</li> <li>• doing a paired writing exercise where students have an informal conversation on paper—no talking allowed</li> </ul>
2. write informal correspondence (e.g. personal letter, email) to a familiar audience	<ul style="list-style-type: none"> <li>• use common coordinators (i.e. comma + and, or, but)</li> <li>• identify subject and verb in sentences</li> <li>• use compound words, contractions, possessives, and plurals</li> <li>• use appropriate, simple verb tenses</li> <li>• write 100 to 150 sight words</li> <li>• apply appropriate affixes to modify familiar root words</li> </ul>	<i>Learning Outcome 2</i> <ul style="list-style-type: none"> <li>• writing letters to family members, child's teacher, or friends</li> <li>• writing an email to instructor</li> </ul>



## Level 4

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Skills</b> <i>In achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. write paragraphs of 5 to 8 sentences using familiar forms (i.e. narrative, process, descriptive, opinion)	<ul style="list-style-type: none"> <li>• use paragraph structure: topic sentence, supporting details, conclusion, and transitional words and phrases</li> <li>• use paragraph format: title line, blank line, indentation, connected sentences, clear margins</li> <li>• demonstrate logical sequencing of sentences</li> <li>• write complex sentences using common subordinating conjunctions</li> <li>• write compound sentences using commas and FANBOYS (for, and, nor, but, or, yet, so)</li> </ul>	<i>Learning Outcome 1</i> <ul style="list-style-type: none"> <li>• writing a how-to paragraph (e.g. repairs, recipe)</li> <li>• going outside for a walk and writing a paragraph describing the surroundings</li> <li>• using editing rubrics</li> <li>• writing an opinion paragraph about a local issues after watching a news clip, reading an article about it, and discussing the issue</li> </ul>
2. write formal correspondence to a specified audience	<ul style="list-style-type: none"> <li>• recognize and correct fragments and run-on sentences</li> <li>• use consistent verb tenses</li> <li>• use common regular and irregular past tense verbs</li> <li>• use subject/ verb agreement</li> <li>• use standard pronoun reference and agreement</li> <li>• edit written work</li> <li>• spell common sight words and homonyms</li> <li>• use MLA format for headings, titles, and margins</li> </ul>	<i>Learning Outcome 2</i> <ul style="list-style-type: none"> <li>• writing cover letters, emails, and online applications</li> </ul>

## Level 5

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Skills</b> <i>In achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. write 8 – 10 sentence paragraphs using abstract forms (i.e. expository, summary, narrative, opinion)	<ul style="list-style-type: none"> <li>• recognize and use synonyms, antonyms, and homonyms</li> <li>• identify topic and main ideas after readings and discussions</li> <li>• apply spelling rules and strategies</li> <li>• use quotation marks, semicolons, and parentheses</li> <li>• use conjunctive adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• summarizing a short reading passage</li> <li>• searching the local news outlets for community issues and writing an argument paragraph that is a call to action</li> </ul>
2. compose response writings that express personal feelings on an assigned topic including a rationale	<ul style="list-style-type: none"> <li>• respond to selected material after reading, viewing, or listening by explanation of one’s personal viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• producing reflective journals, poems, PowerPoint presentations, posters, blog post, social media entry</li> <li>• writing a response paragraph after watching a movie</li> </ul>

## Level 6

<b>Learning Outcomes</b> <i>Students will be able to . . .</i>	<b>Skills</b> <i>In achieving these broader outcomes, students will demonstrate that they can also . . .</i>	<b>Sample Practice Tasks</b> <i>Students can develop/practice the skills needed to achieve these outcomes by . . .</i>
1. write 8- to 10-sentence paragraphs using abstract and academic forms (i.e. persuasive argument, formal summary, cause and effect, compare or contrast, advantages or disadvantages)	<ul style="list-style-type: none"> <li>• differentiate between subject and object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• reading the student services webpages for their institution and summarizing one service (this can later be linked to oral presentations)</li> <li>• summarizing an article</li> </ul>
2. compose self-reflective writings that describe learning experiences	<ul style="list-style-type: none"> <li>• respond to self-identified learning experiences, concerns, and/or successes by using critical and future-oriented thinking</li> <li>• write concise, purposeful explanations choose appropriate written register (i.e. colloquial or formal writing)</li> </ul>	<ul style="list-style-type: none"> <li>• writing reflective journals, poems, PowerPoint, posters, blog posts, or social media entries</li> <li>• writing learner statements at the end of semester to reflect on their learning process and acquired skills/application of skills</li> </ul>